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**FORMATION OF CREATIVE PEDAGOGICAL ACTIVITY
OF STUDENTS IN EXTRACURRICULAR ACTIVITIES**

Formulation of the problem in general form and its relation to important scientific and practical tasks. The created system of professional training of a modern teacher is unique and proves the involvement of domestic research in the globalization processes taking place in the civilized world. In Ukraine, intellectual professions are gaining mass character, and investments in human development are becoming relevant and have recently been identified as the most important and effective. That is why there is a need in the image of a modern teacher with a high level of pedagogical skills. Within the framework of this issue, the formation of creative pedagogical activity of educators in extracurricular activities is relevant.

Current geopolitical trends and expanded horizons for scientists lead to even more dynamic changes in the global educational space. Ukraine's involvement in global civilizational processes contributes to the spread of

humanism, freedom of choice, national dignity, and is accompanied by definitions of new strategic and tactical guidelines in the field of training. The national system of education for the development of science is determined by the renewal of its essence and forms of organization of the educational process, the organic combination of pedagogical and psychological science, the integration of domestic education into European and world scientific spaces.

The problem of preparing the future teacher for professional activity at the level of formation and manifestation of creative pedagogical skills in the out-of-school sphere is an important task for pedagogical free education. State programs provide for the optimization of staffing of out-of-school institutions on the basis of modernization of the system of training of pedagogical workers. It is in this vein that Ukraine's state policy in the field of education is reformed: the legislative field of education is updated annually, the legal framework for the development of the national education system is supplemented in accordance with the National Doctrine of Education Development of Ukraine in the XXI century [Kremen, 2011, p. 331].

An analysis of the latest research and publications in which the problem is solved and which the author relies on. The analysis of scientific and pedagogical literature testifies to the constant (constant) interest in the problem of formation of pedagogical skill of educators, in particular. Thus, the study of the problems of professionalism (N. Guziy, I. Zyazyun, N. Kuzmina, etc.) and creative professional thinking (O. Akimova, V. Andrushchenko, N. Gluzman, L. Dzhelilova, etc.) in the practice of training future teachers in the university education; results of research on the formation and development of professional competence, creativity, personal culture of the future teacher (M. Yevtukh, V. Krutetsky, N. Nychkalo, etc.)

Methodical bases of formation of creative pedagogical activity of teachers were substantiated by I. Andriadi, E. Barbina, I. Zyazyun, N. Tarasevich, etc.

Definition of research methodology. Formation of gender goals (task statement). Clarify the essence of the concepts "pedagogical skills", "creative pedagogical activity"; to consider the basic scientific approaches to formation of pedagogical skill of the future teacher; to analyze the features and components of creative pedagogical activity in modern socio-cultural conditions; to determine the importance of creative pedagogical activity of a teacher in the modern out-of-school educational process.

To determine the level of readiness for the formation of pedagogical skills of students, such research methods were used as: study of scientific and methodological literature, conversations with students, observation of classes, study of legal documents.

During the study, 42 students of Donbass State Pedagogical University, 2nd and 3rd year students of the Faculty of Vocational Training (Slovyansk) were interviewed. The survey found that 76% of students see their future professional activity in a creative way, 752% are engaged in professional self-

improvement (attend additional hours of choreography and music at DDPU, go to competitions and workshops, etc.), almost all respondents expressed a desire to develop creatively.

The purpose of the article is to study the problem of formation of creative pedagogical activity in out-of-school conditions. Creative is called such human activity, which is aimed at creating spiritual and material values and is imbued with elements of novelty, improvement, enrichment and further development. Therefore, we believe that the result of creative activity is new, original and more perfect material spiritual values that have an objective or subjective value. Creativity is one of the complex and mysterious phenomena of human life.

The focus of scientific research on the study of the ontology and phenomenology of creative pedagogical activity indicates the relevance of philosophical and pedagogical reflection, which dominates in the philosophical and pedagogical literature. The category of "activity" is closely related to the category of creativity and the category of "acme" - the pinnacle of creativity, professional maturity. Therefore, the philosophy of creative pedagogical activity is in dialogue with the conceptual and theoretical structures of creatology - the science of creativity and acmeology - a science that appeals to the disclosure of the laws and patterns of reaching the peaks of creativity and professional maturity.

As for pedagogical creativity, S. Honcharenko's Ukrainian encyclopedic dictionary interprets it as follows: it is an original and highly effective approach of a teacher to educational tasks, enrichment of the theory and practice of education and training. The creative result is achieved by systematic purposeful observations, application of pedagogical experiment, critical use of advanced pedagogical experience. Pedagogical creativity concerns various aspects of the teacher's activity: conducting educational classes, organizing a group of students, designing the student's personality, developing strategies and tactics of pedagogical activity in order to optimally perform the tasks of comprehensive personal development (Goncharenko, 1997).

In the sense of the outlined problem, the concept of creativity acquires special significance, which V. Sukhomlinsky calls a powerful stimulus and the top of a person's spiritual life, an indicator of the highest degree of development of his intellect, feelings, and will. After all, the teacher who creates Man fulfills the outlined mission when he creates himself and passes this art on to students, which is his professional self-realization.

Thus, summarizing the worldview and philosophical foundations of creative pedagogical activity, we note that the ontology is focused on revealing the essence of creative pedagogical activity.

Analysis of the ontogenesis of creative pedagogical activity shows that evolutionary teaching grows out of mastery and returns to mastery in the form of "creative pedagogical skill" as the quintessence of the pedagogical function of man, society and, accordingly, teacher, educator. Mastery is the pinnacle of

professional creativity, is a form of self-realization of the individual in professional activities, it is a movement to the "acme" and the manifestation of the "acme". At the same time, creative activity appears as the highest level of quality work, human activity. Therefore, the formulation of the problem of creative pedagogical activity, its further ontological explication is inconceivable without recourse to reflection in terms of new sciences that began to develop actively in the late twentieth century - creatology, acmeology, qualitology.

Creatology is defined as a science that studies the laws of human creativity and is considered by scientists as a polytheoretical complex, which includes the psychology of creativity, the theory of pedagogical creativity, creative psychopedagogy, etc., where the phenomenon of any creativity is a phenomenon of development. Thus, creativity is an activity in which a person invests as if a part of his soul. The creative process is characterized by the fact that the creator of the party itself has an impact on those around him (Haustova, 2015, p.403-637).

A teacher who creates another person is called first to realize the constant self-creation of himself as a person and as a teacher. Scientists see teacher self-education as one of the conditions for personal and professional growth.

The problem of creativity is one of the virgin areas of pedagogical theory and educational practice, we believe that for its development it is necessary to create manuals on the pedagogical aspect of creativity. In our opinion, in the pedagogical sense, creativity is not the same creation of spiritual and material values as in poetry, painting, music, etc. (Dyomina, 2017).

We consider the process of mastery as the pinnacle of creativity in professional activity, ie the highest professional creative principle, which reveals the highest level of systemic and social quality of the individual. Pedagogical skill appears as a concentrated expression of the creative ontology of the teacher, in which through the prism of professional pedagogical activity the meaning of creative human existence is manifested in a "collected form" (Subetto, 1999, p. 27).

Therefore, modern researchers pay special attention to preparing future teachers for creative activities on the basis of taking into account the basics of pedagogical creativity, determine the axiological component in shaping the creative potential of future teachers, considering the axiological approach as a methodological basis for developing spiritual potential of teachers (Dyomina, 2019, p.107). based on which - axiology - the science of values.

Another nzh2aukovym approach to the formation of creative pedagogical activity of the future teacher is acmeological. Acmeology as a science of the laws of development of adults under the influence of education arose at the junction of psychology and pedagogy, which actualizes its use in the formation of creative pedagogical activities of future teachers.

Most researchers in the field of acmeology believe that it should be differentiated with the separation of pedagogical acmeology (Subetto, 1999, p. 34), acmeology of professional activity and personality; acmeology of education, acmeology of improvement and correction of professional activity, etc. (Dyomina, 2019, p.108).

From the outlined characteristics it follows that: acmeology is closely related to creatology, because creativity is a substance of understanding the ontological status of "acme", and the laws and patterns of creative ontology of man are the basis of the laws of its movement to "acme"; acmeology and creatology as scientific problem-oriented complexes complement each other; Although in the existing definitions of acmeology the category "creative skill" is absent, however, given the ontological and phenomenological dimensions of this category, which include understanding the top of professionalism, the top of creativity, acmeology in its content and interpretation appears as a human science of laws professional skills (Subetto, 1999, p. 29).

We consider pedagogical skill as the highest level of quality of creative professional activity of the teacher, and we consider correct opinion of O. Subetto who considers skill as the highest display of quality in professional activity of the teacher. Mastery is a form of realization of the qualitative ontology of man (qualification - quality, qualitativeism - the doctrine of quality) (Subetto, 1976, p. 30).

Qualitology as a science of the quality of objects and processes was built on the principle of trinity: the theory of quality, qualimetry and the theory of quality management. Modern qualitological research is aimed at studying the experience of diagnosis, determining the criteria for measuring and predicting pedagogical skills and pedagogical creativity.

Thus, creative pedagogical activity is a manifestation of human quality, which is reflected in the quality of his work, his activities. In connection with the change of potential and real quality there is an increase in the quality of a person, his professionalism, skill.

Researchers in the concept of "creative pedagogical activity" lay the professionalism of the teacher, his self-realization and creative expression, the disclosure of the teacher's personality in his skill. For example, the category of "creative pedagogical activity" is often found in the philosophical and aesthetic heritage of M. Roerich, for whom it means the quality of work, the level and at the same time the pinnacle of perfection, which is manifested in productivity (Roerich, 1990, p. 278).

Highlighting the philosophical understanding of creative pedagogical activity, M. Roerich notes that this category appears as "exaltation of the spirit", "triumph of quality" (Roerich, 1990, p. 297). According to the scientist, an important prerequisite for pedagogical activity is the desirability of work.

The main features of the formation of creative pedagogical activity have been determined since the time of Socrates. The outstanding philosopher remained in the memory of mankind as a teacher who reached the heights of

creative pedagogical activity, a teacher-creator who invented a special method of teaching (Kremen, 2011).

Plato's pedagogical ideas on the application of personality-oriented learning can also be seen as requirements for the formation of creative pedagogical activities, as knowledge in learning, which should bring joy, is possible only if the teacher's personal orientation to each student.

The problem of professional development of teachers and the formation of readiness for creative pedagogical activity has attracted the attention of many prominent thinkers, writers, teachers who have made a significant contribution to the history of national pedagogical thought (G. Skovoroda, O. Dukhnovych, B. Hrinchenko, K. Ushinsky, V. Sukhomlinsky, A. Makarenko, etc.).

They believed that the realization of the goal of achieving perfection and should be aimed at the activities of the teacher, based primarily on his creative pedagogical skills. The teacher should avoid pattern and monotony in the lessons, using and demonstrating the results of theoretical training in practice.

Given the dynamic changes in the field of education, the problem of forming readiness for creative pedagogical activity of teachers is becoming increasingly important, which is reflected in the theoretical developments of scientists (M. Antonets, I. Bekh, I. Dovgan, V. Demin, etc.).

Scientists pay special attention to the identification of system-forming elements of creative pedagogical activity, determine the relationship between pedagogical skills and pedagogical creativity.

Thus, the solution to the problem of forming the creative pedagogical activity of future teachers begins with the study of the scientific heritage of prominent thinkers, teachers, philosophers on the essence of the category of "creative pedagogical activity" in different historical periods.

Professional worldview is important for the formation of readiness for creative pedagogical activity of future teachers. This is due to the fact that it is determined by a dynamically developing system of views, beliefs, values and ideals of the teacher, based on philosophical, pedagogical, psychological, economic, legal, scientific knowledge, which determine the direction of his professional activity and is reflected in independent personal position. Thus, it is expedient to consider the professional worldview as an integral education of a teacher with a pronounced prognostic orientation, which allows a specialist to broadcast cultural experience and promote its appropriation by the subjects of culture and education. The professional worldview, which is formed during the student's higher education, characterizes the necessary personal resources of the future specialist and ensures the effectiveness of his professional pedagogical activity.

Conclusions from this study and prospects for further exploration in this direction. Thus, the analysis of scientific works on the researched problems allowed us to assert that creative pedagogical activity is the highest level of quality of pedagogical activity-action and accordingly quality of the teacher, the teacher, the teacher. It accumulates in itself not only the quality of

professionalism, but also the quality of personality, ie the system-social quality of a person, which helps to reveal the creative potential of out-of-school educational institutions. The internal conditionality of creative pedagogical activity as a functional and system-social quality is determined by the internal development of the teacher's personality, the accumulating effect of personality ontogenesis, the system of its value orientations, the system of abilities, the human anthropotype, and the external conditionality - educational environment, society, culture and culture. ethnic group.

In our study, creative pedagogical activity was considered as: the highest level of manifestation of professionalism of the individual, his creativity, the manifestation of the quality of work; the pinnacle of creativity, professional maturity, which carries the meaning of "acme"; manifestation of harmony and perfection in the teacher's activity; manifestation of the teacher's responsibility for his work; holistic manifestation of personality - a professional in his work, aimed at overcoming the "narrowness" of specialization; constant movement from one vertex to another; the dialectical unity of the top in professionalism and its infinity, because there are no limits to perfection, and by overcoming these limits is creativity; manifestation of the highest form of culture and at the same time the mechanism of reproduction of cultural samples, which carries the meaning of cultural heritage, and therefore is considered as a form of transmission of experience, achievements in perfection.

The main scientific approaches to the formation of creative pedagogical activity of the future teacher allow us to state that axiology should be introduced between creatology and acmeology, because without students' awareness of the value of creative pedagogical activity for the formation of this phenomenon in future teachers will be problematic.

We connect the prospects of further research with the study of the peculiarities of the system of formation of creative pedagogical activity of future teachers, which would take into account most of the areas of training.

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Дьоміна В. В., Цибулько Л. Г., Бондаренко Г. О. Формування творчої педагогічної діяльності студентів у позашкільних закладах освіти

Сучасні соціокультурні тенденції зумовлюють необхідність у розвитку творчого потенціалу дитини. Саме тому майбутній вчитель повинен створити сприятливі умови для розвитку творчих здібностей кожного учня, а також – прагнути до постійного самовдосконалення. У процесі професійної підготовки у студента повинна сформуватися готовність до розвитку творчих професійних здібностей.

У запропонованій статті автором доводиться необхідність у формуванні творчої педагогічної діяльності у нового покоління майбутніх вчителів. Уточнено співвідношення термінів «педагогічна майстерність», «творча педагогічна діяльність». Досліджено основні наукові підходи до формування творчої педагогічної діяльності майбутнього вчителя. Розглянуто теоретичні засади дослідження феномену творчої педагогічної діяльності, що розкривають її сутність як вершини професійної майстерності вчителя. Визначено значення творчої педагогічної діяльності педагога у сучасному освітянському процесі.

Ключові слова: акмеологія, аксіологія, вчитель, квалітологія, креатологія, педагогічна майстерність, педагогічна творчість, творча педагогічна діяльність, професійна діяльність, творчість.

Дёмина В. В., Цибулько Л. Г., Бондаренко А. А. Формирование творческой педагогической деятельности студентов во внешкольных заведениях образования

Современные социокультурные тенденции обуславливают необходимость в развитии творческого потенциала ребенка. Именно поэтому будущий учитель должен создать благоприятные условия для развития творческих способностей каждого ученика, а также – стремиться к постоянному самосовершенствованию. В процессе профессиональной подготовки у студента должна сформироваться готовность к развитию творческих профессиональных способностей.

В предлагаемой статье автором доказывается необходимость в формировании творческой педагогической деятельности в нового поколения будущих учителей. Уточнение соотношения терминов «педагогическое мастерство», «творческая педагогическая деятельность». Исследованы основные научные подходы к формированию творческой педагогической деятельности будущего учителя. Рассмотрены теоретические основы исследования феномена творческой педагогической деятельности, раскрывают ее сущность как вершины профессионального мастерства учителя. Определено значение творческой педагогической деятельности педагога в современном образовательном процессе.

Ключевые слова: акмеология, аксиология, учитель, квалитология, креатология, педагогическое мастерство, педагогическое творчество, творческая педагогическая деятельность, профессиональная деятельность, творчество.

Domina V., Tsybulko L., Bondarenko G. Formation of Creative Pedagogical Activity of Students in Extracurricular Activities

The formation of creative personality is of particular importance in the context of socio-economic transformations in the modern world. At the same time, the strategic task of reforming education in Ukraine is the comprehensive development of the individual, the disclosure and realization of his creative and spiritual potential in various activities.

Contemporary socio-cultural trends necessitate the development of a child's creative potential. Developing their abilities during training, the child retains the creative nature of attitude to any business that is absolutely necessary in society. That is why the future teacher should create favorable conditions for the development of creative abilities of each student, as well as – strive for continuous self-improvement. In the process of vocational training, the student should be ready to develop creative professional abilities.

Thus, creative pedagogical activity is a manifestation of a person's quality, which is reflected in his quality of work, his activity. Due to the change of potential and real quality, there is an increase in the quality of a person, his professionalism, skill.

In the proposed article the author proves the necessity of forming creative pedagogical activity in a new generation of future teachers. The relation between the terms «pedagogical skill» and «creative pedagogical activity» has been clarified. The basic scientific approaches to formation of creative pedagogical activity of the future teacher are investigated. Theoretical foundations of the study of the phenomenon of creative pedagogical activity, which reveal its essence as the tops of professional skill of the teacher, are considered. The importance of the teacher's creative pedagogical activity in the modern educational process is determined.

Key words: acmeology, axiology, teacher, qualitology, creatology, pedagogical skill, pedagogical creativity, creative pedagogical activity, professional activity, creativity.

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