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FORMATION OF PEDAGOGICAL CREATIVITY AMONG PRIMARY SCHOOL TEACHERS

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ABSTRACT

This article is about the formation of pedagogical creativity among primary school teachers. The article suggests some ways and means of developing creativity in primary school teachers, as well as describes the psychological and pedagogical conditions for the development of creativity, capable of influencing the need-motivational and emotional spheres of the student's personality: the regular reinforcement of creative manifestations by the teacher, which consists in “centering” the student on the self-achieved result; providing students with freedom of choice in their pedagogical activity when demanding responsibility for it; the evaluation and promotion of creative initiative and high-quality work.

KEYWORDS

Pedagogical creativity, primary school teachers, develop, innovation.

A creative teacher is “one who discovers, makes wiser, and encourages” (N. Roerich).

INTRODUCTION

Today, the 21st century gives us a lot of opportunities for the development of our creativity. This situation requires the teacher to have formed creative competencies for perception, understanding and implementation of innovations in the educational process inspired by new concepts and paradigms of modern education. Creativity is everything that surrounds us. First of all, it is the process and result of creative activity: culture, art, knowledge, labor, beauty. Thus, pedagogical activity is a manifestation of constant versatile creativity.

LITERATURE REVIEW

For half a century, authors such as Rhodes and Torrance stressed the importance and urgency for teachers to be creative. School and, in particular, the classroom has been seen as a privileged context for promoting creativity in order to enhance social and individual progress. Pedagogical creativity is a process that begins with the assimilation of what has already been accumulated, passing to the transformation of existing experience. Without special training and knowledge, successful pedagogical creativity is impossible. Only an erudite and specially trained teacher, based on a deep analysis of emerging situations and awareness of the essence of the problem through creative imagination and a thought experiment, is able to find new original ways and means of solving it. The teacher often has to solve many typical and non-standard pedagogical tasks in changing circumstances. Solving these problems, the teacher, like any researcher, builds his activity in accordance with the general rules of heuristic search: he analyzes the pedagogical situation; designs the result in accordance with the initial data; analyzes the

available means necessary to test the assumption and achieve the desired result; evaluates the received data; formulates new tasks. Consequently, creative pedagogical activity consists of the following stages: the emergence of an idea, its development and transformation into an idea - a hypothesis, the search for a way to translate the idea and idea. The experience of creativity is acquired by the teacher under the condition of systematic exercises in solving specially selected tasks that reflect the pedagogical reality, and organizing both educational and real professionally oriented activities of future teachers. Pedagogical creativity, representing a special phenomenon, with all the specifics, has much in common with the activities of a scientist, writer, artist. The strength of Makarenko and Sukhomlinsky lies in the fact that they were able to "earth" the great humanitarian ideas of the century in concrete relations between adults and children. The creative teacher understands that: The student has the right to make mistakes. The teacher carries the idea, in cooperation the truth is born. The teacher does not transfer knowledge, but helps the student to make a discovery. Creativity - this bizarre interconnection of technology, relationships and personality - should be permeated with play: play relieves fatigue, creates an atmosphere of relaxedness and security, establishes the democracy of communication, leads to freedom and discipline. Play unchains, gives space and outlet to the best forces and qualities of the child, democratizes the entire system of means, all communication, and is capable of making the most difficult work easy and exciting.

DISCUSSION

There are the following levels of pedagogical creativity:

1. Reproduction of ready-made recommendations (elementary interaction with the class): the teacher uses feedback, corrects his influences based on its results, but he acts “according to the manual”, “according to the template”, according to the experience of other teachers.

2. Optimization of activities in the lesson, starting with its planning, when creativity is manifested in the skillful choice and expedient combination of content, methods and forms of teaching already known to the teacher.

3. Using the creative possibilities of live communication with students.

4. The use of ready-made techniques with the introduction of a personal beginning, corresponding to the creative individuality of the teacher, the characteristics of the personality of the pupil, the specific level of development of the class.

Creative teaching may be defined in two ways: firstly, teaching creatively and secondly, teaching for creativity. Teaching creatively might be described as teachers using imaginative approaches to make learning more interesting, engaging, exciting and effective. Teaching for creativity might best be described as using forms of teaching that are intended to develop students own creative thinking and behaviour. However it would be fair to say that teaching for creativity must involve creative teaching. Teachers cannot develop the creative abilities of their students if their own creative abilities are undiscovered or suppressed. Teaching with creativity and teaching for creativity include all the characteristics of good teaching – including high motivation, high expectations, the ability to communicate and listen and the ability to interest, engage and inspire. Creative teachers need expertise in their particular fields but

they need more than this. They need techniques that stimulate curiosity and raise self-esteem and confidence. They must recognize when encouragement is needed and confidence threatened. They must balance structured learning with opportunities for self-direction; and the management of groups while giving attention to individuals. Teachers can do a lot to encourage creativity in their classes but it's a job only half done without the support of the school leadership. School leaders have the ability to build an expectation of creativity into a school's learning and teaching strategies. They can encourage, recognize and reward creativity in both pupils and teachers. School leaders have the ability to provide resources for creative endeavours; to involve teachers and pupils in creating stimulating environments; to tap the creativity of staff, parents and the local community and much more. “Create” is at the top of Bloom's taxonomy for a reason: By noticing broader patterns and connecting material across academic disciplines, creative thinking can facilitate deeper cross-curricular learning. As Alane Jordan Starko points out in the book *Creativity in the Classroom*, the strategies that support creativity—solving problems, exploring multiple options, and learning inquiry—also support depth of understanding.

Should we teach creatively or teach for creativity? “By providing rich and varied contexts for pupils to acquire, develop and apply a broad range of knowledge, understanding and skills, the curriculum should enable pupils to think creatively and critically, to solve problems and to make a difference for the better. It should give them the opportunity to become creative, innovative, enterprising and capable of leadership to equip them for their future lives as workers and citizens. It should enable pupils to respond positively to opportunities, challenges and responsibilities, to manage risk and cope with change and adversity” .

Creative students lead richer lives and, in the longer term, make a valuable contribution to society. Surely those are reasons enough to bother. Creativity in the classroom – what does it look like? When students are being creative in the classroom, they are likely to:

- question and challenge. Creative pupils are curious, question and challenge, and don't necessarily follow the rules.
- make connections and see relationships. Creative pupils think laterally and make associations between things that are not usually connected.
- envision what might be. They imagine, see possibilities, ask 'what if?', picture alternatives, and look at things from different view points.
- explore ideas and options. Creative pupils play with ideas, try alternatives and fresh approaches, keep open minds and modify their ideas to achieve creative results
- reflect critically on ideas, actions and outcomes. They review progress, invite and use feedback, criticize constructively and make perceptive observations.

To encourage the above is likely to require a change in the way schools are run and the way teachers teach. "The most powerful way to develop creativity in your students is to be a role model. Children develop creativity not when you tell them to, but when you show them". It is known that in pedagogical activity a teacher is an active, creative person who always acts as an organizer of the daily life of schoolchildren, awakens interests, leads students along - this can only be done by a person with a developed will, where personal activity is given a decisive place. The pedagogical leadership of the class obliges the educator-teacher to be inventive, quick-witted, persistent, always ready to independently resolve any

situations. Teaching creatively and to develop creativity brings many benefits to both the teacher and the learner. The creative teacher will challenge, engage and motivate their pupils, placing learning within contexts that have relevance for the children that they teach. The creative learner will be developing intellectual and academic skills that will last a lifetime. Being creative involves both generating new ideas and synthesising a variety of other peoples' ideas into a new understanding. It involves reflection and evaluation as part of the process so that a creative learner is constantly asking themselves questions as to the best way to proceed. Creativity involves finding patterns, researching, hypothesising and generalising. Children need opportunities to investigate themes and issues that are meaningful to them. They can respond emotionally to colour, they can study the impact of proportions, and develop a sense of structure, movement and perspective in visual expression.

So, pedagogical creativity in itself is a process that begins with the assimilation of what has already been accumulated (adaptation, reproduction of knowledge and experience), moving on to the transformation of existing experience. This is the path from adaptation to the pedagogical situation to its transformation, which is the essence of the dynamics of the teacher's creativity.

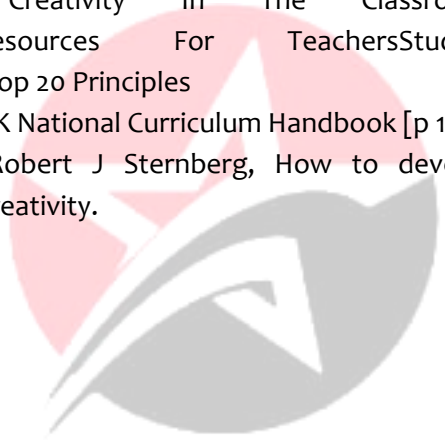
CONCLUSION

Summing up, we think that a teacher is the noblest and most difficult profession, which requires constant creativity, tireless work of thought, great spiritual generosity, love for children, boundless devotion to work from a person who has dedicated his life to it. Teaching is not a profession, it's a way of life. There is no profession more honorable than the profession of a teacher, there is no work more difficult and responsible

than his work. The modern rhythm of life requires from the teacher continuous professional growth, creative attitude to work, dedication.

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