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**THE FEATURES OF FORMATION OF CREATIVE PERSONALITY OF  
THE FUTURE TEACHER IN HIGHER EDUCATION**

**DETERMINANTY KSZTAŁTOWANIA KREATYWNOŚCI U  
PRZYSZŁEGO NAUCZYCIELA W PROCESIE EDUKACJI NA  
POZIOMIE SZKOLNICTWA WYŻSZEGO**

**ОСОБЕННОСТИ ФОРМИРОВАНИЯ КРЕАТИВНОЙ  
ЛИЧНОСТИ БУДУЩЕГО УЧИТЕЛЯ В ПРОЦЕССЕ ПОЛУЧЕНИЯ  
ВЫСШЕГО ОБРАЗОВАНИЯ**

***Abstracts***

*The article analyzes the objectives and expected outcomes of higher education in today's rapidly developing society. The conditions and features of formation of a higher education institution of the creative person of the future teacher have been investigated. Disclosed conditions to improve the quality of university education and the transition to creative teaching techniques.*

**Keywords:** *creative personality, creativity, creative environment, creative activity, creative quality, traditional and creative technology training.*

***Streszczenie***

*W artykule analizowane są cele i oczekiwane wyniki w zakresie szybko rozwijającej się edukacji na poziomie szkolnictwa wyższego na tle współczesnego społeczeństwa. Autorzy rozpatrują determinanty kształtowania w uczelni wyższej cech kreatywności w osobie przyszłego pedagoga. W ten sposób tworzone są warunki dla podwyższenia jakości uniwersyteckiej edukacji i rozwoju kreatywnych technik nauczania.*

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**Słowa kluczowe:** *kreatywna osobowość, kreatywność, kreatywne środowisko, kreatywna działalność, jakość kreatywności, tradycyjne i kreatywne pedagogiczne techniki treningu.*

### **Аннотация**

*В статье анализируются цели и ожидаемые результаты высшего образования в современном быстро развивающемся обществе. Рассматриваются особенности формирования в высшем учебном заведении креативной личности будущего педагога. Раскрываются условия повышения качества университетского образования и перехода на креативные технологии обучения.*

**Ключевые слова:** *креативная личность, творчество, креативная среда, креативная деятельность, креативные качества, традиционная и креативная педагогические технологии.*

**Introduction.** The modern stage of the development of pedagogy is called the stage of creativity and innovation, as it marks the successful combination and interaction of various studies whose goal is to educate the creator (creative, constructive personality) capable of becoming a part of constantly developing socio-economic relations, while realizing their abilities.

Realities allow to draw a conclusion that if you want to be happy in the modern environment, then it is not enough to master professional knowledge and skills, to be able to apply them in practice. The most important thing that efforts should be directed to the constant development of both their creative potential and like-minded people capable of generating new, creative ideas.

The analysis of the latest educational documents in the sphere of higher education in Ukraine showed that the goal of education and upbringing should be a professionally competent, initiative, creative citizen, endowed with a sense of duty and responsibility to society, capable of quickly adapting to the modern world, whose characteristics are increasing the role of the individual, intellectualization its activities in the context of dynamic changes in technical equipment and

technology, the continuous growth of information. That is why, in our opinion, the important task of modern higher education is the formation of a person who is creative and capable of constant self-educational activity.

From a modern teacher, in conditions of changing values and priorities, one expects not only professionalism, competitiveness, mastering of new technologies, but also the ability to create a comfortable developing environment. The purpose of education varies from the process of transfer of knowledge, skills and practice to the formation of readiness for self-knowledge, building oneself as a person, active awareness of one's destiny. Therefore, the teacher's task is not to give ready-made knowledge, but to promote the acquisition of skills to acquire them independently. In this connection, a problem arose for the training of teachers capable of applying creative pedagogical technology in practice.

Among the range of scientific terms used in pedagogy, the term "creative pedagogy" is increasingly being used, which is not a separate branch, although it increasingly begins to declare its rights to independent existence. Note that the interest of scientists in certain aspects of creative pedagogy is explained by the fact

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that creation is a subject of study and philosophy, and psychology, and pedagogy, and methods of teaching and education. Therefore, the works of A. Antonova, A. Dubaseniuk, I. Zyazyon, A. Savchenko, S. Sysoeva, A. Sologub, M. Kholodny and others are relevant in the field of our research. The study of the formation and development of the personality of the teacher, his basic qualities are presented in works by Yu. Babansky, V. Zagvyazinsky, V. Kan-Kalik, N. Kichuk, N. Kuzmina, M. Potashnik, R. Shakurova and others.

**Main text.** The experience of creative and self-educational activity is received by the future specialist in the higher school, so the acquisition of the ability to learn, in addition to basic knowledge, the formation of a creative person, becomes a priority in the conditions of a developing society. The productivity of creative technologies in the successful modernization of the environment should be an effective tool for the creative pedagogical process. The purpose of our research is seen in the disclosure of the features of the creative personality formation of the future teacher through a comparative analysis of traditional and innovative technologies that contribute to the development of the creative educational environment and to the maximum disclosure of the personality of the future specialist. The goal is realized through the following tasks: 1) clarification of the terms “creativity”, “creative qualities”, “personality readiness for creative activity”; 2) comparative analysis of traditional and creative pedagogical technologies.

Analysis of modern pedagogical literature allows to generalize the goals facing the modern higher school: 1) students must be trained from the first days of teaching as to future professional activity, and to life in the society as a whole; 2) to form a need for continuous

self-educational activity, without which the profession progress is impossible; 3) to encourage and stimulate the development of self-sufficiency as a necessary professional quality; 4) starting from the first days of study at the university, to form a creative personality that can drop old patterns and fill their own niche in creativity; 5) to develop in the future a specialist as a carrier of social and moral values the conviction that he, thanks to this established system of values, is able to model his professional activity; 6) on the basis of moral categories it is necessary to form an ability and readiness for constant self-improvement. As M. Potashnik rightly notes, “goals must be set with an anticipation, that is, they should be predicted for the future” [3, art. 39].

Article 1 of the Law of Ukraine “On Higher Education” clearly presents the interpretation of the term “higher education”, which in a certain way takes into account the above goals: the totality of systematized knowledge, abilities and practical skills, ways of thinking, professional, worldview and civil qualities, moral and ethical values, other competences obtained in a higher educational institution (scientific institution) in the relevant field of knowledge for a certain qualification at the level of higher education, which in complexity higher than the level of secondary education [2]. However, we see that in this part the representatives of the educational community state that there are certain problems in implementing the significant provisions of the Law on the definition of the strategic tasks of modern higher education. Therefore, if we want the higher education in Ukraine not to be barely glimmered, continuing to carry the fetters of the past, but to be developed and become competitive, it is necessary to change the learning goals, and, consequently, technologies aimed at

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developing the creative personality of the future specialist.

As higher education faces difficult challenges in choosing its future, it is necessary to clearly present these changes and adhere to certain strategies. Prior to these strategies that contribute to the development of creativity of future teachers, we include:

- 1) the creation at the university of an educational creative environment that will favor the maximum disclosure of the student's personality;
- 2) promote reflexive treatment of students for themselves and the adoption of a program of their own self-development and self-affirmation;
- 3) complete and in-depth immersion of each student in educational activities, interest by building future development prospects;
- 4) experience formation of active self-educational activity.

The implementation of these strategies largely depends on the process of forming the readiness of future teachers to introduce modern creative pedagogical technologies. For pedagogical staff to be ready for professional activity, it is necessary to familiarize future specialists with the features of real pedagogical activity as a whole, and with modern requirements to the educational process of the developing modern school as soon as possible [1, art. 38].

Thus, we consider improvement of their readiness as a professional activity in general and introduction of personal-oriented technologies for development of creative thinking of schoolchildren as one of the priority directions in the professional and pedagogical preparation of future teachers.

We are sure that exactly in the pedagogical university the foundation of the future creative pedagogical technique, pedagogical tact, technological literacy

and pedagogical skill is laid in the process of education. This approach enables the young teacher to feel confident in the process of professional activity, adapt quickly to the conditions of the modern school, successfully solve complex educational problems, master the skills to study the personal qualities and characteristics of students, determine the optimal conditions for pedagogical influence, a thorough analysis of the results of their activities, the ability to manage emotional and physical stress.

We are convinced that the primary task of the modern higher education institution is to develop the creative experience, which should be implemented through the realization of several courses: design, planning, special selection of creative technologies, maximally contribute to the development of the student's creative qualities.

Until now, there are no clear interpretations of the concepts of "creation" and "creative abilities". Now both concepts are often used in the interpretation of "creation". Actually, the concept of "creativity" was defined in the second half of the last century by P. Torrens as a process of identifying sensitivity to problems, a lack of knowledge, their disharmony, inconsistency, incompatibility, disagreement; search for solutions, promotion of hypotheses; checks, changes, formation and communication of the decision result.

In the 50th years of the XX century an American psychologist J. Guilford pointed to the fundamental difference between two types of mental operations: convergence and divergence. Convergent thinking (confluence) is actualized when the person solving the problem has to find the only correct solution on the basis of many conditions. In principle, there can be several concrete solutions (the set of

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equation roots), but this set is always bounded.

Divergent thinking is defined as “a type of thinking going in different directions” (J. Guilford) [7]. This type of thinking allows for varying ways to solve the problem, leads to unexpected conclusions and results.

Domestic and foreign science has accumulated a certain amount of experience in developing the basic theoretical prerequisites for the problem of forming the creative personality of the future teacher. We agree that among the important priority qualities of the future teacher’s personality, the following should be singled out:

- the desire for self-realization in the future profession and not only. One of the highest needs of the individual, which manifests itself in the realization of their own creative forces and abilities, in the constant growth and enrichment of their own internal capabilities, in increasing their professional activity, in targeting universal human values;
- passion for work as a mission. High interest in the profession chosen by the student, identifying himself with his work, deep satisfaction with it and, at the same time, a constant readiness to improve the matter;
- authenticity of the person. Sincere and outspoken attitude towards oneself and others, unwillingness to hide behind conventional masks, hide their directions, thoughts and beliefs, own individual characteristics;
- independence in discussions. The ability of the individual to express his own judgments, not adjusting to the opinions of others; complete independence in assessments;
- self-reliance. Adequate assessment of own strengths and capabilities in relation to their own experience: the choice of goals and objectives that a person is able

to solve at a high level of quality, the absence of unjustifiable anxiety in the selection and implementation of these goals;

- individuality and flexibility. The ability to set goals independently, as well as to change them depending on the conditions of activity, lead others to themselves, be original and impartial in solving problems that arise;

- criticality and high degree of reflection. Constant attention to the adequacy of one's own actions and deeds, intolerance of disadvantages and unreasoned decisions, the ability to learn from mistakes of one's own and others, constant analysis and comprehension of one's own activity;

- childlike receptivity and openness to something new. A combination of mature thought with a childish freshness of perception.

We can sum up that the creative qualities - this is what changes in a person, when he is engaged in creation, they do not disclose the essence of creation. Getting acquainted with creation, we contribute to the emergence of the individual to the creative qualities. Creativity can “interest” a person more than creation, or vice versa. Each person has his own idea of creation and creative process (the most important is the intuitive view). Knowledge of these features is necessary in the process of educational university activity.

V. Slastenin defines the individual's readiness for creative activity as a special mental state, signals the presence of the image of the structure of a certain action and the constant focus of consciousness on its performance. “It (readiness) includes various attitudes toward the recognition of the pedagogical task, the model of probable behavior, the definition of special methods of activity, the assessment of one's own possibilities in relation to the forthcoming difficulties and the need to

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achieve a certain result” [8, art. 65].

From the standpoint of the activity approach, the preparation of the future teacher for the development of the creative thinking of schoolchildren provides for a form of student activity in which he achieves consciously set goals that are due to the emergence of certain needs of the individual.

The emphasis on the competence approach is conditioned by the requirements of the reform of the national education system, therefore the final integrated result of the training activity in the process of professional training is the competence of the subjects of the educational process [9].

These aspects of the professional training of future teachers are important in the formation of readiness to carry out professional activities and confirm the relevance of the problem. In the context of the studied problem, the individual and personal qualities of the future teacher play an important role. It is advisable to add this direction of professional training of future teachers, as the formation of their value orientations, which are set by the vector of pedagogical activity [10, p. 9].

We believe that the conceptual provisions for the preparation of future teachers for the development of creative thinking in schoolchildren have as their basis a system-functional theory of the professional formation of the individual. So, the professional formation of the teacher is due to the peculiarities of his future profession - the implementation of educational activities in the teaching of almost all subjects of the school course, without exception.

Thus, it should be noted that the learning process will become more effective only if the student understands, or rather, makes his own teaching process more understandable. For this purpose it is important to observe such principles of

creative learning as a set of three components:

- consciousness (achieved through reflection of the process and result);
- managing your own attention;
- changes (for the purpose of improvement) with subsequent development in the process of constant movement from one state to another: from less effective to more efficient.

Now in higher education institutions in the training of future teachers there are two technologies: traditional and, recently received a powerful impulse, creative learning technology.

Thus, B. Likhachev analyzes traditional pedagogical technology as “a set of psychological and pedagogical attitudes determining the social set and composition of forms, methods, ways, techniques of teaching, educational means; it is a tool for the pedagogical process” [5].

Another famous scientist M. Clarin regards technology as a system: pedagogical technology is “a systemic set and the order of functioning of all personal, instrumental and methodological means used to achieve pedagogical goals” [4].

Note that many researchers under the technology understand the didactic system: forms, methods, teaching aids, algorithmically organized and having a very concrete result in the implementation of the training content.

Our time increasingly demands the bright personality of the future teacher, who, in addition to the perfect mastery of his subject of teaching, proficient in the achievements of the human sciences and the laws of his development, new pedagogical technologies and the art of communication. The real mission of the teacher - to be the bearer of the newest universal human values accumulated by culture - is realized through a

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comprehensive knowledge of the national, cultural, historical traditions of his people, because he is called to educate a creative, comprehensively developed and competent personality.

The model of the creatively prepared future teacher includes certain parameters: comprehensively educated, psychologically and methodically erudite, with well-formed professional skills, with pronounced pedagogical orientation, and developed didactic-methodical thinking. This is a specialist with a strong individual-creative style of work.

To the above mentioned parameters, we will also add the most important features of pedagogical creativity of the future teacher:

- high level of social and moral consciousness;
- search-and-problem thinking style;
- developed intellectual-and-logical abilities (the ability to analyze, substantiate, explain, identify the main, etc.);
- problematic vision;
- creative imagination, developed imagination;
- specific personal qualities (courage, readiness for risk, purposefulness, curiosity, independence, persistence, enthusiasm);
- specific leading motives (the need to realize one's own "I", the desire to be recognized, creative interest, passion for the creative process, the desire to achieve the greatest effectiveness in specific working conditions);
- communication skills;
- ability to self-management;
- high level of general culture.

The reform of higher education in Ukraine today is precisely aimed at helping young people to develop the worldview, creative thinking, value orientations, structural qualities of the personality, through which it can actively

integrate into the reform processes in the school.

Therefore, the traditional educational technology is replaced by a creative one, the emergence of which is caused by the fact that today the educational environment can be represented as a system of actions and conditions for the formation of a personality according to a certain pattern, which does not contribute to the creativity development. And only creative educational environment as multidimensional individualized integrity is intended to create conditions that promote personal growth. The main goal of the creative educational environment of the university is to create conditions that are as favorable as possible for the self-actualization of each individual, the training of cultural, moral and highly qualified specialists who are able both competently and quickly to solve modern problems, to navigate in difficult situations, who have creative thinking, an active life position, skills of self-education, self-discipline and introspection.

Note that the creative educational environment is characterized by the management of educational activities, which includes logical and heuristic means of cognition, reproductive and creative methods. The multifactority of the conditions on which the success of training depends, necessitates the attraction of new progressive methods and technologies.

In order to improve the quality of university education and transition to creative technologies, today it is actual for high schools to make special audiences and halls of libraries with open access, with a single educational and information network, which allows to receive educational information in various forms, that allows to shift the student's internal motivation interest in the subject, reveals

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the creative qualities and imagination of the education subject.

We consider interactive learning as one of the types of learning that contributes to the creative development of the personality of the future teacher. So, the essence of the educational process in terms of interactive learning is that learning is carried out in the process of constant, active, positive interaction of all participants in the learning process. There is a collective, group, individual training and cooperation training. Both the teacher and the student are equal subjects of training.

As a result of the organization of educational activity under such conditions, an atmosphere of interaction and cooperation is created in the audience, which allows the teacher to become a real leader of the collective. The organization of interactive learning involves the use of didactic and simulation games, modeling of life space, creating problem situations.

The training system of future teachers develops and functions under the influence of certain factors that provide, in particular, various aspects and vectors of its integrity. So, one of such vectors is the whole activity of the future teacher in the organization of interactive technology, consisting of interrelated and interdependent elements, each of which is to some extent independent, has a specific purpose and integrates into the general system of professional teacher's activities.

Among the factors we distinguish, for example, the following ones:

- the readiness level of students - future teachers - to the perception of new creative technology;
- readiness of university teachers to master new technology and transfer knowledge to students;
- readiness of teachers and students to creative interaction in the learning process;

- taking into account the didactic-methodical aspects of the management of the learning process and the features of its organization in the preparation of future teachers for the application of innovative creative technologies in their professional activities.

Experienced teachers successfully use such techniques and methods of creative technology that can be used in class to increase the creative and cognitive activity of students: non-standard techniques of pedagogical technology - intellectual aerobics (puzzles, logic tasks and flexibility of thinking); literary word-making (students are offered literally a minute to continue the phrase, to compose poetry); pedagogical dictation (for example, on the knowledge of pedagogical terms); viewing and analysis of videos; exercises on the establishment of correspondences, the continuation of phrases of great teachers, pantomime (to show the conceived word/situation), correction of mistakes in comparison.

Thus, we make conclusions that only creative pedagogical technology is the algorithm for the activity, process of creative activity of the teacher and student. In the very concept of creative activity, we put individual abilities and capabilities, the level of preparedness for creation, self-esteem, active self-awareness in the social and spiritual culture, which determines the choice of goals, selection of material, ways of interaction in the process of implementing creative technology.

We are convinced that the future lies behind creative pedagogical technology, because it, having received various characteristics, can be defined as:

- the possibility to realize the abilities of the creative person;
- support the achievement of clear and evident diagnosed goals;

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- an algorithm with a structure that is subject to objective laws of social development and substantial integrity;
- the ability to predict the final result;
- availability of own methods, ways of structuring information material, forms of organization of cognitive activity and forms of control.

### **Conclusions**

Forming the creative personality of the future teacher, preparing him for pedagogical creativity is a problem which solution has not been completed to the present. Generalized experience and observations indicate that the process of

the formation of pedagogical creativity in future teachers will not lead to effective consequences unless it is provided for its organic unity with the formation development of their creative personality, the formation of the ability to perceive pedagogical activity as a creative process.

Thus, we note that the creative personality of the future teacher undoubtedly acts today as one of the goal-oriented guidelines that help to reveal the student's creative activity and develop him as a complete integral personality able to live and work in the open European environment.

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