CREATIVE COMPETENCE IN THE EDUCATIONAL ACTIVITY OF A DAY-TO-DAY TEACHER

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INTRODUCTION
In recent years, interest in Russian psychology has increased in assessment and formation of creative thinking, professional creativity. The urgency of this problem is determined by the changes that have taken place in modern Ukraine. Under these conditions, the requirements for such personality traits as openness to new experience, the ability to find solutions in non-standard situations, a creative attitude to reality. In this regard, new and especially important tasks are set for education, one of which is upbringing and training, contributing to the full development of the individual, her creative aspirations, adaptation of a person to a different environment, dynamically changing socio-economic situation. In order to achieve this goal, it is necessary that the teacher himself has all the above characteristics of a creative personality. In this regard, as an applied problem for pedagogical psychology, the question arises of the formation of creative abilities in pedagogical activity, the creative competence of a teacher.

Creativity in the structure of professional competence reflects the teacher’s creative achievements at different stages of professional activity and is understood as the ability to create new professional products and high-performance results through the implementation of the creative abilities of the individual. The characteristics of the creative product of the pedagogical activity of a university teacher, teacher, kindergarten teacher are unusual, novelty, usefulness of the decisions made, as well as, in general, the productivity of pedagogical activity, expressed in the optimal organization of activities, taking into account the minimization of energy costs

THE INITIAL PRESUPPOSITIONS
In the article, the following research methods were used to solve the set tasks: theoretical (study and analysis of scientific and pedagogical, psychological and pedagogical, reference, specialized literature, regulatory documentation on the topic of research, additional professional advanced training programs; analysis, comparison, classification of the information received and generalization); empirical (pedagogical experiment, observation, questionnaire survey, survey, conversation, testing); mathematical (statistical data processing).

METHODS
The concept of “competence" in relation to the characteristics of a teacher has been used not so long ago, since the 90s of the XX century. Initially, this term was used as a synonym for the concepts of “professionalism", "pedagogical skill", i.e. covered those qualities that are capable of ensuring the successful work of a teacher in the professional sphere.
The initial component of pedagogical activity is the teacher’s knowledge of the needs, trends of social development, the basic requirements for a person (i.e., a teacher must know what kind of person needs to be brought up for society) (WOLLACH, KOGAN, 1965).

The second component of pedagogical activity is a variety of scientific knowledge, abilities, skills accumulated by a person in the field of production, culture, social relations, which in a generalized form are passed on to the younger generations. As a result of mastering these fundamentals, a person develops a conscious attitude to life - a worldview.

The third component of pedagogical activity is pedagogical knowledge proper, educational experience, skill, intuition.

The fourth component of pedagogical activity is the highest civil, moral, aesthetic, ecological and other culture of its bearer (HARRIS, SUTTON, 1986).

The willingness to carry out pedagogical activity is defined by the authors as an expression of the teacher’s professional competence and a complex characteristic of his professionalism. The content of the training of a teacher of a particular specialty is presented in the qualification characteristic - a normative model of the teacher’s competence, reflecting the scientifically grounded composition of professional knowledge, abilities and skills. A qualifying characteristic acts as a set of generalized requirements for a teacher at the level of his theoretical and practical experience. The model of a teacher’s professional competence acts as a unity of his theoretical and practical readiness and is revealed by the named authors through pedagogical skills. In this case, pedagogical skills are combined into four groups, ranked from general to specific.

1. Ability to “translate” the content of the objective process of education and upbringing into specific pedagogical tasks: studying the individual and the team to determine their preparedness for the active mastering of new knowledge and designing on this basis the development of the team and individual students; allocation of a complex of educational, upbringing and developmental tasks, their concretization and determination of the dominant task.

2. Ability to build and set in motion a logically complete pedagogical system: comprehensive planning of educational tasks; justified selection of the content of the educational process; the optimal choice of forms, methods and means of its organization.

3. Ability to identify and establish relationships between the components and factors of training and education, to bring them into action:
   creation of the necessary conditions (material, moral and psychological, organizational, hygienic, etc.); activation of the student’s personality, the development of his activity, which turns him from an object into a subject of education; organization and development of joint activities; ensuring the connection of the school with the environment, regulation of external non-programmable influences.

4. Ability to record and evaluate the results of teaching activities: defining a new set of dominant and subordinate tasks.

5. The organizational component is a system of the teacher’s skills to organize their own activities, as well as the activity of students.

It should be emphasized that all components of this model are often described through a system of corresponding teacher skills. The presented components are not only interconnected, but also largely overlap. So, for example, thinking over the structure and course of the lesson, the teacher must necessarily keep in mind from which lesson his students will come to this lesson (say, after physical education students usually find it difficult to calm down and concentrate). It is necessary to take into account both the nature and personal problems of each of them. This is how the gnostic and organizational components are interconnected (ZIMMERMANN, 1998).

In the main works, famous scientists in the direction of creativity divide their research competence into groups.
The first group includes the following series of pedagogical skills. The teacher should be able to:

- to see the problem in the pedagogical situation and to formulate it in the form of pedagogical tasks, when setting the pedagogical task to be guided by the student as an active participant in the educational process; study and transform the pedagogical situation;
- to concretize pedagogical tasks, to make the optimal decision in any situation that has arisen, to foresee the near and distant results of solving such problems.

The second group of pedagogical skills are:
- work with the content of educational material;
- ability to pedagogical interpretation of information;
- formation of educational and social skills in schoolchildren and skills, implementation of interdisciplinary connections;
- studying the state of students’ mental functions, taking into account the educational capabilities of students, anticipating the typical difficulties of students;
- the ability to proceed from student motivation when planning and organization of the educational process;
- the ability to use a combination of forms of education and upbringing, take into account the effort and time spent by students and teachers.

The third group of pedagogical skills belongs to the field psychological and pedagogical knowledge and their practical application (WOLLACH, KOGAN, 1965). The teacher should:

- correlate student difficulties with shortcomings in their work;
- be able to create plans for the development of their teaching activities.

The fourth group of skills are techniques that allow you to set a variety of communication tasks, of which the most important are creating conditions for psychological safety in communication and the implementation of the internal reserves of a communication partner.

The fifth group of skills includes techniques that contribute to achieving a high level of communication. These include:

- the ability to understand the position of another in communication, to show interest in his personality, orientation towards the development of the student’s personality;
- the ability to interpret and read his inner state by the nuances of behavior, possession of non-verbal communication means (facial expressions, gestures);
- the ability to take the student’s point of view and create an atmosphere of trust in communicating with another person (the student must feel like a unique, full-fledged person);
- possession of the techniques of rhetoric;
- the use of organizing influences in comparison with evaluating and especially disciplining;
- the predominance of a democratic style in the teaching process, the ability to treat with humor certain aspects of the pedagogical situatio (IASECHKO, IASECHKO, SMYRNOVA, 2021).

Sixth group of skills. This is the ability to maintain a stable professional position of a teacher who understands the importance of his profession, i.e. implementation and development of teaching skills; the ability to manage your emotional state, giving it a constructive rather than destructive character; awareness of their own positive capabilities and capabilities of students, contributing to the consolidation of their positive self-concept.
The seventh group of skills is understood as awareness of perspective own professional development, determination of an individual style, maximum use of natural intellectual data.

The eighth group of skills is the definition of the characteristics of knowledge acquired by students during the academic year; the ability to determine the state of activity, abilities and skills, types of self-control and self-esteem in educational activities at the beginning and at the end of the year; the ability to identify individual indicators of learning ability; ability to stimulate readiness for self-study and continuing education.

The ninth group of skills is the teacher’s assessment of the upbringing and upbringing of schoolchildren; the ability to recognize by the behavior of students the consistency of moral norms and beliefs of students; the teacher’s ability to see the personality of the student as a whole, the relationship of his thoughts and actions, the ability to create conditions for stimulating underdeveloped personality traits.

The tenth group of skills is associated with an integral, integral the teacher’s ability to evaluate their work as a whole. It is about the ability to see the cause-and-effect relationships between his tasks, goals, methods, means, conditions, results. The teacher needs to move from assessing individual pedagogical skills to assessing their professionalism, the effectiveness of their activities, from the particular to the whole.

RESULTS AND DISCUSSION

Thus, the fourth and fifth groups of skills are included in the scope of pedagogical communication.

The sixth and seventh groups are associated with the problems of social and pedagogical psychology of the individual (teacher and student). The second, ninth and tenth groups of skills are associated with the field of pedagogical, the ninth and tenth groups of skills are associated with the field of social perception, socio-pedagogical perception. The tenth group of skills relates mainly to the problems of self-knowledge, self-reflection in the personality and activities of the teacher, which is directly related to the issues of the teacher’s cognition of the student’s personality.

According to the author (WHITE, FREDERIKSEN, INQUIR, 1998), the structure of pedagogical activity includes three main components:

1. Pedagogical goals and objectives. At every moment of pedagogical activity, the teacher deals with a hierarchy of goals and objectives, the range of which covers both general goals (goals of the school, education system, society) and operational tasks.

2. Pedagogical tools and methods for solving the assigned tasks. When choosing the means and methods of pedagogical influences, the teacher should be primarily focused on:

   a) on the student as the central figure of the pedagogical process,
   
   to stimulate the moral, emotional, intellectual development of each student, to design new levels of his mental development;

   b) the choice and application of pedagogical techniques and methods of self-realization, self-actualization, manifestations of personal capabilities and abilities in working with children;

   c) the choice and application of methods, organizational forms of interaction with students and students with each other; creation of conditions that facilitate the learning process, an atmosphere of live communication, warmth and friendliness in relations with children;

   d) for the selection and processing of the content of educational material, the selection of auxiliary illustrative, informational material.

3. Analysis and assessment of the teacher’s pedagogical actions (comparative analysis of the planned and implemented in the teacher’s activities).

The author offers an idealized model of a holistic social and professional competence (WHITE, FREDERIKSEN, INQUIR, 1998).
In essence, this model is represented by four blocks.

Basic - intellectually supporting (basic mental operations at the level of developmental norms). In accordance with this block, a graduate of an educational institution (university) should be characterized at least by the rate of development of such mental actions (mental operations) as: analysis, synthesis; comparison, comparison; systematization; decision-making; forecasting; correlating the result of an action with a set goal.

Personal block, within which a person should be inherent in such personal properties as: responsibility; organization; purposefulness.

Social - socially providing livelihoods a person and the adequacy of his interaction with other people, a group, a collective. In accordance with this block, the graduate must be able to:

- organize your life in accordance with a socially significant idea of a healthy lifestyle;
- be guided in the hostel by the rights and obligations citizen;
- be guided in their behavior by the values of being (life), culture, social interaction;
- to build and implement promising lines of self-development (self-improvement);
- integrate knowledge in the acquisition process and use it in the process of solving social and professional problems;
- cooperate, lead people and obey;
- communicate verbally and in writing in the native and foreign languages;
- find solutions in non-standard situations;
- find creative solutions to social and professional problems;
- to receive, store, process, distribute and transform information (library catalogs, information systems, the Internet, e-mail, etc.)

Professional - ensuring the adequacy of the performance of professional activities. In accordance with this block, the graduate must be able to solve professional problems in the specialty, purpose.

The presented model of social and professional competence can, firstly, rationalize and streamline the sets and subsets of the formed nuclear social and professional competencies, delimiting the tasks - what needs to be developed (further developed) with special tasks, and what needs to be formed as practical result of education. In other words, we can say that: social and professional competence is a cumulative integral personal characteristic of a person who has received qualifications and characterized by professionalism.

Thus, the following definitions are given. Social and professional competence is an aggregate, formed on the basis of intellectual (in particular, thinking) abilities and personal properties of a person's personal quality, which allows him to be defined as competent in his field. Researchers distinguish in the structure of innovative and creative competence:

- qualities of the teacher's personality (innovative style of thinking);
- the ability to creatively approach the design of the educational process, depending on a specific situation; the desire to master new methods and technologies);
- body of knowledge (modern theories of creativity and approaches to its development);
- and skills (use methods of developing creativity; encourage creativity and imagination; encourage independent search for solutions to non-standard problems; stimulate the development of mental processes of the highest level).

Having analyzed the available approaches to the definition and composition of the concept of "competence", we tried to formulate our vision and attitude to this concept.
We have identified six blocks that represent a hierarchical model. Moreover, each next block relies on the previous one, creating a platform for “growing” the following components. I would like to emphasize the importance of the principle of consistency, since this is directly related to the process of building competence. Taken out of context, a separate block will not ensure the competence of a specialist in the full sense of the word.

CONCLUSION
Creative competence in the structure of the teacher’s competence reflects the creative achievements of the individual at different stages of professional (pedagogical) activity and is understood as the ability to create new professional products and high performance results through the implementation of creative abilities personality. The characteristics of the creative product of the pedagogical activity of a kindergarten teacher, teacher are unusualness, novelty, the usefulness of the decisions made, as well as, in general, the productivity of pedagogical activity, expressed in the optimal organization of activities.

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Creative competence in the educational activity of a day-to-day teacher

Competência criativa na atividade pedagógica de um professor do dia-a-dia

Competencia creativa en la actividad educativa de un docente del día a día

Resumo
O artigo dedica-se ao problema real do profissionalismo do professor, a saber, competência criativa, que é entendida como a capacidade de criar produtos profissionais e resultados de alto desempenho através da implementação das capacidades criativas do indivíduo. São analisadas as abordagens da atividade pedagógica como processo criativo. Nota-se que a questão da estrutura e características qualitativas da competência criativa do professor como sistema de mudanças ainda é discutível.

Palavras-chave: Aprendizagem criativa. Ensino inovador. Ensino superior. Tecnologia de ensino.

Abstract
The article is devoted to the actual problem of the teacher’s professionalism, namely, creative competence, which is understood as the ability to create new professional products and high performance results through the implementation of the creative abilities of the individual. The approaches to pedagogical activity as a creative process are analyzed. It is noted that the question of the structure and qualitative characteristics of the teacher’s creative competence as a system of changes is still debatable.

Keywords: Creative learning. Innovative teaching. Higher education. Teaching technology.

Resumen
El artículo está dedicado al problema real de la profesionalidad del docente, a saber, la competencia creativa, entendida como la capacidad para crear nuevos productos profesionales y resultados de alto desempeño a través de la implementación de las habilidades creativas del individuo. Se analizan los enfoques de la actividad pedagógica como proceso creativo. Se observa que la cuestión de la estructura y características cualitativas de la competencia creativa del docente como sistema de cambios sigue siendo discutible.

Palabras-clave: Aprendizaje creativo. Enseñanza innovadora. Educación superior. Enseñanza de la tecnología.