

TWÓRCZOŚĆ PEDAGOGICZNA JAKO DOMINANTA PRZYGOTOWANIA PRZYSZŁYCH PEDAGOGÓW DO TWORZENIA ŚRODOWISKA PRZYJAZNEGO DLA ZDROWIA

Artykuł omawia poszczególne aspekty istoty treściowej twórczości pedagogicznej jako składnika niezbędnej aktywności zawodowej przyszłych nauczycieli w tworzeniu środowiska przyjaznego dla zdrowia w zakładach edukacji przedszkolnej. Uwagę skupia się na analizie definicji kluczowych pojęć – „twórczość”, „twórczość pedagogiczna”, „kreatywność”, „potencjał twórczy”. Zaznacza się znaczenie uświadomienia przez studentów twórczego charakteru przyszłych działań ukierunkowanych na tworzenia środowiska przyjaznego dla zdrowia jako środka rozwoju zawodowego i osobistego.

Słowa kluczowe: pedagogika, twórczość, dominanta, wychowawca, zdrowie, kreatywność.

EDUCATIONAL CREATIVITY AS A DOMINANT OF FUTURE EDUCATORS' TRAINING FOR CREATING HEALTH OF SAFETY ENVIRONMENT

Educational work as a dominant prepare educators to create health of safety environment. This article highlights some aspects of semantic nature of pedagogical creativity as a necessary component of future professional teachers in the creation of health of safety environment in preschool education. The attention is focused on the analysis of definitions of key concepts - "creativity", "educational work", "creative", "creativity". The importance of providing students an understanding of the creative nature of future health of safety activities as a means of professional development and personal development.

Keywords: creativity, pedagogical creativity, creativity, creativity, teacher of preschool children.

ПЕДАГОГІЧНА ТВОРЧИСТЬ ЯК ДОМІНАНТА ПІДГОТОВКИ МАЙБУТНІХ ВИХОВАТЕЛІВ ДО СТВОРЕННЯ ЗДОРОВ'ЯЗБЕРЕЖУВАЛЬНОГО СЕРЕДОВИЩА

Педагогічна творчість як домінанта підготовки вихователів до створення здоров'язбережувального середовища. У статті висвітлюються деякі аспекти змістової сутності педагогічної творчості як необхідної компоненти професійної діяльності майбутніх вихователів у процесі створення здоров'язбережувального середовища у дошкільному навчальному закладі. Акцентується увага на аналізі дефініцій ключових понять – «творчість», «педагогічна творчість», «кreatивність», «творчий потенціал». Підкреслюється важливість забезпечення розуміння студентами творчої природи майбутньої здоров'язбережувальної діяльності як засобу професійного розвитку й особистісного становлення.

Ключові слова: творчість, педагогічна творчість, креативність, творчий потенціал, вихователь дітей дошкільного віку.



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Formulation of scientific problem and its significance. Present advances professionalism professionals working within the primary education system of Ukraine a qualitatively new challenges that require rethinking educational activities based on humanistic creativity, discovery and enrich the spiritual and creative potential as students and most teachers educators.

That is why, in our opinion, in preparation for the establishment of a health institution of safety environment in training and education of preschool children need, above all, ensure sustainable deep understanding of future educators essentially creative professional and educational activities. Therefore, there is need for teacher training to realize their own creative professional level educational health activities of safety formation needs to analyze and implement both own and teaching experience of other health of safety taking into account their creative individuality.

Analysis of research (T.Andryuschenko, O.Bohinich, O.Vaschenko, N.Denysenko, V.Yefimovoyi, N.Levinets, M.Luk'yanchenka, L.Lohvytskoyi, O.Omelchenko displayed a wry, H.Ostapenko, N.Polischuk etc. .) indicates active interest of scientists to the problem of training future teachers, particularly in health preservation. Thus scientists (V.Yefimova, N. Levinets, N.Polischuk) emphasize the need to develop pedagogical creativity, creative style health of safety activities. The purpose of the article is to outline the specifics of pedagogical creativity in training future educators to create health of safety environment in preschool education.

Presenting main material. It is worth noting that more researchers (V. Zahvyazynskyy, M. Potashnyk, S. Sysoiev etc.) Believe that creativity is the specific ability of every person who could and should develop. Elements of creativity inherent in any kind of activity, especially teaching, because creativity is important for learning and personal development, is the key to emotional health has a significant effect psycho-rehabilitation. This creative self-realization in the broadest sense of basic quality, an integral characteristic of a mentally healthy person. Thus, according to Maslow, mentally healthy person - a happy man who lives in harmony with himself, feels internal disorder loves the world, people and creative works, realizing their abilities and talent. [4]

In modern psychological and pedagogical studies (Kichuk N., V. Molyako, O. Music Romenets V., V. Tsapok etc.) The notion of "creativity" is characterized by a multiplicity of interpretations. Thus, in the pedagogical work of the dictionary is defined as a conscious, purposeful, active human activities aimed at understanding and transforming reality, creating new, original objects, works, etc., that have never existed, to improve the material and spiritual life of society.

According N.Kichuk, creativity - both difficult and complex phenomenon, all caused by a variety of socio-psychological and psycho-physiological preconditions; condition becoming, self-knowledge and personal development; important form of human practice, enhance business potential in the personality changes [3, p. 25]. B. Tsapok understand art as an activity that leads to personal development, to its fulfillment in the process of creating material and spiritual values. [7]

Noteworthy thorough analysis of the many expressions of creativity, held YaPonomarev, based on the study of domestic and foreign researches, allowed to set, individual creative possibilities are realized not only in the creation of a special general cultural values, but also in the process of life, herself as a means of self-affirmation through self-expression and self-development. Thus, under the creative expression scholar understands the human capacity to build his inner world, his attitude, himself in this world [3, p. 89].

Unusual definition of creativity offers the famous German psychologist Erich Fromm: "Creativity - is the ability to wonder and to learn, the ability to find solutions in unusual situations, this focus on the opening of the new and the ability to deeply understand their experience" [4].

The same position holds an American psychologist and psychotherapist, founder of psycho-therapeutic organization "Resources of creativity and consciousness" N. Rogers, who understands art as "... the ability of the subject to discover new solutions to problems in attracting new life for man ...", believing "... the work - it self healing force that promotes positive self-

esteem, freedom of expression, integrity and internal communication with all alive, deepening the inner core (the essence or true) personality and provides movement to the individual physical, mental, spiritual, social development "[6, p. 165], and therefore harmony and integrity, which is an indispensable characteristic of a healthy person. Only in this case convinces researcher will be possible to create a safe and healthy environment of life, and in the context of our research - health of safety environmental education and training of children of preschool age.

Thus Natalie Rogers says that all people have an innate natural ability to work, and emphasizes the considerable potential psychotherapeutic work, which is extremely important in working with preschool children, because as evidenced by studies [3; 4; 9] today increased the number of psychosomatic and social diseases among children is preschool age. It updates the arms of future educators need knowledge of contemporary art therapy techniques (isotherapy, music, fairy tale therapy, dance therapy, sand therapy, etc.), the use of which allows you to remove excessive emotional tension, determine the cause of the negative state and behavior of the child.

In passing, we note that some scholars [4; 5; 8] recognize such a creative personality, which is an important characteristic creativity. Note in English literature, usually the term «creativity» represent all that has direct involvement in the creation of something new; the process of the establishment; product of this process; its subject; the circumstances in which the creative process takes place; factors that determine it so, that creativity is treated as synonymous with the concept of creativity.

According to E. Torrens, creativity - the total capacity of intelligence, personality characteristics and abilities to productive thinking, describing a heightened perception of shortcomings, gaps in knowledge, disharmony and others. [10].

N.Vyshnyakova defines creativity as a process and a set of intellectual and personal characteristics of the individual that promotes self-nomination issues, generating more original ideas and unconventional their decision; as "search and transformative individual attitude to reality, which is found in search activity and results in the transformation of the environment"; as "reflective individual property to create new concepts and create new skills is creativity"; as "a willingness to use and develop their abilities" [3, c. 61].

It should be noted that the term "creativity" became popular in the West in the 60s of XX century after the publication of works Dzh.Hilforda by which modern psychology actually born creative talent (psychology of creativity). J. Guilford and his colleagues identified 16 hypothetical mental abilities that characterize creativity. Among them, the rate (the number of ideas that arise for some unit of time); flexibility (the ability to switch quickly from one idea to another); originality of thinking (the ability to produce ideas that differ from accepted); curiosity (increased sensitivity to problems that are not of interest to others); irrelevance (logical independence reactions of incentives) [8, p. 328].

Although the problem studied creativity for more than two decades, today there is no clear understanding of definite phenomena, in particular, it is defined as the ability to work, and as a condition that facilitates and stimulates the creative process assesses its products; capacity for change and creative thinking; "Human creativity that can be detected in thinking, feelings, communication, certain types of activities characterize the personality as a whole or its individual parties"; as a complex psychological entity that combines the multi-dimensional and multi-layered structure of various personality traits, motivation, self-esteem and level of aspiration, cultural and moral development; as personal characteristics [3; 4; 5; 7; 8; 9].

Consequently, as rightly emphasized G. Pavlyuk, different authors define creativity in different ways, but in general these approaches is that - is the highest manifestation of human activity that can occur in any area of human activity and is based on the creation of something new, original. Above all, the result was a new and very important for the "creator". Self, the original problem solving student who already has the answer can be considered a creative act, and he himself should have assessed as a creative person [5].

So, in the light of the said work - is not only the subject's ability to create something new and original, but the ability to feel the joy of the process activities, that work, in our view, to some extent can be regarded as characteristic of (process) of the , stressing it effective procedural component, and creativity - as money (property) gifted person, which is a determinant of human creative attitude to the world, thus separating it caused subjective component.

As for the concept of "educational work", it is defined as a set of features that characterize a successful teaching (including health of safety) activities associated with the development of new material and spiritual values; as the most important criterion of quality of personality of the modern teacher, manifested primarily in social need in creative work (N. Kichuk). As Ukrainian Pedagogical S.Goncharenko dictionary gives the following interpretation pedagogical creativity - a unique and highly effective approach to teacher educational tasks, enriching the theory and practice of education and training [2].

Structurally, it seems the idea S. Sysoev, which examines pedagogical work as a perfect performance masterful teacher professional functions at the level of art, resulting in the creation of optimal social and psychological conditions for the formation of the personality of each pupil, providing a high level of intellectual development, education best moral qualities, spiritual dressing [4, p. 46], and thus the formation of healthy, in its complexity values of this phenomenon personality.

Any activity is considered creative if its product is characterized by novelty, which may be both objective and subjective character. In pedagogy such a product could be new training technologies, forms and methods of training and education, the teacher of pedagogical skills [1, p. 14].

Specificity of pedagogical creativity due to the fact that the object and the result is the development of the child. That is why the impact of pedagogical creativity in the care of safety greatly influenced by the ability of the teacher to create favorable conditions for effective cooperation that can cause internal self-movement of both the child and of the caregiver. Indeed, as appropriate remarks Z. Levchuk, educational work is always accompanied by self-knowledge, self-development and self-improvement, striving for continuous growth, as in the works of individual creativity are implemented, and the process affects the result, which is expressed not only objectively, but also change the subject of creativity [7].

Solidarity with the opinion of scientists (O. Antonov AN Kichuk, S. Sysoiev) on creativity as a means of self-expression, emotional self-healing, we strongly believe in the need to develop pedagogical creativity of future teachers that understand as the ability to produce original ideas, innovative solutions and approaches to educational and professional situations of safety health activities in general; as a means of personal stress, recovery resources, internal energy is lost due to a fairly dynamic, often emotionally intense professional activity; as a professional teacher quality that distinguishes it from others and is the key, an essential component of successful professional development and career advancement because it allows you to go beyond certain problems, evaluating them as if from the outside, to find a constructive solution; as the ability to create an atmosphere of absence of an external evaluation of the individual atmosphere of absolute values of the child understanding, trust and support that helps reveal her personality.

Therefore, teaching creativity rightly regarded as a manifestation of a higher level of pedagogical skills, indispensable feature of a professional in the field of safety health in preschool education. Thus we believe that in a preschool institutions appropriate psychological and pedagogical conditions for health preservation, comprehensive harmonious development, the disclosure of individual pupils, expression of their creative nature capable only teacher who self-developing personally and professionally self-developing. Otherwise pedagogical activity, devoid of true humanistic content and creative direction as the necessary preconditions for the development of the human person and is not supported by personal experience, have only declarative and formal.

The relationship between the person and work defined the term "potential", which refers to a holistic objective property rights, which includes the ability to think, feel and act and fully

realized through active interaction between subject and object. This object is the root cause of potential actualization forces, qualities and properties of people, because the energy of a focus on knowledge, is the subject of internal activity [4].

It is this dynamism creates semantic load concept, which is called the creative potential [4]. Note that definition of creative potential has become the leading concept of psychology in the nineteenth and twentieth centuries. (BG Ananiev, LI Bozovic, LS Vygotsky, I. Huzij, N.Zymnya, O.Leontyev, V. Molyako, YaPonomarev, V. Fishing, V. Romenets, S.Rubinshteyn, B. Teplov, etc. .), which mostly consisted of basic psychological characteristics and personality (mind, will, memory, belief, emotions, etc.).

The creative potential of the individual in modern pedagogical studies (N.Kichuk, S. Sysoiev, I. Yakymanska etc.) Are largely seen as complex, non-linear, open and self-organizing system that defines the orientation of humanistic worldview, actions and deeds, high adaptability, ability to creative self and spiritual self-development specialist in the area of social and professional life [6, p. 28, 37].

There is a perception [5], which is a reflection of student creativity creative teacher. The problem of teaching creativity, preparation for vocational teacher's health of safety activities, providing students an understanding of the creative nature rather unusual, because directly teach creativity in the traditional sense of the word "training" is impossible. Interesting in this regard stands the idea of "free" education, development of spontaneous creativity. This system of special sessions, during which favorable psychological conditions for creativity.

Note that different types of activity of the individual (cognitive, ideological, labor, communication, etc.) is stored, that is invariant, its creative essence - search and transformational focus. In the classroom, on the development of creativity, it is necessary first of all to create a free atmosphere to ensure the comfort of communication, self-confidence, creative potency.

It is important to use these methods to stimulate creative activity of students:

- Stimulating interest, creative interest;
- Interesting analogies;
- Creating situations of emotional experience;
- Developmental games;
- The method of opening;
- Creating situations of choice;
- The use of questions that stimulate thought processes of a higher level;
- Increase the stimulating effect of the content of the training material and more.

It should be noted that the educational process that promotes the development of creative possibilities of future educators can effectively use educational and creative tasks - is a way of organizing the content of educational material, through which the teacher provides students with a creative situation, directly or indirectly, defines the purpose, conditions and requirements for training of creative activity, in which students actively acquire knowledge and skills, develop their creative abilities (V. Andreev). As noted by S. Sysoiev, educational and creative tasks involve activity in two stages: formulation of the problem and its solution. Therefore, educational and creative task given usually purpose of and requirements to it. Scientists classification offers educational and creative tasks, which, in our opinion, should be used in the organization of teaching and learning of students in preparation for the creation of health of safety environment in preschool educational institution[7]:

- Job forecasting (extrapolation - a method of research, which is distributing the conclusions derived from observations of one part of the phenomenon, on the other, is to examine prevailing in the past and present educational trends and transfer them to the future, the aim of this forecast - show to which the results can be reached in the future, if we move to it with the same speed or acceleration, as in the past, to directly nominate hypothesis, the original idea);
- Logical tasks (analytical and synthetic task of establishing causation);
- For the development of algorithmic and heuristic orders;

- Management tasks (for development purpose, strategy, planning, organization, and on the valuation of the time, the evaluation results);
- Communicative task (in the division of responsibilities in the process of collective creativity, to explore means of cooperation);
- Task the development of fantasy and imagination (to describe events, their consequences and prerequisites);
- Aesthetic problem (writing essays, poetry, painting, sculpture, etc.) [7].

In the plane defined position rightly argued that the use of educational and creative tasks, creating an atmosphere of free collaboration in the preparation of future educators to create health of safety environment in preschools promote the development of educational work, including personality traits such as: the ability to analyze, synthesize and integrate the information necessary for health of safety activities; the ability to nominate hypothesis, originality of ideas, vision problem; the ability to overcome the inertia of thinking, Divergency (ability finds nonstandard solving questions) converting search-style thinking; capacity for interpersonal communication and so on.

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