

РАЗВИТИЕ КРЕАТИВНЫХ СПОСОБНОСТЕЙ КАК ОСНОВА ФОРМИРОВАНИЯ ТВОРЧЕСКОГО
ПОТЕНЦИАЛА БУДУЩЕГО СПЕЦИАЛИСТА
DEVELOPMENT OF CREATIVE ABILITIES AS THE BASIS FORMATION OF THE CREATIVE POTENTIAL
FOR THE FUTURE SPECIALIST

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Аннотация

Конкретизируется сущность творчества как будущего средства творческой деятельности личности современного специалиста и его профессиональный индекс. Различаются определения «творчество» и «творческий потенциал» личности, выявляются их взаимосвязи: обосновываются возможности и условия формирования творчества студентов в учебном процессе высшей школы как будущей основы творческого потенциала.

Ключевые слова: креативность, формирование, творческий потенциал, будущий специалист, учебный процесс, высшая школа.

Keywords: creativity, formation, creativity, future specialist, educational process, higher school.

International experience confirms that investment in human capital, and, in particular, in education, from early childhood through adulthood, contribute substantial returns to the economy and society. Investment in human capital is critical. The complexity of preparation of future teachers with the creative potential lies in the fact that they must be experts in at least two areas: first, a thorough knowledge of the basics they teach science, and secondly to know the pedagogy and psychology of the student in the learning process. The relevance of this problem is confirmed by the fact that the objective process of education Informatization greatly complicates the already difficult and unique work of the teacher.

The importance of the teacher in ancient times was emphasized by the phrases: "Honor your teacher as God", "don't you dare step on the shadow of the teacher", etc. the Role and importance of teachers has not decreased today, especially due to exceptional demand for higher education and the widespread introduction of new information technologies. Higher education today focus more on the assimilation of knowledge by students. At the same time, to neglect the disclosure of the creative potential of the student. The modern teacher has to work in fast changing conditions, requiring the manifestation of such qualities as intelligence, mobility, creativity, success, etc.,

and if the basis for the preparation of a future competent specialist or bachelor of knowledge, the "leverage" giving them an advantage in their professional activities is the presence of the teacher high level of creative potential. The category "potential" (from the Latin *potencia* – ability, power) covers all of the pedagogical concept of modern education [8, p. 9]. In the theory and methodology of professional education identified include potential as an acmeological, axiological, educational, intellectual and other, which confirms the relevance of this category. In the "Dictionary of Russian language" si Ozhegova and N. Yu. Shvedova defines capacity as "the degree of power in any relationship, the set of tools needed for something", as an adjective, potential means "existing in potency; possible" [2, p. 43]. In scientific works of foreign and domestic researchers the term "potential" is ambiguous. V.M. Arkhangel defines "potential" as the "funds, reserves, the sources that are available and can be mobilized to achieve a certain goal, that is, the set of real resources." L.I. Abalkin believes that the potential is "generalized, collective characteristics of resources, tied to place and time." According to V.J. Kelly, the potential is a possibility, which is being realized in operation, is improving, staying the probabilistic opportunity [6, p. 67]. Thus, the concept of "potential" is defined as follows: means, opportunity, ability, resources that can be powered and used to solve any problem." Refer to the analysis of the concept of "creativity". "Creativity" in psychology and pedagogy is treated as: – "dynamic, integrative quality which is the precondition and the result of creative activity, which determines the orientation, the willingness and ability of the individual to self-realization and self-development" (S.A. Karakulin) [4; 7]; – "a comprehensive complex of active abilities and other personal qualities necessary for active and competent participation in enrichment activities available social experience. The main elements in the structure of creative potential of personality are: a) the world, defining the direction of the mind; b) understanding of business operated, a high level of competence; C) ability to use the potential of scientific knowledge with regard to the specific circumstances of the problem situation" (A.Y. Savelyev, S.S. Mkrtchyan, and V.A. Traynev) [3, p. 312].

The foregoing analysis of the scientific literature with regard to the consideration of the definition of "creativity" showed that the views of scientists on the concept under consideration diverge. However, in understanding creative potential is an integrative quality of personality, which was a precondition, or resource for its activation. Consider the concept of "creativity" to clarify the concept of "creative potential of the teacher". In the

philosophy of creativity is understood as a spiritual-practical activity, the result of which is the creation of original, unique, cultural and social values; the establishment of new facts, the discovery of new properties and laws, as well as research methods and transformation of the world. Based on this, a person works and creates the world. Currently, the concept of "creativity" is interpreted broadly and vaguely. Consider some of the interpretations of the concept "creativity of Pedagogical dictionary. (From the English. creativity) the level of creative endowments, ability for creation, constituting a relatively stable characteristic of personality L. B. Ermolaeva-Tomina. (From lat. creatio – creation, creation) overall creativity characterizes the personality as a whole, manifested in various spheres of activity, is seen as a relatively independent factor endowments [5, p. 67, 147].

Consider the concept of "creativity" from the point of view of foreign authors. K. Taylor, I. George. The Guilford considers creativity not as a single factor, but rather as a set of different abilities, each of which can be represented in different ways. For E.P. TORRANCE creativity is a capacity for heightened perception deficiencies, gaps in knowledge, missing elements, disharmony, etc. He proposed a model of creativity which includes four factors: fluency (productivity), flexibility, originality, elaboration. Here the criterion of creativity is not the quality of the result, and the characteristics and processes that activates the creative productivity. P. Torrens gives the following definition: "Creativity is a process which is as follows: sensitivity to problems, a sense of dissatisfaction and insufficiency of their knowledge, sensitivity to missing elements and disharmony, identification of problems, search of decisions, guesses, formulating hypotheses, testing and retesting these hypotheses, their modification, and generalization of results" [4, p. 6–7].

Thus, some scholars have identified personal characteristics of creativity, arguing that creativity is a kind of ability, a property of the individual; other scholars have identified activity the basis of creativity, linking it to the process of creating something new. Teacher's creative potential – "the system of personal abilities (creativity, imagination, critical intelligence, openness to new things), to optimally change the methods of action in accordance with the new conditions, and knowledge, skills, and beliefs that determine the performance (novelty, originality, uniqueness of subject approaches to the implementation of activities), encourage the person to self-actualization and self-development" (V.G. Ryndak) [8, p. 17].

Thus, by analyzing interpretations of the concepts "potential", "creativity", "creativity", "creative potential of personality", "creative potential of the teacher" it must be concluded that the concept: "the creative potential of the teacher – an integrative education of personality (in aggregate: personal abilities, knowledge, skills, beliefs, attitudes), which is the basis for effective creative professional activity of a teacher.

Different approaches to the interpretation of the essence of creativity talk about the complexity of the studied phenomenon. In his study of its essence, we will determine as a complex dynamic personal education, combining aptitudes and abilities, creativity and creative activity that characterize the creative personality of a future specialist.

Creativity is based on the totality of the natural instincts, reserves, skilfulness and abilities that are the prerequisites for the formation of the creative potential of personality, manifestation of creative activity and readiness for creative activity.

The purpose of creativity is to create the preconditions for self-realization of students in the creative learning process, and later in independent professional activity. The essence of this process lies in the revival of natural forces students from curiosity to self-realization, which manifests in the development of creative potential and its creative activity. Creativity is the basis, the starting point for the formation of the creative potential of future specialist.

The process of development of creativity will be successful if the backbone Foundation of the educational process of higher school will be a model based on systemic and holistic approaches to the accumulation of students' experience of creative activities involving principles and methods of creative teaching. It is in the process of creative exercises are prerequisites for the manifestation of creative action and creative attitude of students to work and communicate, which is the basis for the development of their creative potential and expression of creative activity in their professional activities. Creativity is defined by the presence of creative strategies in the classroom, the constituent parts of which are:

- formulation of new socially significant purpose;
- formulate a plan its achievement;
- freedom of choice of means of action in implementing the programme;
- mastering the methods and technology for solving educational problems;

– ability and willingness to achieve goals, ability to overcome obstacles and difficulties, to achieve the goal;

diagnosis of compliance desired, the desired results achieved.

Installation in the classroom on the novelty and originality of approach in solving educational problems carry a major teaching load by focusing the student on the creative actions and relationships. A specific feature of the educational process aimed at the development of creativity as an indicator of professionalism of future specialists, is the free choice of action, the need for novelty in their creative self.

Meeting the needs of students in creative self-realization is possible in active creative activities, involving interaction, cooperation and collaboration of students and teachers in solving educational tasks, individual capabilities and creative abilities, experience their creative work.

The process of development of creativity as the basis of creative potential of personality of a future specialist to proceed successfully, if in educational work to provide;

- individualized, differentiated and creative approach to students;
- use the power of emotional factors and create a positive emotional background of training sessions;
- practice Dialogic form of interaction in the system "teacher – students";
- to provide freedom of choice of actions and ways of solution of educational tasks;
- to encourage creativity, the activity, the need for novelty and non-standard students;
- to design a situation of success for each participant of the educational process.

Orientation of educational process on the personality of the future specialist, development of its creative characteristics breaks the established canons of his organization. Traditional training as a unity of requirements for students and teachers curriculum and standard assessment of educational achievements of students negatively influence the development of creativity, underlining the need for restructuring the traditional practice of the educational process. Main directions of modernization should be considered;

- create a healthy psychological climate of trust in the system of relations "teacher – students";
- provision of work and co-creation in solving educational problems;
- actualization of positive learning motivation and attitudes on the creative approach to the implementation of learning tasks;

- develop students ' creative attitudes, needs for creative self-realization;
- the use of technology in creative work;
- providing freedom of choice of tasks and ways of their implementation, creation of situation of success for each student;
- experience creative activities through free and self-initiated, personal involved, aimed at the assimilation of the personal meanings of teaching.

In the process of learning it is not so much a change in the content, forms and methods of teaching, but rather the formation and consolidation of attitudes, stimulating the creative actions of the students, their constant creative growth, the development of the capacity for originality and constructive creative thinking of future specialists. Necessary in the process of educational work to teach students to think independently, to show initiative and creativity, to act creatively and outside the box. On the positive results of the educational process it is possible to speak only on the condition that, if at the highest the school has healthy psychological environment that educates and develops educational environment. The development of creativity as the basis of creative potential of future specialist is provided by the possibility of transition to the implementation of innovative higher education, providing activization of creative action students develop their creative abilities, mastery of technique innovations in the professional field and to develop a creative style of thinking on the basis of fundamental training.

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