

## THE ROLE OF CREATIVITY IN THE FORMATION OF PROFESSIONAL COMPETENCES OF FUTURE PHYSICAL EDUCATION TEACHERS

## РОЛЬ КРЕАТИВНОСТІ У ФОРМУВАННІ ФАХОВИХ КОМПЕТЕНТНОСТЕЙ МАЙБУТНІХ УЧИТЕЛІВ ФІЗИЧНОЇ КУЛЬТУРИ

*The article reveals the essence of the concept of creativity, the factors and criteria that influence the development of a person's creativity. The review and analysis of pedagogical creativity content is given, as well as its role in the formation of professional competences of the future physical education teachers is displayed. The importance of forming a creative environment with the implementation of interactive training into professional education, increasing the role of information technology in the individual work and the usage of training before pedagogical practice of future physical education teachers is presented. It is also emphasized on the specific role of innovative technologies in the formation of creativity as personal and professional quality of future physical education teachers.*

*Nowadays creativity stands out as one of the leading professional characteristics pointed out by contemporary researchers in the structure of teacher's personality. It is emphasized that rapid development of society necessitates the shifting of teachers' attention from the process of transferring ready knowledge to the process of obtaining knowledge, thus to the development of creativity of future specialists, which the teacher can only develop if he or she is creative, has his or her own teaching style.*

*According to this, the upgrading of the education system and its focusing on a new type of professional outlook requires future teachers to think creatively, and thus to act creatively and productively. Meeting these challenges leads to the demand for future teachers to acquire the skills of solving pedagogical tasks that require non-standard creative decisions, as well as the ability and focus on self-development and creative self-fulfillment in their professional activity.*

*It is established that teachers' pedagogical creativity is being developed throughout pedagogical activity and is a decisive factor in teachers' advancement to the heights of pedagogical excellence.*

**Key words:** *creativity, pedagogical creativity, creative environment, innovative technologies, competence, professional competence, future teacher of physical education.*

*У статті висвітлено сутність поняття «креативність», чинники та критерії, що*

*впливають на розвиток креативності особистості. Подано огляд і аналіз змісту педагогічної креативності та її роль у формуванні фахових компетентностей майбутніх учителів фізичної культури. Презентовано важливість побудови креативного середовища з упровадженням інтерактивного навчання у фахову підготовку, підвищенням ролі засобів інформаційних технологій у самостійній роботі та використанням тренінгу напередодні проходження педагогічної практики майбутніми вчителями фізичної культури. Підкреслено особливу роль інноваційних технологій у становленні креативності як особистісно-професійної якості майбутніх учителів фізичної культури.*

*Креативність виокремлюється сучасними дослідниками як одна з провідних професійних характеристик у структурі особистості вчителя. Наголошено, що стрімкий розвиток суспільства в умовах сьогодення викликає необхідність перенесення уваги викладачів з процесу передачі готових знань на процес здобуття знань, тобто на розвиток креативності майбутніх фахівців, яку викладач може розвивати тільки за умови, що він сам є креативним, має власний стиль викладання. У зв'язку з цим оновлення сучасної системи освіти, орієнтація на новий тип професійного світогляду вимагають від майбутніх учителів умінь мислити креативно, діяти творчо й продуктивно. Вирішення цих завдань потребує набуття вмінь до розв'язання педагогічних задач, що вимагають нестандартних креативних рішень, а також здатності й спрямування на саморозвиток і творчу самореалізацію у професійній діяльності.*

*Встановлено, що педагогічна креативність вчителя розвивається протягом усієї педагогічної діяльності та є вирішальним фактором його наближення до вершин педагогічної майстерності.*

**Ключові слова:** *креативність, педагогічна креативність, креативне середовище, інноваційні технології, компетентність, фахова компетентність, майбутній учитель фізичної культури.*

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**Formulation of the problem in general and its relation to the important scientific or practical tasks.** The priority spheres of higher education reform, as it is defined in the National Strategy for Development of Education in Ukraine, are: the humanization of educational activity, the orientation of educational process on the formation of the creative personality of the future specialist, the creation of conditions for the talents disclosure, spiritual and emotional, as well as mental abilities of the future specialists.

The upgrading of the education system and its focusing on a new type of professional outlook demands future teachers' ability to think creatively, and

thus to act creatively and productively. Meeting these challenges leads to the future teachers' necessity to acquire the skills of solving pedagogical tasks that require non-standard creative decisions, as well as the abilities and focusing on self-development and creative self-fulfillment in their professional activity. Due to the above-mentioned, the problem of defining the role of creativity in the formation of professional competences of future physical education teachers is not in doubt.

**Analysis of the scientific foundation.** The following scholars considered various aspects of teacher training and professional activity:

S. Arkhangelsky, I. Bogdanova, A. Bogush, N. Huziy, I. Ziazun, E. Karpova, N. Kuzmina, Z. Kurland, N. Mitina, V. Slaktionin, R. Khmelyuk, O. Chebykin and others. The investigation of professional training of future physical education teachers was revealed in the works of such scientists as O. Aftymchuk, V. Balsevich, S. Vaytsekhovsky, O. Voitovska, M. Danilevich, N. Denysenko, O. Ovcharek, O. Pelepchuk, O. Pronikov and others.

The essence of the concept "creativity" was covered in both domestic and foreign authors' studies (V. Druzhinin, L. Ermolaeva-Tomina, V. Kahn-Kalik, N. Kichuk, M. Kozlenko, M. Leshchenko, O. Luk, A. Maslow, O. Matyushkin, V. Molyako, V. Petukhov, S. Sysoeva, K. Toshina, L. Khomich, etc.). Although the complexity of understanding the construct "creativity" is being considered by philosophers, psychologists, educators, its meaningful content according to the nowadays needs still continues to be questioned from the point of view of the science-practical aspect.

**Highlighting previously unresolved parts of the general problem.** The problem of training a new type of teacher, – professional teacher, capable of creativity, rapidly and qualitative solving the pedagogical tasks in the professional activity, – becomes of particular significance in the sphere of higher education. A modern physical education teacher must not only have a thorough basic knowledge, but also be an active, creative personality, capable of finding new forms and methods of upbringing and teaching, as well as making independent intelligent decisions, and so on.

Theoretical analysis of the dissertation fund on the problems of creativity made it possible to establish that the specified construct has been studied by a number of researchers, such as: the technology of future teachers' pedagogical creativity development in the process of studying pedagogical disciplines (O. Antonova, 2011); pedagogical conditions of creativity development of future teachers of the humanitarian specialties in the process of professional training (I. Grinenko, 2008); formation of pedagogical creativity of future teachers in the process of vocational training (O. Dunaeva, 2008); formation of creativity of future music teachers (V. Fritsyuk, 2004); formation of creativity of future mathematics teachers by means of multimedia (I. Shakhina, 2007). However, the analysis of the above-mentioned studies indicates the need to strengthen the accent on the role of creativity in the formation of future physical education teachers' professional competences.

**The purpose of the article** is as follows: firstly, based on the results of analytical activity, grounded on the generalization of scientists' theoretical achievements, to clarify the meaningful filling of the construct "creativity"; secondly, to prove the system-forming significance of the role of creativity and its influence on the formation of professional competences of future physical education teachers.

**The statement of basic materials.** Nowadays creativity stands out as one of the leading professional characteristics pointed out by the contemporary researchers in the structure of teacher's personality. The essence of the concept "creativity" was covered in the scientific works of many domestic and foreign authors (V. Druzhinin, L. Ermolaeva-Tomina, M. Kozlenko, M. Leshchenko, O. Luk, A. Maslow, O. Matyushkin, V. Molyako, V. Petukhov, K. Toshina and others). Creativity is a synonym for innovation, a concept that defines the ability of the individual to produce something new, spiritual and material; it is an element of culture development, an important factor in the creation of nation's identity. According to the author's team of T. Lubart, K. Mushiru, S. Tordjman, F. Zenasny (2009) the factors of creativity are as follows: clarity and flexibility of thinking, sensitivity to problems, originality, inventiveness, constructiveness. From the standpoint of psychology of creativity, the enhancing of individual's creative activity requires a constituent of six interrelated components: 1) abilities, as they imply the capability to see problems from a new perspective, analyze and compare ideas, find practical application for the ideas; 2) knowledge (specific, practically oriented, supported by fantasy); 3) thinking (bravery of thoughts, mobility of mind); 4) personal qualities (willingness to overcome obstacles, reasonably take risks, tolerate uncertainty); 5) motivation; 6) the environment [5]. The main criteria for the level of creativity formation are as follows: the power of motivation for creativity; the abilities expressiveness, that ensures success in creative activity at the initiative of the subject of activity; the adequacy of creative verbal and non-verbal product. At the same time, the formation of a creative individuality depends not only on internal, but also on external (objective) conditions, which include: the social situation and its prospects; the level of modern science development; the state of mass education practice; methodological settings reflected in programs, textbooks, recommendations; the position and creative potential of a particular teacher and teaching staff, etc. [3].

Studying the question of the essence of creativity as a personal characteristic of self-fulfillment in pedagogical activity (O. Derkach, E. Selezneva) makes it possible to see at least the following features: hypersensitivity, selectivity, mobility of mental processes; the need for self-development, which is a key prerequisite for achieving maturity in self-realization; acceptance of self-development values; positive emotional and sensual activity and high volitional regulation of actions aimed at self-change; developed ability for constant analysis, evaluation, rapid formation of multi-aspect associative information arrays providing constant active self-transformation; insight, intuition, perseverance, determination, high will, creativity and variability of actions in the process of self-transformation; ability to develop individual

models, algorithms and technologies for productive self-development based on self-regulation [2].

According to nowadays realities, the rapid development of society necessitates the shifting of teachers' attention from the process of transferring ready knowledge to the process of obtaining knowledge, that is, to the development of creativity of future specialists (fosterlings), which the teacher can only develop if he or she is creative. A creative teacher is a teacher who has his or her own teaching style, which is influenced by both internal (prior knowledge, experience, professional qualities) and external factors (normative principles of professional activity, the need for continuous professional development).

The analysis of modern psychological and pedagogical literature and dissertation works shows that studying of various aspects of pedagogical creativity is one of the important problems of pedagogical theory and practice. At the same time, the interpretation of the phenomenon "pedagogical creativity" is used in different meanings. Thus, pedagogical creativity implies the ability for creative search, non-standard solution of pedagogical problems, and is characterized by such criteria as rapidity and flexibility of thought, originality, curiosity, accuracy and courage (A. Antonova, 2011) [1]. According to M. Kanapov (2006), pedagogical creativity comes out in the ability to see, set and originally solve pedagogical problems, in the ability to predict the educational process, quickly and correctly navigate in the created extreme pedagogical situation, to predict the pedagogical result (M. Kanapov, 2006) [4].

The study of S. Sysoeva (2006) should be mentioned, in which the author highlights such features of pedagogical creativity as: high level of social and moral consciousness; search-transforming style of thinking; developed intellectual and logical abilities (ability to analyze, justify, explain, highlight the main things, etc.); problematic vision; creative fantasy, developed imagination; specific personality traits (love for children; dedication; courage; willingness to take reasonable risks in professional activity; commitment; curiosity; independence; perseverance; enthusiasm); specific motives (the need to realize their own "I"; the desire to be acknowledged; creative interest; passion for creative process and their work; the desire to achieve greatest efficiency in specific conditions of teaching); communicative abilities; ability of self-management; high level of general culture [7, p. 98–99].

Only a creative teacher is able to ignite students' thirst for knowledge, therefore, every teacher needs to develop creativity, which is the main indicator of his professional competence (V. Sukhomlinsky). It is established that teachers' pedagogical creativity is being developed throughout pedagogical activity and is a decisive factor in teachers' advancement to the heights of pedagogical excellence.

At the same time, it is necessary to emphasize on the specifics of formation of future physical education teachers' professional competences. As it is defined in the National Educational Glossary (2014), competence is understood as a dynamic combination of knowledge, skills, ways of thinking, professional outlook and social qualities, moral and ethical values, which determine person's ability to successfully pursue professional and further educational activity and so it is the study result at a certain level of higher education. Competencies are known to be the basis of a graduate's qualification and are person's acquired capacity for effective activity [6].

As a theoretical analysis result of the Concept of education activity (the first (bachelor) level of higher education in the specialty 014 Secondary education (Physical education) in the field of knowledge 01 Education/Pedagogy) it has been established that the competences of future physical education teachers include integral competence, general and professional competences. However, based on the subject of our study, the attention will be focused only on the professional competencies of the specified specialty, which include: the ability to use systematized theoretical and practical knowledge of scientific facts, concepts, theories, principles and methods of physical education in solving professional problems; ability of systematic perception of educational and professional program, ability to implement its methodological support; ability to form future physical education teachers' subject competencies; ability to implement interdisciplinary connections while studying physical education in comprehensive school; ability to analyze, model, explore and present learning experience; ability to objectively monitor and evaluate the level of pupils' educational achievements in physical education; ability to organize remote, individual, extracurricular and out-of-school physical education work; ability to ensure students' health in the educational process and after-school activities; ability to form and maintain the proper level of students' motivation for learning; ability for motivated professional work with gifted youth; ability to master specialty terminology and communicative means of comprehensive school; ability to analyze, model, explore and present learning experience; ability to objectively monitor and evaluate the level of pupils' learning achievements in physical education.

Studying and generalizing the national experience of productive training of future teachers, capable of pedagogical creativity in their professional activity, proves the importance of forming a creative environment in higher educational institutions. The creative educational process assumes each student to arrange a modern methodology of creativity, forms their systemic thinking, allows not only to develop the original creative potential, but also to form the need for further self-knowledge, creative self-development, to form the pupil's objective self-esteem. In its turn this creates preconditions for their own realization



in cognition, as well as in educational activity, and subsequently in professional creative activity [3].

A versatile study of pedagogical creativity led to conclusions that through implementation of interactive training into professional education, increasing the role of information technology in individual work and the usage of training before pedagogical practice the important role in the formation of future physical education teachers' professional competencies is realized.

The next step to test the effectiveness of creative environment influence on professional competences formation during training was to conduct a research (in the first semester 2019–2020) in which we tried to find out: "Should future teachers become familiar with the basis of pedagogical creativity and use the creative environment both in their learning and future professional activity?". For this purpose, we selectively interviewed the graduates of the Institute of Physical Education, Sports and Rehabilitation of the State Institution "South Ukrainian National Pedagogical University named after K.D. Ushynsky" (66 respondents, speciality 014 "Secondary Education (Physical Education)", and 54 respondents, speciality 017 "Secondary education (Physical education and sports)". The data obtained according to speciality range are different. The being questioned future teachers answered in accordance with the nominal scale: for "like to learn and use the basis of pedagogical creativity in professional training" choose "Yes", for "dislike" – "No". According to the results of the survey in academic groups of speciality "014", 48 respondents chose "Yes" for an answer (in academic groups of speciality "017" there were only 21 such respondents). The answer "No" chose 18 respondents of speciality "014" and 27 respondents in academic groups of speciality "017". For the effectiveness of the research, we relied on methods of mathematical statistics (chi-square test). The hypothesis of the study was the lack of distinction between the two empirical distributions. For the validity of the empirical value of the chi-square, the following formula was used:

$$\chi_{emp}^2 = \frac{N \cdot (|A \cdot D - B \cdot C| - N/2)^2}{(A+B) \cdot (A+C) \cdot (C+D) \cdot (B+D)}.$$

After the calculation there was rated  $\chi_{emp}^2 = 3,45$ . Therefore, a positive attitude towards the use of

the above-mentioned technologies is statistically significant for the students of both academic groups, regardless of their number.

Summing up, we come to the **conclusions**, that, firstly, forming a creative environment provides: effectiveness of learning; awareness of resources possessed; possibility to successfully work out rational plans and programs of self-development; training using modern innovative technologies, that leads to most effectively formed professional competences. Secondly, the components, factors and criteria of creative development that make up the content of the construct of creativity, are identified. We see **prospects for further investigation** in considering the factors that influence the desire of future physical education teachers to use innovative technologies in comparison with those traditional and their valuable attitude towards pedagogical creativity in professional activity.

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