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Creativity Development in the Process Professional Training of Higher Education Graduates of the „Pre-School Education” Bachelor’s Level

Summary

The article considers the problems of creativity development of higher education students at a bachelor’s level in „Preschool Education” in professional training. Creativity is defined as an integrated quality of the future educator of preschool children in kindergarten, and the importance of creative thinking development during the assimilation of educational components of the professional direction is determined. Modern approaches to the problem of creativity and the selection of different types, factors and criteria suggest that this category has a multidimensional nature, and creativity itself is considered today a necessity in the life of modern man. The essence of the concept of „pedagogical conditions” is revealed. The pedagogical conditions for the effective development of creative thinking of future educators of preschool children that improve the quality of professional training in higher education are considered. Three conditions of creative thinking development of higher education students of the preschool profile are substantiated. They are the use of innovative pedagogical technologies, forms, methods and techniques for activating the creative potential of higher education students of „Preschool Education” speciality in the educational process of higher education

institutions; ensuring the problematic nature of the educational process of future educators of preschool children; active practice-oriented activities of future educators of preschool children. Innovative pedagogical technologies and leading methods of work with future educators of preschool children are projects, quests, training sessions, and classes based on certain methods of the theory of inventive problems (MTIP). They allow teachers to guide students of higher education to self-improvement and self-realisation, creative activity, and future professionals to master their knowledge, skills, and abilities to solve specific educational problems in preschool, apply creative approaches, and develop communication and organisational skills. Modern approaches to the problem of creativity, the selection of different types, factors and criteria suggest that this category has a multidimensional nature, and creativity itself is considered today a necessity in the life of modern man.

Keywords: creativity, future educators of preschool children, higher education institution, creative thinking, pedagogical conditions, professional training

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1. Introduction

The problem. Creative education involves the creativity of subjects through their participation in active research that provides new knowledge. It increases the responsibility of higher education for the education of the creative personality of the future specialist. Today Ukraine needs preschool specialists who can study independently, purposefully and responsibly, realise themselves in the dynamic development of the world, generate new original ideas, and find non-traditional ways to solve problematic pedagogical situations and problems, i.e., think creatively. Society needs educators of preschool children who would be creative individuals, able to generate creative ideas, avoid stereotypes, know how to skilfully apply creative skills in professional activities, and have creative competence in solving pedagogical problems, characterising the modern competitive preschool sphere. Therefore, the priority of modern higher education is to create favourable conditions for the development of creativity of future educators of preschool children, ability to self-development and self-improvement while studying in higher education and further professional and pedagogical activities.

Creativity development is much more difficult than acquiring knowledge. It is expressed in the inability of students to make independent decisions, to deviate from a certain pattern, express independent judgments in certain pedagogical situations, generate certain ideas, hypotheses, ideas in the process of solving problems; independent acquisition of knowledge, think non-trivially, make logical conclusions, compare. One of the important tasks of higher education institutions that train preschool specialists is to find the most effective and efficient work to develop creative thinking and prepare for using creative elements in future professional and pedagogical activities.

Research analysis. Domestic and foreign researchers have not yet found a common approach to defining the phenomenon of creativity and its formation technology. There are many definitions of this term. For example, creativity (Latin *creatio* – creation) is the ability of man, which reflects the property of the individual to create new concepts and develop new skills, i.e., the ability to create; this concept is studied independently of the intellect and is associated with

the creative achievements of the individual. The general foundations of creativity are highlighted in foreign research (A. Adler, P. Jackson, J. Guilford, R. Stenberg, D. Taylor, E. Torrens, K. Jung) and domestic scientists (N. Alekseev, S. Bernstein, D. Bogoyavlenska, I. Hrynenko, V. Druzhynin, V. Zagvyazinsky, A. Matyushkin, V. Molyako, O. Morozov, O. Ponomarev, S. Sysoieva, N. Frolov, G. Khalyushova, E. Yudin, M. Yaroshevsky). For the initiated research, it is important to turn to research in which the problem of creativity development is solved: G. Khalyushova (development of linguistic creativity of university students); I. Hrynenko (pedagogical conditions for the development of creativity of future teachers of the humanities in the process of professional training); O. Antonov (technology for the development of pedagogical creativity of future teachers); O. Dunaeva (formation of pedagogical creativity of future teachers in the process of professional training); O. Kutsevol (development of creativity of future teachers of literature); V. Fritsyuk (formation of creativity of future music teachers). In his research, Kutsevol (2007) defines creativity as an integrative set of personality qualities, which implies its readiness for creativity in all spheres of human activity; as creative abilities of the person which can be shown in thinking, feelings and actions; as the ability to generate a variety of original ideas. Dunaeva (2008) considers creativity as the ability of an individual to perceive the problem and, using the best opportunities for this, to create a new, original product of social importance. These studies have studied the development of creativity of future teachers. Therefore, the problem of developing creative thinking in future educators of preschool educational institutions needs thorough research.

The article aims to reveal the pedagogical conditions for developing creative thinking of „Preschool Education” Department students in professional training in higher education.

2. The research

In the context of our study, we should pay attention to the interpretation of the concepts of „creativity” and „creative thinking”. The Encyclopedia of Education provides the following definition of creativity – „creative spirit, creative potential of the individual, his creative abilities, which are manifested not only

in the original products of activity but also in thinking, feelings and communication with other people” (Entsyklopediia osvity, 2008, p. 432).

Creativity manifests as the ability to develop extraordinary and non-standard ideas, avoid thinking in traditional schemes, and solve problems quickly. Creativity encompasses a certain set of thought processes and personality qualities. There is a saying that everyone can be creative but not necessarily talented. Creativity is the interaction of purpose, chance and intuition of the subject. The famous saying of P. Torrens states: „creativity means digging deeper, looking better, correcting mistakes, talking to a cat, diving deep, walking through walls, lighting the sun, building a castle on the sand, welcoming the future”. The concept of creativity is based on the theoretical model of the structure of intelligence of J. Guilford, the central link of which is the difference between convergent and divergent types of thinking. According to J. Guilford, the basis of creativity are operations of divergence, transformation, and implication.

Scientists understand the concept of „creativity” differently as:

- the ability of a person to put forward a large number of ideas, produce new ideas, take reasonable risks, be surprised and learn; ability to find a way out of unusual situations (E. Torrens, K. Rogers, R. Sternberg, E. Fromm); ability to perceive the problem (O. Dunaieva);
- an integrated quality of the psyche of the individual, the general ability to be creative, which allows meeting the need for search activity (F. Barron, Ch. Spearman); as personal qualities (O. Kutsevol), personal characteristics (V. Fritsyuk), the spiritual ability of the individual (I. Hrynenko);
- an unexpected productive act that arises spontaneously in a certain environment of social interaction, the ability to manifest itself in the lack of knowledge, overcoming stereotypes and finding new structural connections, in search-transforming activity and deep awareness of creative experience (D. Bogoyavlenska, Z. Kalmukova, A. Matyushkin, S. Midnyk, E. Torrence) (Petryshyn, 2013, p. 306).

Under the creativity of the future educator of preschool children, we understand the integrated quality of the educator, which determines his ability to

generate original, unique ideas to solve various pedagogical problems that arise in the educational process of preschool education.

The future educator of preschool children must clearly and correctly reproduce the necessary information and be able to generate new, original ideas and find non-traditional ways to solve problematic pedagogical situations and problems that arise in the educational process of preschool education, i.e., have creative thinking.

We consider creative thinking a necessary professional quality related to the specifics of professional and pedagogical activities of educators of preschool children.

Creative thinking is a psychologically complex process that involves the perception of material, its comprehension, memorisation, analysis and synthesis. Mastering it allows to freely use the acquired knowledge and skills in different situations, operate in different ways, putting forward original non-standard solutions. Indicators of speed, flexibility, depth, originality and completeness of creative thinking determine future creative achievements in a preschool educator’s professional and pedagogical activity.

Creative thinking development has many characteristics: intellectual features of the creative activity of the future preschool specialist, which allows you to create something new, previously unknown, extraordinary, as well as pre-selection of knowledge and skills needed to create this new; personal qualities that allow acting productively in a situation of uncertainty, creative choice; creative abilities that involve the rejection of stereotypes and stereotypes in judgments and actions and are the basis of creative activity.

The effectiveness of the development of creativity of future educators of preschool children depends on many pedagogical conditions.

Dictionary-reference books on preschool and professional pedagogy define pedagogical conditions as a set of requirements submitted at the state level to the content, methods and forms of organisation of the educational process in preschool education, to the professional competence of teachers who carry out this process (Doshkilna osvita: slovnyk-dovidnyk, 2010, pp. 271–272); „Circumstances on which the integral, productive pedagogical process depends and is carried out training of specialists, mediated by

the activity of the individual, a group of people” (Slovník-dovidník z profesiínoí pedahohiky, 2006, p. 243).

According to O. Dunaeva (2008, p. 5), the basis for the development of creativity of future teachers are the following pedagogical conditions: students’ awareness of the socio-professional importance of pedagogical creativity through the organisation of pedagogical communication in the subsystem „teacher-student-child”, based on innovative processes in education; creation of a pedagogical and creative environment in higher school; promoting the development of a positive professional self-concept of future teachers.

Hrynenko (2008) determines the following pedagogical conditions for the development of creativity of future teachers during their studies in higher education: mastering the knowledge of the basics of creativity; organisation of sign-symbolic activity; forming a creative climate; axiologisation of humanities knowledge.

The main condition for the effectiveness of future educators is the high level of professional and personal competence of higher educators who are capable of constant spiritual and creative growth, self-change, and established worldview stereotypes. Finally, yet importantly, is the desire to work with a creative person because it is a complex and responsible matter, providing an appropriate system of incentives for students and creative teachers (Antonova, 2009, p. 85).

Based on the theoretical and methodological analysis of the researched problem, the following pedagogical conditions for the development of creative thinking of students majoring in „Preschool Education” in the process of professional training were determined:

- use of innovative pedagogical technologies, forms, methods and techniques for activating the creative potential of higher education students of „Preschool Education” speciality in the educational process of higher education institutions;
- ensuring the problematic nature of the educational process of future educators of preschool children;
- active practice-oriented activities of future educators of preschool children.

The first pedagogical condition is the use of innovative pedagogical technologies and forms, methods

and techniques to activate the creative potential of applicants for higher education in the speciality „Preschool Education” in the educational process of higher education.

During the organisation of the educational process aimed at forming the creativity of the future educator of preschool children, it is necessary to rethink and change the content of professional training of future preschool specialists, as well as create appropriate training facilities, i.e., adapt innovative pedagogical technologies to the future creativity educators of preschool children and effectively implement the tasks during the object-subject interaction of teachers and students of higher education.

The tasks set before teachers in the process of teaching future educators of preschool children are not only to give bachelor’s degree students knowledge but also to ensure the formation and development of creative thinking, skills and abilities of independent mental work. The use of innovative pedagogical technologies contributes to the solution of new tasks.

Adhering to the position of scientists who define creativity as an independent factor, the development of which is the result of creative activity of higher education, we can say that to develop the creativity of future educators of preschool children need to use innovative pedagogical technologies and relevant creative tasks.

Designing innovative pedagogical technology for the development of creativity of bachelor’s degree graduates in „Preschool Education” in studying the educational components of the professional cycle, in our case – professional methods and „Pedagogical creativity with the psychology of children’s creativity”.

Innovative pedagogical technologies and leading methods of work with future educators of preschool children are projects, quests, and training sessions, classes based on certain methods of the theory of inventive problems (MTIP), which allow teachers to guide students of higher education to self-improvement and self-realisation, to creative activity, allow future professionals to master their knowledge, skills and abilities to use them to solve specific educational problems in preschool, allow to apply creative approaches, develop communication and organisational skills.

During the educational activity, the teacher is a provocateur of creative activity of higher education

seekers, future educators of preschool children, and causes in the mastery of a certain topic exchange of views and positions that contradict certain canons, norms, conditions, which in turn are the basis of provocation and motivation creative solutions to problems, creative initiative and creative self-realisation. The use of creative discursive techniques is characterised by a systematic approach. These techniques allow analysing the problem, studying its smallest details, covering it completely, being creative, and developing a constructive solution. Combined creative techniques join elements of intuitive and discursive techniques. They combine the phases of intuitive collection of information and creative ideas with the stages of the individual's logical and structured creative thinking. The educational component „Pedagogical creativity with the psychology of children's creativity” is the topic of the practical lesson „Features of professional communication”. This technique is focused on the use and practice during the practical training of such forms of brainstorming and case-method. During the event, we offer students to watch video information that contains animation elements and demonstrates the topic's main content.

The organisation of practical classes in the form of training – aimed at developing future educators of preschool children skills of analytical and creative thinking, ability to work in a team, show initiative, and organise a group, education of responsibility for the quality of tasks.

As a result, training sessions can consist of four successive stages.

The purpose of the first stage – preparatory – is to increase the motivation of future educators to achieve life goals, the formation of the need for conscious choice in life situations and awareness of responsibility for life choices.

The second stage is the presentation of students' knowledge of a specific problem, which is carried out using the method of „Snowball”.

The third stage is the organisation of practical classes with the help of a creative approach. At this stage, students are divided into groups and prepare classes in various non-standard forms that allow them to assess their knowledge on a particular topic. These can be mini-trainings, round tables, discussion clubs, etc.

The fourth stage concerns the organisation of the independent work of students. The teacher offers future educators topics of creative tasks in a particular discipline, which go beyond the generally accepted programmes, and have a greater level of generalisation. Students do them as homework, and then during practical classes are presented to classmates. This stage allows students to prove their knowledge, skills, abilities and abilities to use them creatively to solve specific problems, apply creative approaches, and develop communication and creative abilities. We consider it expedient to use creative techniques (Bionics, Pool for written collection of ideas, Cluster method, Gallery method, Collective notebook).

The second pedagogical condition is to ensure the problematic nature of the educational process of future educators of preschool children. According to Rubynshtein (2012), „thinking always begins with a problem or question, with surprise or with contradiction”.

Students develop creative thinking because it is creative to create a problem situation and manage the search for its solution through modelling. The future preschool specialist is aware of, accepts and solves problem situations, but under the general guidance of the teacher in the course of joint interaction.

The modernisation of higher professional education is supposed to improve the quality of independent work of higher education students in professional training. Independent work is a component of the educational activities of future professionals. It is characterised by self-development, and self-actualisation of the individual in independent creative work, provided in the formation of a creative specialist the ability to generate new creative ideas, techniques and technologies that will enable creative competence in practice. Scholars consider independent work as a way of activity of the applicant of higher education carried out by own forces, without outside influence. We consider the independent work of future educators of preschool children as a creative cognitive activity implemented in the process of performing creative tasks of a creative nature.

Students perform independent work that requires creativity, imagination, the discovery of a new way to solve educational problems, and independence of evidence. Based on the materials recommended by the

teacher, future specialists of a preschool profile define problems, outline ways of their decision, conclude, and generalise.

Teachers developed problem situations to increase the level of creativity for each course in the form of cases to the educational components and problems (based on the method of heuristic questions and answers to them), which contribute to the originality and speed of thinking of higher education.

In particular, we can offer the following types of creative tasks:

- development of author's press releases for parents of pupils;
- the creation of real models for conducting classes in preschool institutions;
- writing scripts for ethnographic holidays;
- search for non-standard presentations of video and audio support of the educational process in preschool institutions.

Creative tasks use information and communication technologies of learning (ICT). The ability to produce a large number of different ideas and solutions to any problem can be developed through ICT in various aspects:

- creating a portfolio of future educators of preschool children;
- advertising of a modern educator of preschool children;
- training sessions in preschool institutions;
- creating video advertising the preschool institution's website;
- development of competitive video projects of ecological and natural direction.

The third condition for the successful development of creative thinking of future professionals is pedagogical practice, which organically combines the theoretical training of applicants for preschool higher education with their independent work in preschool education. Teachers developed a methodical electronic case on professional methods, which included creative techniques that could be implemented in practice to increase the creative and motivational activity of children, parents and teachers; a set of diagnostic methods for assessing the level of creative activity and creative potential of higher education seekers and educators.

Pedagogical practice (practical educators' training based on a preschool institution) is an indicator

of how deeply and consciously graduates of bachelor's degree in „Preschool Education” have mastered the theoretical foundations of educational components of the professional cycle of child psychology, pedagogy, professional methods, mastered practical skills and abilities.

During pedagogical practice, wide opportunities are accumulated for realising the creative potential of future educators of preschool children. On the one hand, pedagogical practice is an important component of professional and pedagogical training of future educators of preschool children, which is aimed at consolidating and implementing in specially created conditions acquired by applicants for higher education bachelor's degree in „Preschool Education” subject, psychological, pedagogical, methodological knowledge, skills and competencies necessary for pedagogical activities in preschool education. On the other hand, it promotes the development of creative thinking in higher education and the formation of professionally important qualities. Thus, there is every reason to consider practice one of the conditions for forming creativity.

Pedagogical practice is the possibility for the future educator of preschool children to be in conditions as close as possible to the characteristics of his future professional environment. The development of creative thinking in higher education needs to provide constant creative search, independent development and formation of professional skills, creating conditions for self-analysis and self-improvement in professional and pedagogical activities and developing his pedagogical skills.

Including various situation-oriented practice-oriented tasks and training activities is provided during the practical training:

- demonstration of samples of pedagogical activity by educators of preschool institutions;
- comprehension of students' perception of these samples;
- trial reproduction by students of perceived and understood methods and techniques of pedagogical activity;
- involvement of trainees in further training work, which is based on repeated reproduction of the whole complex of the same pedagogical activities in different activities of preschool children in order to consolidate the necessary skills and abilities.

During the pedagogical practice in the 2nd, 3rd, and 4th year, higher education students develop the ability to determine specific educational tasks in real pedagogical situations, taking into account the conditions of the group and institution of preschool education, age and individual characteristics of the child. It is a period of practice in groups of preschool children, which is a multifaceted and complex process of exercises in the formation of higher education bachelor's degree of professional and pedagogical skills. It requires the trainee to find non-standard solutions, independence, and initiative.

Practice allows to create conditions for professional self-realisation of the future educator of preschool children, to involve in solving creative pedagogical problems, competently design the educational process in preschool education, using various tools, forms, methods, and innovative pedagogical technologies; identify problems relevant to children of a particular age group, using different methods of pedagogical research; to carry out a comprehensive, competent analysis and self-analysis of educational work, to master the functional and activity skills necessary for self-analysis, self-observation, self-development.

Practice reveals the level and quality of professional knowledge, skills and competencies of future educators of preschool children. The practice involves developing the ability to have modern means of finding, processing and accumulating information needed to work with preschool children, parents and colleagues. Applicants for higher education preschool education master scientific and pedagogical research methods, diagnosing knowledge and skills and competencies of preschool children; study the best practices of educational work with pre-schoolers.

3. Conclusions

Based on the study, we can say that the individual's creativity is a holistic system of education; creative thinking occupies an important place in the overall structure of professionally important qualities of future educators of preschool children as the main determinant of their activities. Modern approaches to the problem of creativity, the selection of different types, factors and criteria suggest that this category

has a multidimensional nature, and creativity itself is considered today a necessity in the life of modern man. Will this activity be creative? It mainly depends on whether the teacher of the higher education institution will be able to effectively discover and realise in the future educator of preschool children the creative potential as a basic quality that will be the basis for finding new knowledge and further personal improvement, self-development, and self-realisation in the teaching profession.

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