

choose from the two suggested options the one that was the most appropriate for them, was applied. The second criterion that determines the ability of students for self-development is the ability for self-improvement. In order to assess it, the first questionnaire of the “Barriers of Pedagogical Activity” method, which consists of fifteen statements, was used. Then, according to a specially designed questionnaire a survey was conducted in order to assess the students’ interest in education, pedagogical profession and, consequently, in professional self-development. As a result of the students’ performance of a series of diagnostic tasks, it has been determined that 26.9% of them have a high level of the ability for professional self-development, 65.7% have an average level, and 7.4% have a low one. According to the distinguished levels, this suggests that most students (65.3 + 7.2 = 72.5%) do not have the necessary knowledge and skills for organizing and carrying out systematic work on professional self-development, which opens the prospects for developing appropriate effective measures to improve the quality of students’ training in the field of professional self-development in the theoretical, practical and methodical aspects.

Keywords: self-development, professional self-development, future teachers, psycho-pedagogical assessment, methodical tools, levels.

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FUTURE SPECIALISTS’ CREATIVE CAPACITY AS A PERSONAL AND PROFESSIONAL QUALITY

The paper deals with the issue of the formation of creative capacity as a professional and personal quality, which makes a future teacher an author/creator of his/her own life and occupation. The relevant issue of implementing creative work of the future teacher’s professional training, which is characterized by the ability of future specialists to innovate, involves the achievement by future specialists of the integral top – the formation of the creative capacity as a professionally significant personal quality. The main criteria for the formation of the creative capacity of future teachers are determined: value-motivational (the formation of the system of values of an individual, awareness of the importance of his/her profession in the development of the spiritual and creative personality); cognitive-competence (degree of maturity of professional competencies, poly-artistic awareness, ability for integral analysis and synthesis); creative-activity (ability for self-expression in different types of creative-designing activities); creatively-presentative (ability to present, identify organizational skills, involve others in joint creativity), reflective-analytical (ability to perform self-assessment, analysis and introspection). The purpose of the research is to develop and verify the methodical system of forming the creative capacity of future teachers, which involves the implementation of technology of creative-designing activities. The designed methodical system is implemented according to the following stages: value-motivational, transformative-activity, productive, according to which the formation of components and indicators of creative capacity of the future teacher is carried out. The suggested technique has been experimentally assessed involving 500 students of Ukrainian universities, and its efficiency has been proved.

Keywords: creative capacity, professional training, creative-designing activity, future teacher.

Introduction

The focus of professional education on the individualized development of professionally significant qualities of a future teacher, his/her professional competencies, the transformation by the personality of his/her inner world

and creative self-realization in the profession and life on the ground of the formation and development of the subjective characteristics as the basis of his/her inner spiritual and creative self-development, self-expression, self-actualization, actualize the need to improve the quality of

professional training, its focus on the final result – the formation of socially active, competent, spiritual, creative individual with clear professional orientation, capable of self-expression and self-realization in professional activity and life.

Scientists believe that the general education should provide not only the education of a consumer of values, but also the development of “creative capacity”, in other words the ability to act as the initiator of a creative project and a plan, to embody it in one’s own creative activity, to be performative, original and expressive in the presentation outside [4; 5].

The creative capacity of a future teacher involves multifaceted conscious perception of the surrounding reality, the deep penetration and comprehension of the content and understanding of the meaning of certain phenomena, interpretation, inspirational performance, ability to create. It is in the complex process of creativity and designing, which is based on adequate perception, interpretation, design of the image, work, project up to its creative presentation, the self-expression and self-actualization of a future specialist are carried out. This process involves self-realization of his/her abilities, giftedness, opportunities, disclosure of all reserves of creative activity of the individual, the whole complex of individual and personal qualities, objectification of the essential forces in his/her own products, various social activities, which leads to the transformation of the individual into the subject of his/her own life and profession. In such a way the dialectic development of the personality of a future teacher is manifested, because by giving oneself, one’s essential powers and abilities to creative activity, the person at the same time acquires them, but in a new quality.

It is his/her creative capacity, which acquires an integrative nature, because it contains internal personal characteristics, abilities, qualities and properties, manifested in the creative work of a future teacher. Activating his/her individual values, reaching a conscious goal, realizing it in the activity, a future specialist confirms himself/herself as a unique personality capable of achieving various creative generalizations, demonstrating a high level of culture, literacy, deep erudition, harmony and beauty of the inner world, concern of the environment, awareness of its values and involvement in the creation of these values. Such teachers work successfully in the way of independent creative searches, based on the achievements of fundamental sciences and the uniqueness of which is the axiological basis of the teacher’s activity in terms of intellect-affect-will ground [6; 7].

The phenomenon of integrative creative-designing activity belongs to the innovative space of understanding the meaning of its implementation in the content of professional training.

The source of innovation is the purposeful search for the idea (creation) and the implementation into the content of the professional training of such a system and technology of teaching that should resolve the contradic-

tions between the social demand of the competitive specialists and the real state of the training of future teachers at secondary schools and the socio-cultural environment [1; 2; 3].

In these conditions, the creative-designing activity, which involves its pedagogical management, the optimal correlation of purposeful organizing influence and self-organization, leads to the formation of an integral professionally important personal quality, namely the creative capacity of a future teacher.

Aim and Tasks

The paper aims to present an experimental methodical system of forming the creative capacity as a professional and personal quality of a future teacher through the introduction of creative and designing technology, and test its effectiveness.

The following tasks are set:

- 1) to characterize the conceptual bases of creative-designing activity of a future teacher and determine the criteria for the formation of his/her creative capacity;
- 2) experimentally check the effectiveness of the methodical system of forming the creative capacity of a future teacher, containing the technology of creative-designing activities.

Theoretical Study Results

Creative-designing activity in the content of professional training of future teachers acquires an innovative character, since it is based not only on the ability to adequately perceive, execute, interpret, but also the ability to create and present their own works and projects, to engage others in co-creation, to direct creative-designing activities in pedagogical course, which in the end allows to characterize a future teacher as a holistic person capable of self-expression and self-realization in various spheres of educational and cultural space.

In the process of creative-designing activity, universal personal and professionally meaningful qualities (creative thinking, imagination, creativity, ability for empathy and reflection, etc.) are being formed and revealed, professional competences are being improved, pedagogical skills are being enhanced, an organic interconnection of the higher spiritual values and essential personality forces that are actualized in this activity is performed.

We consider a future teacher as a creator of his/her own work, project, composition, who must not only create, but also present them, that is, as an author who possesses professional skills, reliability, will, as a teacher, who should teach the art of creation to others, have interpersonal and pedagogical communication skills.

Individualization as a unique way of solving creative and pedagogical tasks by a teacher and a student plays an important role in the subjectivation of creative-designing activities, as a condition for the formation of the individual style of self-expression of a student, the disclosure of his/her unique individual qualities and characteristics.

Creative-designing activity related to the rejection of stereotypes in learning, the need to “free up” internal, unique personality “reserves”, creative qualities, is at the

same time a controlled innovation, a specially organized process, which involves achieving changes, manifestation of creative capacity on the basis of purposeful rational-volitional actions, personal and creative position of both a teacher and a student.

The review of curricula has shown that the professional training of students lacks integrity, continuity, is not used in full. There are no methods for self-expression of students in the creative activities. Creative modules do not provide holistic analysis, creation and presentation of their own projects. Such fragmentation and spontaneity of creative-designing activity is a significant obstacle in the formation of creative capacity as a professional and personal quality of future specialists.

In view of the above, it is important, in our opinion, to introduce a technology of creative-designing activities into the content of the methodical system, in the process of which the creative capacity of a future specialist will be formed.

The methodical system of future teachers' creative capacity formation includes pedagogical conditions, forms and methods of training, involves the implementation of the technology of creative-designing activities, the core factor and the result of which is the formation of creative capacity as an integrated professional and personal quality of a future teacher.

The basis of the organization and implementation of the methodical system of future teachers' creative capacity formation, its experimental implementation is formed by the following units: the goal-motivational unit, covering the purpose and tasks, is characterized by a goal-motivational functional component; a methodological and conceptual unit that is focused on scientific approaches, principles, functions, and contains a methodological and conceptual functional component; a content-procedural unit covering pedagogical conditions, directions and content of activity, and contains the content-procedural functional component; a corrective-activity block, which involves the application of the forms and methods by which creative-designing activities should be carried out and the students' creative capacity should be formed; a productive (resulting) unit, which involves the achievement of the pedagogical result – the formation of creative capacity as a spiritual and creative top of professional activities of a future teacher, and contains a productive and evaluative functional component.

The technology of the implementation of creative-designing activities acts at the general pedagogical, subject-methodical and local levels, covers all educational-qualification levels of the educational process at higher educational institutions, is used both as a subject, as a method, and as a combination of methods and means of implementing a certain content of studying within a subject, group, teacher's work, and is realized as a technology of separate (variant) types of creative-designing activities and as an independent direction in the content of a professional discipline. The technology of introduction of creative-designing activities involves the development of criteria for its master-

ing, evaluation, presentation of information at the stages of its acquisition, contains a concretization of educational goals, correction of feedback, provides for a thorough mastery of creative and design competencies, is an instrumental basis for cooperation between a teacher and a student on the basis of facilitation, provides a transition from explanation to understanding, from a monologue to a dialogue, from assessment to self-assessment, from management to self-management, from teaching to self-study, acquisition of knowledge to self-expression and self-fulfillment in creative-designing activities, and guarantees a result – the formation of creative capacity.

Creative-designing activity that avoids traditional rational-informative presentation of educational material and is based on associative-figurative thinking, emotional penetration, and presupposes, first of all, the future teachers' possession of fundamental knowledge and skills in professional disciplines, attracts a future teacher to the higher forms of co-creation, complicity, led to the search for appropriate forms and methods of training, the selection of which is determined by the purpose and functions of the professional training of future teachers.

In accordance with the structure of creative capacity, the following criteria and indicators of its formation in a future teacher are defined: the value-motivational criterion characterizes the degree of awareness of the future teacher of the system of values. The main indicators of the criterion are an understanding of the importance of the profession in the spiritual and creative development of the individual, the need for it, the axiological attitude and the desire for self-expression in creativity; the cognitive-competence criterion determines the level of knowledge, competence, literacy, development of artistic perception, the ability to carry out a thorough analysis of a certain phenomenon in the unity of content and form, to identify the individual style of thinking, use the acquired knowledge in practical activities, independently carry out cognitive-search activity; the creative-activity criterion characterizes the degree of creative orientation of future specialists, the ability to apply technological tools in creative work, to use the gained experience, to express themselves in their own projects and works; to be original in the interpretation of their own artistic images, works, projects; to show creativity, independence, openness to creative experience; creatively-presentative criterion determines the level of possession of methodological-pedagogical and creative-designing skills by future teachers, the ability to carry out preparatory work on individual and group project, present them, show organizational skills, involve others in joint creativity, be sociable, possess interpersonal-communicative (pair, group, team work); managing (logical construction of creative projects), acting (artistry, ability for artistic performance and identification, imagery, emotional and sensual insight) qualities as important components of pedagogical mastery; reflexive-analytical criterion determines the level of maturity of value-personal sphere of a future teacher, his/her ability for spiritual and creative reflection, analysis

and self-analysis, assessment and self-esteem, objectivity, reasoning, independence; the ability to identify the prospects of his/her own development, to predict the results of his/her own and the students' activities, to understand the importance of an individual style of artistic thinking formation, to understand the significance of his/her own creative capacity as a professional and personal quality. On the basis of these criteria and their indicators, a hypothetical model of the levels of maturity of future teachers' creative capacity has been developed, its four conditional levels are distinguished: low (passive-contemplative), average (emotionally representative), sufficient (heuristic-analytic), high (creative-effective).

Research Methods

The experiment involved 536 students of Volodymyr Vynnychenko Central Ukrainian State Pedagogical University, I. Horbachevsky Ternopil State Medical University, Pavlo Tychyna Uman State Pedagogical University, who were randomly divided into control and experimental groups (CG=250 and EG=250). The CG was taught according to the traditional system and EG students were taught according to the designed technique of forming their creative capacity. According to the distinguished criteria, we have chosen a certain method for assessing every indicator.

The evaluation of the respondents according to the value-motivational criterion was carried out using a method of observation, interviewing, questioning, and testing. We have designed special questionnaires with different types of questions (open, closed, alternative), as well as tests aiming to reveal the interest of students in a certain type of creative-designing activity, practice, independent creative and research work, preparing their own creative projects.

The assessment according to the cognitive-competence criterion was carried out in the process of group and individual work, modular testing on professional disciplines, colloquiums, seminars, creative activities. The method of analysis, synthesis, which made it possible to identify the students' abilities to think, analyze, synthesize, ability for creativity, emotional and sensory perception as an important indicator of future teacher's creative capacity, was used.

The assessment of the maturity of the creative-activity component of future teacher's creative capacity, the method of group and individual creative tasks, crea-

tive presentations, involving the realization of potential creative potential of future specialists, were applied.

The method of mini-projects, improvisation, expert evaluation was used to determine the maturity of a creative and presentative component of creative capacity phenomenon.

For the reflexive-analytical component, the methods of assessment and self-assessment were used, which made it possible to identify the students' predictive abilities, the level of assessment and self-assessment of their professional skills.

When implementing the experimental technique, the training was carried out in the framework of the innovative project "I am the creator", based on certain methodological approaches, principles and pedagogical conditions. It outlines the innovative resource of educational space, is focused on the development of the components of creative-designing activities and the formation of the creative capacity of future teachers. It represents a new vision of organizational and methodological support of the professional training of future specialists.

Student's t-test was used to verify the obtained results of the study.

Research Results

As a result of initial assessment, the levels of maturity of future teachers' creative capacity were determined, namely: low, which was peculiar for 31.98% of the respondents of the total number of participants, the average level was found in 39.71% of the students; 21.64% of the respondents were characterized by the sufficient level, and the high level was peculiar for 6.67% of the experiment participants, which gave reasons to believe that the existing system of professional training of future teachers was not sufficiently effective. After implementing the suggested technique into the educational process in the experimental group, the reassessment was conducted.

In order to check the effectiveness of the experimental technique, a comparative analysis of the results of the summative and formative assessments of the maturity of future teachers' creative capacity was carried out. The evaluation of the maturity of future teachers' creative capacity was conducted according to the identified criteria and indicators. The system of mathematical and statistical processing allowed us to see the dynamics of the development of the studied quality (Table 1).

Table 1.

Dynamics of the Development of Future Teachers' Creative Capacity

Groups	Levels of creative capacity maturity								Mean value (scores)	Median (scores)	Mode (scores)	Standard deviation (scores)
	Low		Average		Sufficient		High					
	num-ber	%	num-ber	%	num-ber	%	num-ber	%				
Summative assessment												
CG	88	33.33	107	40.53	53	20.08	16	6.06	5.308	6.5	3.5	14.30
EG	92	33.82	108	39.71	54	19.85	18	6.62	5.305	6.5	3.5	14.34
Formative assessment												
CG	66	24.75	91	34.64	73	27.66	34	12.97	5.875	5.824	6.32	8.58
EG	40	14.80	59	21.59	96	35.28	77	28.33	9.437	7.942	8.67	10.02

For the reasoned confirmation that the results of the pedagogical experiment are not accidental but provided by the actual implementation of the proposed technique, their statistical verification was carried out. Since CG and EG are homogeneous in characteristics, we can use a methodology for assessing the differences in mean scores in the groups under study using the Student's t-test based on the estimated criteria of future teachers' creative capacity.

The obtained values according to the t-test make it possible to conclude that the differences between the average scores of the students of both groups are reliable. It can be argued that changes in the levels of the maturity of the components of creative-designing activity of future teachers are ensured by the implementation of the developed pedagogical conditions, thus the suggested technique introduced in the EG is effective and statistically verified.

The stable tendency of the transition of students of experimental groups from average and sufficient levels to high (according to components) was revealed. 28.33% of students demonstrated the high level of creative capacity maturity at the end of the experiment; sufficient – 35.28% of students; average – 21.59%; low – 14.80%.

The quantitative and qualitative analyses of the results of the experiment have shown the appropriateness of introducing methodological and conceptual foundations and a methodical system based on the implementation of creative-designing technology in the content of training future teachers at pedagogical universities.

Conclusions

The carried out empirical research has made it possible to find out that in the context of the reconstruction of

the content of higher pedagogical education, creative-designing activity becomes of particular importance. Its implementation into the system of higher pedagogical education contributes to the development of spiritual and creative personality, positively affects the improvement of professionally significant personal qualities, promotes the formation of creative capacity of future specialists.

The following levels of future teachers' creative capacity maturity have been distinguished: low (passive-contemplative), average (emotionally representative), sufficient (heuristic-analytic), high (creative-efficient) and their generalized characteristics.

The effectiveness of future teachers' creative capacity formation depends on the introduction of appropriate pedagogical conditions, namely: the educational (creative-developing) environment, in which the student can be the subject of his/her own creativity; development of future teachers' motivation for creative-designing activities, the need for self-expression and self-realization in it; the focusing of the educational process on acquisition of students' experience in creative-designing activities; provision of pedagogical facilitation, creative-dialogue communication, stimulation and activation of students' ability for congruence in creative-designing activities; introduction and realization of the methodical system of forming future teachers' creative capacity.

The developed methodological system operates through the implementation of technology of creative-designing activities and is aimed at achieving the effectiveness of professional training – the formation of future teachers' creative capacity as a professional and personal quality.

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ФОРМУВАННЯ АВТОРСЬКОЇ СПРОМОЖНОСТІ ЯК ПРОФЕСІЙНО-ОСОБИСТІСНОЇ ЯКОСТІ МАЙБУТНЬОГО ФАХІВЦЯ

Стаття присвячена формуванню авторської спроможності як професійно-особистісної якості, що забезпечує здатність майбутнього вчителя бути автором власного життя і професійної діяльності. Розв'язується актуальна проблема впровадження у зміст професійної підготовки майбутнього вчителя творчо-проектувальної діяльності, яка характеризується здатністю майбутніх фахівців до інноваційного пошуку, передбачає досягнення майбутніми фахівцями інтегральної вершини – сформованості авторської спроможності як професійно значущої особистісної якості. Визначаються основні критерії сформованості авторської спроможності майбутнього вчителя: ціннісно-мотиваційний (сформованість системи цінностей особистості, усвідомлення значення своєї професії в розвитку духовно-творчої особистості); когнітивно-компетентнісний (ступінь сформованості фахових компетентностей, поліхудожньої обізнаності, здатності до цілісного аналізу і синтезу); творчо-діяльнісний (здатність до самовираження в різних видах творчо-проектувальної діяльності); творчо-презентативний (здатність оприлюднювати, презентувати, виявляти організаторські здібності, залучати інших до спільної творчості), рефлексивно-аналітичний (здатність здійснювати оцінку та самооцінку, аналіз та самоаналіз). Метою дослідження є розробка й перевірка методичної системи формування авторської спроможності майбутнього вчителя, що передбачає реалізацію технології творчо-проектувальної діяльності й спрямовується на формування авторської спроможності майбутнього фахівця. Авторська методична система впроваджується згідно з визначеними етапами: ціннісно-актуалізувального, трансформувально-діяльнісного, результативно-продуктивного, відповідно до яких здійснюється формування компонентів і показників авторської спроможності майбутнього вчителя. У результаті експериментальної перевірки ефективності запропонованої технології було отримано позитивні результати, що свідчить про те, що її можна використовувати у педагогічних вищих навчальних закладах для розвитку авторської спроможності майбутніх учителів.

Ключові слова: авторська спроможність, професійна підготовка, творчо-проектувальна діяльність, майбутній вчитель.

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