

FORMATION OF PROFESSIONAL READINESS OF FUTURE PRESCHOOL TEACHERS FOR PEDAGOGICAL CREATIVITY

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Abstract: *The article presents the results of the investigation of training of future preschool teachers for pedagogical creativity. Accordingly, the purpose of the article is aimed at the development of pedagogical creativity of future preschool teachers, which is a prerequisite for the development of a creative gifted child of preschool age. The model of professional training of future preschool teachers for pedagogical creativity is developed and tested. It covers three interconnected blocks: methodological and target (acmeological, competence, axiological approaches and principles: innovation and child-centrism, individualization and differentiation of students' training, humanization of teaching and education of students, dialogization of professional pedagogical communication, cooperation, co-creation, teacher and student synergy); content-operational (gnostic-cognitive, self-search, creative-developmental, motivation-target stages and organizational-pedagogical conditions); effective (criteria with relevant indicators and level of readiness). The methodology of professional training of future preschool teachers for pedagogical creativity, which consists of four stages that differ in content, methods and forms of organization of educational activities of future preschool teachers, was theoretically substantiated and experimentally tested. In aggregate, it ensured the implementation of organizational and pedagogical conditions for the professional training of students. The comparative analysis of the readiness of future preschool teachers for pedagogical creativity is made, the dynamics of development of pedagogical creativity of students is traced. It was found out that the readiness of future preschool teachers for pedagogical creativity depends on professional motivation, development of such qualities of the personality as initiative, activity, creativity, mobility, openness to everything new. In the course of the study, it was proved that the innovative acme-synergetic learning technologies aimed at creating creativity, creative competence, professional creative thinking, pedagogical technique, updating the intellectual and creative potential of future specialists in preschool education have the greatest influence on the development of pedagogical creativity of future preschool teachers.*

Keywords: preschool education, creativity, pedagogical activity, training of preschool teachers, creative personality.

In the context of the globalization trends of the innovative development of the system of preschool education and the rapid expansion of the information space, problems of the new content of training of future preschool teachers for pedagogical creativity become particularly important. The main goal of such educational innovations should be the development of a competitive labor market, a highly skilled,

professionally competent, creative specialist, who has a good command of acquired skills and abilities, strives for professional growth, social and professional mobility. Herewith, the priority mission is assigned to a system of education, the meaning of which is the formation of human "capital", which is the driving force in the development of society¹. In addition, the EU Council has defined a new strategic framework for European cooperation in the field of professional training by 2020. An important task of the educational policy of the Union of European States is the development of creativity of the individual, which is regarded as the main "source of innovation".

The questions of the professional training of future preschool teachers for pedagogical activity were considered by the scientists: L. Artemov, H. Belenka, A. Bohush, N. Holota, T. Zharovtseva, L. Zdanevych, V. Kuz, A. Kucheryavyi, V. Loginova, I. Lutsenko, N. Lysenko, L. Pletenytska, T. Slobodyanyuk and others. Studies of scientists prove that the result of qualitative preparation of the future graduate of a higher educational institution is his readiness for creative pedagogical activity.

In lexicographic works, the notion of "readiness" is interpreted as "the desire to do something"², or "actively-effective state of personality, setting on certain behavior, mobilization of forces for the job processing"³. If we look at readiness for activity in the broader sense, then it is based on such components as "conscious and unconscious settings, models of probable behavior, determination of optimal ways of activity, assessment of their capabilities in accordance with the expected complexities and the need to achieve a certain result"⁴.

In scientific use⁵ readiness is defined as a holistic integrated personality formation that characterizes his emotional-cognitive and volitional selective predicted mobilization at the moment of its inclusion in the activity of a certain orientation. Readiness arises as a result of human experience, which is based on the formation of a positive attitude to the activity, awareness of the motives and needs of it, objectification of its

¹ H.S. Danylova, "Theoretical analysis of the subject's professionalism in the context of acmeology", in *Education and Management*, 2008, no. 1, p. 35-46.

² V.V. Dubichynskyi, *Contemporary defining dictionary of the Ukrainian language. 65000 words*, Shkola, Kharkiv, 2006.

³ Y.L. Neymer, *Psychology dictionary*, Feniks, Rostov on Don, 2003.

⁴ G.M. Kodzhaspirova, A.Y. Kodzhaspirov, *Pedagogy dictionary*, IKTS MarT, Moscow, 2005.

⁵ I.O. Barteneva, I.M. Bohdanova, I.V. Byzhyna, *Pedagogy of high school: study guide*, PDPU, Odesa, 2002.

subject and ways of interaction with it. According to C. Maksymenko, the notion of "readiness" is a purposeful expression of the personality that manifests itself in his beliefs, views, motives, feelings, will and intellectual qualities, knowledge, skills, abilities, and attitudes⁶. The scientist is convinced that such readiness is achieved in the process of moral, psychological and professional training and is the result of diversified human development in accordance with the characteristics of the chosen professional activity.

V. Slastonin considers professional readiness as the unity of the theoretical, psychological and practical training, which includes the professional suitability of the individual and preparedness for teaching. The term "readiness" is defined by the author as a special psychological state of the individual, manifested in his having image and structure of a certain action and constant focus on its implementation⁷. Accordingly, readiness for pedagogical activity is a complex of personal qualities that promotes the successful implementation of vocational and pedagogical functions. The content of practical readiness, according to the scientist, is manifested in external (subject) skills, that is, in such actions, which can be evaluated visually. These include, first of all, communicative and organizational skills⁸. The scientist argues in the structure of formation of teacher's readiness for pedagogical activity an important role is played by the motivational-value component, which is considered as the central formation in the complex combination of elements, and the professional orientation of the personality determines both as the conscious and emotionally expressed orientation of a person to mastering professional skills. In addition, the formation of the executive (procedural) component of professional activity is considered as derived from the level of development of professional value orientations of the individual, which determine its needs for mastering the profession⁹. The author stresses the need to consider the process of professional-pedagogical training as a coherent phenomenon. He emphasizes that job profile diagram of the future teacher should include the following components: 1) socio-psychological, personal and ethical and pedagogical qualities; 2)

⁶ S.D. Maksymenko, *Psychology in sociological and pedagogical practice: methodology, methods, programs, procedures*, Naukova dumka, Kyiv, 1999.

⁷ V.A. Slastonin, *Professional readiness of a teacher for educational work: content, structure, functioning: Professional preparation of a teacher in the system of higher pedagogical education*, MGPI, Moscow, 1982.

⁸ *Ibidem*.

⁹ *Ibidem*.

psychological and pedagogical knowledge; 3) special and methodological training, which fully provides professional knowledge, skills and abilities.

Analyzed scientific approaches to this problem have shown that professional readiness is a multi-facet characteristic of a specialist, and its basic components are knowledge, skills, pedagogical abilities, professional interests, stable motivation, which provide high professional success. However, despite the significant results of scientific research, the issues of preparing future preschool teachers for pedagogical creativity remain insufficiently researched today. This requires a practical solution to the outlined problem, the creation of pedagogical conditions conducive to readiness for pedagogical creativity.

The article aims to scientifically substantiate and test the model and experimental methodology of training future preschool teachers for pedagogical creativity. Objectives of the study are to reveal the essence of the phenomenon of "readiness of future preschool teachers for pedagogical creativity"; to define criteria, indicators and to characterize the readiness level of future preschool teachers for pedagogical creativity; to substantiate organizational and pedagogical conditions of professional training of future preschool teachers for pedagogical creativity.

Theoretical overview

Formation of readiness of the future teacher for pedagogical creativity in the conditions of professional training in the study of O. Voloshenko is considered as the creation of such pedagogical conditions that contribute to the active assimilation of theoretical knowledge and practical skills from the foundations of pedagogical creativity in the process of personality-oriented development interaction in the system "teacher-student", development of individual qualities of the future teacher¹⁰. The author comes to the conclusion that formation of the readiness of the future teacher to pedagogical creativity should be considered in organic unity with his professional training.

Z. Levchuk determines the readiness of students for pedagogical creativity as integrative professional quality of the teacher, which determines the high level of pedagogical skill and prompts him to constantly improve and change both the conditions of educational activity and the methods and means of pedagogical influence, depending on the

¹⁰ O.V. Voloshenko, *Formation of readiness of future teacher for pedagogical creativity in college*, Institute of Pedagogy and Psychology of Professional Education of the Academy of Pedagogical Sciences of Ukraine, Kyiv, 2000.

pedagogical situations of the educational process. The result of the formation of such readiness is professional-oriented creativity, which combines the need and ability to realize the forces and opportunities in the interests of educating the student's creative personality and self-realization of the personality of the teacher¹¹.

According to Y. Kosenko, the readiness of future preschool teachers for pedagogical creativity is evidenced by the emotionally-interested attitude of the preschool teacher towards the subject (pupil), the object (pedagogical activity) and the way of activity (education and training); available knowledge about the psychological peculiarities of children of preschool age, methods of pedagogical influence and pedagogical interaction, developed creative and pedagogical abilities, pedagogical skills regarding the organization of pedagogical process, skills of pedagogical communication¹².

According to L. Kekukh, the following factors may contribute to the external stimuli of the formation of pedagogical creativity in the educational process: the educational environment (content of educational material, organizational forms, methods and means of teaching, communicative connections, professional competence and pedagogical skills of the teacher, microclimate in the team), encouragement (rating assessment of students' knowledge, exam leave based on current results, participation in contents, academic competitions, etc.). The inner stimuli for pedagogical creativity are the motives of creativity and creative interest, which are inherent to each creator and are formed as stable personality traits¹³.

The reasons for the lack of training of future teachers for pedagogical creativity are the use of predominantly reproductive activities while teaching students, which is also traced in curricula, textbooks, and most manuals for higher education institutions of 3-4 levels of accreditation¹⁴.

¹¹ Z.S. Levchuk, *Formation of pedagogical university students' readiness for professional creativity*, BGPU, Minsk, 1992.

¹² Y.M. Kosenko, *Fundamentals of pedagogical mastery of a preschool teacher: study guide for students of higher educational establishments. Speciality "Preschool education"*, Novyi Svit, Mariupol, 2014.

¹³ A.M. Lamminpiya, O.V. Zashirinskaia, Y.E. Shelepin, "Psychophysiological analysis of the reading and text understanding", in *Fiziologïia cheloveka*, 2015, vol. 41, no. 2, p. 23-28; A.M. Lamminpiya, O.V. Zashirinskaia, Y.E. Shelepin, "Psychophysiological analysis of text reading and understanding", in *Human Physiology*, 2015, vol. 41, no. 2, p. 130-134.

¹⁴ L.V. Kekukh, *Formation of incentives for pedagogical creativity for future primary school teachers*, Institute of Pedagogy and Psychology of Professional Education of the Academy of Pedagogical Sciences of Ukraine, Kyiv, 2001.

N. Kichuk considers the psychological and pedagogical essence of the creative personality of the teacher in the process of preparation in higher educational institutions. On the basis of analysis and generalization of theoretical and experimental data, the author concluded that creativity is a complicated and at the same time a complex phenomenon, due to the diversity of socio-psychological and psychophysiological factors. It is a condition for the formation, self-knowledge and development of personality, and mental activity plays a decisive role in the creative process, which organically combines logical thinking and imagination¹⁵. Creative personality is characterized by a set of qualities that ensure a high level of his participation in creative activity, which actualizes the personality qualities of a person and promotes his development¹⁶.

The author identifies the creative personality of the teacher as being characterized by awareness of creativity in professional work at the level of persuasion, the focus on creative activity, intellectual activity, which is reflected through a combination of scientific and pedagogical thinking and creative imagination, the creative nature of professional activity¹⁷. According to N. Kichuk, the most important components of the creative personality of future educators are formed in student years.

The scientific approach of S. Sysoeva to the definition of “pedagogical creativity” is conceptual in the context of the research, and according to the author, the peculiarity of pedagogical creativity is that it determines the vectors of the dynamic development of all creative processes of mankind. The creativity of the teacher, as the scientist believes, is manifested in the holistic design of the pedagogical process, the forecasting of its results in relation to the development of students, but the main link of pedagogical creativity is the pedagogical interaction in which teacher and student act as the subjects of the creation of a developing educational environment, the formation of children’s interests and needs, the choice of means for their achievement, control and self-control. Such pedagogical interaction is personally oriented, and the processes of creative development of each of its subjects are interdependent and interrelated¹⁸.

¹⁵ L.I. Tkachenko, “Development of personality in the definitions of synergetics: educational pedagogical thesaurus”, in *Training and Education of a Gifted Child: Theory and Practice*, 2013, vol. 1, no. 10, p. 13-19.

¹⁶ N.V. Kichuk, *Formation of the teacher's creative personality*, Lybid, Kyiv, 1991.

¹⁷ *Ibidem*.

¹⁸ S.O. Sysoeva, “Conceptual foundations of pedagogical creativity”, in *Pedagogical creativity, mastery, professionalism: problems of theory and practice of training of a teacher – preschool*

Therefore, the research of the scientist proves that the main directions of professional training of the for creative pedagogical activities include the education of the creative personality of the future teacher and the formation of his innovative creative potential; development of creative abilities; education of his social activity, vocational and pedagogical orientation of thinking; formation of pedagogical skills; preparing him for independent research work.

The following criteria were selected as the criteria of the readiness of future preschool teachers for pedagogical creativity: cognitive-operational with indicators: awareness of key concepts of pedagogical creativity; with professional competences of future preschool teachers; with innovative methods of creative development of children of preschool age; emotional-volitional with indicators: presence of emotional and positive attitude to the chosen profession, initiative, passion for creative cooperation with children; love for children and empathy towards them; ability to make decisions independently, feelings of confidence in their creative possibilities; motivational-value criterion with indicators: awareness of the importance of vocational and pedagogical values and importance of their profession for the society; internal need for creative self-realization, self-development and professional self-improvement; the presence of professional motives and persistent interests for future creative professional activities; striving for creative success in future professional activities; activity-creative criterion with indicators: professional creative orientation of the personality of the future preschool teacher; ability to organize the creative activity of preschool children; ability to plan different kinds of creative activity of children; the ability to evaluate the results of the creative activity of children.

According to the criteria and indicators, the following levels of readiness of future preschool teachers to pedagogical creativity are characterized: high (creative), average (search), low (reproductive).

Future preschool teachers with a high (creative) level provide an expanded definition of key concepts of pedagogical creativity, possess a variety of professional competencies of the teacher (professional, communicative, reflexive, creative), which manifests itself in high academic achievements; are well aware of the innovative methods of creative development of preschool children. They are characterized by emotional and positive attitude to the chosen profession, which manifests itself in initiative, enthusiasm for creative collaboration with children of

teacher: materials of the All-Ukrainian scientific-practical conference of Kyiv, 18 May 2005, Kyiv, 2005, p. 185-193.

preschool age; they show love for children and empathy towards them, seek emotional proximity to pupils, psychological support of children's interests, creative subject-subject interaction; are actively engaged in self-education, are able to make decisions independently, feel confident in their creative abilities, are characterized by high responsibility; understand the importance of professional and pedagogical values and the importance of their specialty to the society; have a steady inner need for creative self-realization, self-development and professional self-improvement; established motives and interests for future creative professional activities, seek creative success. They are characterized by a high professional creative orientation, which manifests itself in the desire to work in the specialty, in the ability to critically evaluate themselves as a future specialist and their professional training, etc., to organize the creative activity of preschool children, to plan and evaluate its results.

Future preschool teachers with a low (reproductive) level of readiness for creative activity are not able to formulate the key notions of pedagogical creativity, they have not formed professional competencies (professional, communicative, reflexive, creative), have low educational achievements, are not self-confident, indifferent to the development of their creative potential; they are not familiar with innovative methods of creative development of preschool children, can not name innovative methods of work with pupils; they do not have an emotional and positive attitude to the chosen profession; they do not show enthusiasm for creative collaboration with children, empathic attitude towards children, do not seek emotional proximity to them, can not establish emotional contact with the child, provide psychological support to her. Future teachers of this level feel difficulties in the creative subject-subject interaction with the pupils, therefore, prefer the subject-object relationships, do not engage in self-education, are not confident in their creative abilities, are not responsible enough. Students are not aware of the importance of vocational and pedagogical values and the importance of their specialty to the society; they lack internal need for creative self-realization, self-development and professional self-improvement. They lack motives and persistent interests for future professional activities, the motivation to avoid failure dominates the motivation to strive for professional creative success. When planning various kinds of creative activity of the children need help from the teacher, do not consider the interests, abilities and desires of the pupils.

Materials and methods

In order to find out the existing readiness levels of future preschool teachers for creative activity, diagnostic tasks were used in each group of students for each indicator for each criterion: assessment of the level of claims "Need for Achievement" (Y. Orlov); research of the target orientation of the personality (Y. Vasiliev); the design technique of unfinished sentences "Who am I?" (M. Kuhn and T. McParthland); methodology "Motivation for Success and Avoidance of Failure" (A. Rean); identification of motives of professional activity (V. Semychenko); methodology "Motives for choosing a profession"; methodology for the study of value orientations (M. Rokich), "Questionnaire of professional readiness" (L. Kabardova); differential-diagnostic questionnaire by E. Klimova, "Studying the motives of educational activity of students" (A. Rean, V. Yakunin); a questionnaire for determining the level of creativity, creative potential of preschool teachers (modified version of the test by A. Mednik "Your creative potential"), etc.

Based on the analysis of the obtained results, it was found that most of the students of the experimental group (EG) and control group (CG) were on average (48.48% (EG) and 48.04% (CG) and low (42.03% (EG) and 42.14% (CG) levels of professional readiness for pedagogical creativity, which proves rather low effectiveness of their professional training. The results of the qualifying experiment give grounds to assert that the professional training of future preschool teachers for pedagogical creativity in higher educational institutions, based on the traditional educational and methodological paradigm, is not efficient enough.

At the formative stage of the experiment, the model of professional training of future preschool teachers for pedagogical creativity, covering three interconnected blocks: methodological and target-oriented, content-operational, and productive was developed and tested (Figure 1).

The methodological and target-oriented block of the model cover axiological, acmeological, competence approaches and principles: innovation, childhood centralism, individualization of student teaching, dialogization of professional pedagogical communication, humanization of teaching and education of students; cooperation, co-creation, synergy.

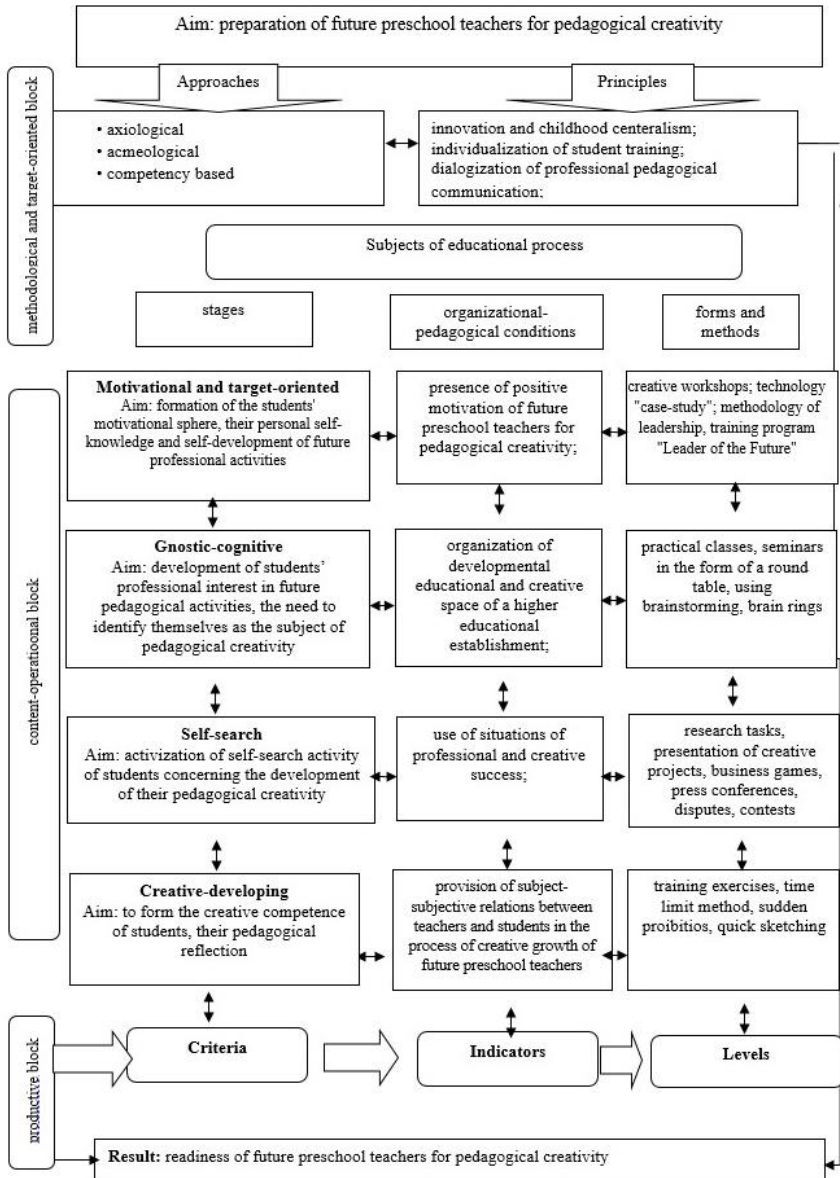


Figure 1: Model of professional training of future preschool teachers for pedagogical creativity

The content-operational block of the model of the training of future preschool teachers for pedagogical creativity embraces four interrelated stages: motivational and target-oriented, gnostic-cognitive, self-search,

creative-developmental, each of which had relatively stable time periods of professional training and corresponded to specific target guidance provided by the content of educational tasks, defined forms and methods of training of future preschool teachers for pedagogical creativity in a higher educational institution, as well as relevant organizational and pedagogical conditions.

The productive block of the experimental model presents the criteria (cognitive-operational, emotional-volitional, motivational-value, activity-creative), indicators and readiness levels of future preschool teachers for pedagogical creativity.

The result of the implementation of the developed model of professional training of future preschool teachers for pedagogical creativity was the readiness of future preschool teachers of preschool educational institutions for pedagogical creativity.

Results and discussion

Motivational and target-oriented stage. The formative experiment was carried out in four stages: motivational and target-oriented, gnostic-cognitive, self-search, and creative-developing. The purpose of the motivational and target-oriented stage of the training of future preschool teachers for pedagogical creativity was to stimulate students' motivational readiness for pedagogical creativity; to encourage them for personal self-knowledge and self-development in professional activity; to heighten interest in professional activity; acquisition of own pedagogical experience of creative activity. At this stage, such organizational and pedagogical condition was realized – the presence of positive motivation of future preschool teachers for pedagogical creativity.

Forms of work at this stage were: innovative technology “case-study”; methodology of leadership, creative workshops in the system of acmeological technologies; modeling of educational pedagogical situations, training program "Leader of the Future" (authors G. Laktionova, I. Zvereva, L. Starikova), aimed at developing organizational skills, leadership skills of future preschool teachers, ability to work in a team and to feel each other.

Different kinds of creative workshops ("My ideal acme-pedagogue", "The image of a modern teacher", "Charismatic personality", etc.) promoted the identification and development of professional motives, aspiration for pedagogical creativity, mastery, professionalism, and continuous self-development. These were meant to improve

communicative possibilities, to develop pedagogical qualities of future preschool teachers, creative strategies of their behavior. Thus, during the workshop "My ideal acme-teacher" (goal of which was to promote the professional development of each student, to form a positive "I-concept", to raise the level of pedagogical culture), students were invited to call the ideal of "acme-professional of the past" and present his work. The project "Image of a modern educator" contributed to the formation of the image of students for the successful creative activity of a future preschool teacher, methodologist or head of a preschool educational institution; the assimilation of various techniques for creating a pedagogical image as the main basis for the creative self-realization of a teacher. During the project students prepared a presentation on one of the topics: "Language of a preschool teacher", "Appearance of a teacher", "Nonverbal means of communication", "Visual contact", "Interpersonal space", etc. At the end of the project, the exercises were carried out – "Caterpillar", "Adaptation", "Guinness World Records Day", "Guess Who They Are", "Backpacks", which promoted students' interest in future professional activities, stimulation of students' motivational readiness for pedagogical creativity.

Gnostic-cognitive stage. The purpose of the gnostic-cognitive stage of the training of future preschool teachers for pedagogical creativity was to familiarize students with the notion of "pedagogical creativity", the development of interest in future pedagogical activities; in creating a holistic image of the future profession; development of the need for self-knowledge as a subject of pedagogical creativity. At this stage, the following organizational and pedagogical condition was realized: the organization of a developing educational and creative space of a higher educational establishment. Its implementation envisaged the use of active methods of organizing the educational and creative space, aimed at actualizing creative potential, development of creative pedagogical abilities of students. At this stage, the technology of gaming training was involved; group technology; work in dynamic pairs, small groups; problem lectures, lectures-interviews (a combination of theory and practice), lecture-videoreporting, practical classes; active seminars in the form of a round table, brainstorming, problem situations; creative training programs and more. Besides, normative educational disciplines "Introduction to the specialty", "Preschool education", "Preschool pedagogy", "Psychology of creativity", "Children's psychology", "Fundamentals of pedagogical creativity" were supplemented with the corresponding content. For example, when studying the discipline "Preschool Pedagogy" the following topics were suggested to the module "Upbringing and

Development of the Preschooler Personality”: “Features of the Education of creatively-gifted reschoolers” and “Interaction of Pre-school Educational Institutions with the Family for the Development of Children's Creativity”, where the students discussed important issues of development of creativity of preschoolers, developed methodological recommendations for preschool teachers and parents for the creative development of pupils of pre-school educational institutions” and “Educate a gifted child”¹⁹. Discipline "Psychology of creativity" enriched with the themes: "Psychological characteristic of creativity", "Psychology of professional creative thinking of the teacher", "Overcoming the psychological barriers to the development of the creative person". During these topics students determined an important component of pedagogical creativity of a preschool teacher – vocational and pedagogical thinking – and singled out the following indicators: originality of thought; vision of a new problem; flexibility, non-standard thinking, creative search in solving pedagogical situations; initiative, ability to generate new ideas; developed sense of humor.

To stimulate students’ desire for creative self-realization, process of self-knowledge, deepening of knowledge about themselves as future teachers-masters, training exercises for development of pedagogical reflexion, understanding, developing skills for determining emotional state of another person, etc.: “Activate the word”, “Reflexive mirror”, “Who am I?”, “Let’s talk about yourself”, “The main moments of your life”, “Portrait by the photo”, “Seven desires” were actively used. The effective means of developing professional thinking of students, stimulating their creative activity, ability to determine their own position, hold discussions, form tolerant behavior, ability to listen to the point of view of another person was participation of future preschool teachers in discussions on the topics “Does a teacher need to help a pupil in his creativity?”, “Does temperament affect the formation of children's creative abilities?”, “What kind of preschool teacher can be called creative?”, and so on.

For the development of creative qualities of future preschool teachers in the process of their professional training, the methodical provision of the discipline "Fundamentals of pedagogical creativity" was developed, the tasks of which are to improve the knowledge of students about the essence of the professional activity of the preschool teacher, its

¹⁹ O.V. Zashchirinskaya, E.I. Nikolaeva, V.Y. Rybnikov, V.M. Byzova, “The influence of family communication on the specificity of the gestures perception by children of primary school age with mild mental retardation”, in *Novosibirsk State Pedagogical University Bulletin*, 2017, vol. 7, no. 5, p. 81-93.

humanistic orientation and creative nature; acquaintance with creativity of pedagogues-innovators of the past and present, analysis of their creative writing; development of pedagogical technique; laying the foundations of the individual style of professional creative activity; development of pedagogical abilities, creative professional thinking and initiative; improvement of professional pedagogical communication skills; the desire for personal and professional creative self-improvement. The content of the discipline covered the following content modules: "Pedagogical activity as a creative process", "Personality of the preschool teacher in the system of professional creativity", "Pedagogical technologies of creative development of children of preschool age". In the process of studying the discipline during the lectures on the topic: "The creative personality of the preschool teacher", "Creative self-feeling of the teacher during communication", "Creativity as a necessary characteristic of creative work", "Formation of creative attitude to the profession of educator", – students got acquainted with the description of the basic concepts of pedagogical creativity, signs of creative pedagogical activity, with the specifics of pedagogical creativity educator. In parallel, within the framework of the course "Pedagogical creativity in the professional pedagogical activity of the preschool teacher", whose purpose is to provide practical training of the creative person of future preschool teachers, students had practical classes, active seminars in the form of a round table, using brainstorming, problem situations: "Creative orientation of the person", "Reflection – a necessary condition for a creative approach to children of preschool age", "How to effectively unlock creative potential of the person?", "Why do we need creativity?", creative training programs of creative thinking: "Features of a creative person", "Be able to see what others do not see", "Fear of errors – the main barrier to creativity", etc. In addition, the study of separate sections and themes of the course included the acquisition of knowledge from modern pedagogical and psychological theory of creativity, innovative technologies of the development of creative personality, the specifics of pedagogical creativity of the preschool teacher, the use of effective methods for the organization of the creative activity of preschool children. The course provided for the synthesis and synthesis of acquired pedagogical knowledge and skills, the formation of readiness to creatively and optimally use them in solving various tasks of professional activity, for which the technology of gaming educational activity was implemented; group technology; work in dynamic pairs, small groups. Workshops on creativity were conducted with the students (according to A. Goralsky's

methodology), such as: “Acquaintance”, “Ask”, “Describe others”, “Collective action”, essay-reasoning “If I were the head of a preschool educational institution”, as well discussions on the following topics: “What style of communication with children of preschool age is the most appropriate?”, “How to help a child grow up a creative person?”.

Self-search stage. The purpose of the third – self-search stage of professional training of future preschool teachers for pedagogical creativity was the activation of self-search activity of future preschool teachers in relation to pedagogical creativity for solving the following tasks: to actualize the needs in professional creative thinking and pedagogical creativity; to form a guideline for independent creative search of educational information, non-standard decisions; to stimulate creative activity, autonomy, creative initiative of students; to form research and creative competencies. At this stage, the organizational and pedagogical condition – the presence of situations of professional and creative success was realized. This was facilitated by students scientific-research tasks, for example: “Development of creative abilities of children by means of music”, “Creative development of the child in the game”; protection of creative projects: “Beauty of actions” (based on works by V. Sukhomlynskiy), “Innovative methods of development of creative potential of children of preschool age”, conduction of trainings “Be original in everything!”, “Believe in your uniqueness!”; developing, business games in the form of teleconstructions – “The manifestation of creative potential in various activities: theatrical, visual, musical”, press conferences: “Methods and forms of creative development of children of preschool age”; disputes: “Detection of creative talents in preschool age”, “Actualization of personality-creative energy potential of children of preschool age”, solving with the help of improvisation of various pedagogical situations, close to the future professional activity of students. Stimulation of students to creative manifestations took place during competitions of pedagogical work: holidays-presentations “My profession – preschool teacher”, brain-rings “Creative preschool teacher”, “Steps of pedagogical creativity”, “From creative preschool teacher to creative child”, etc. For presenting of the creative achievements of students and teachers, the presentation of creative and research projects was carried out: “A creative gifted child”, “The creative development of the child in the game”, “A fairy tale is a life-giving source of childhood thinking” (on the works of V. Sukhomlynskiy), etc. The role of the facilitator (leader of a creative discussion) was carried out in the classroom by students (according to V. Andreev's methodology).

In order to create a situation of professional success, the cooperation of students with political and community organizations, with partners from other scientific institutions and practicing teachers, partners-practitioners in the form of "youth research groups", etc. was organized. Creative meetings of students with experienced preschool teachers, managers and methodologists of preschool educational institutions, young teachers who successfully realize their creative potential were held; press-shows with representatives of the media ("Does a person need creativity?") were held; a press conference "To live by creativity and to pass it on to children!", "Genesis of creative potential of children of preschool age", Internet show "Fairy of creativity", "Creative performances" with the use of information, telecommunication technologies, the Internet, etc.; studying the experience of the work of innovative preschool teachers on the development of creative potential of children of preschool age; preparing lesson plans with future preschool teachers, various educational events, game-entertainments and holding them with children during pedagogical practice.

To stimulate the creative and intellectual initiative of future preschool teachers, they introduced a creative and research project "Find the Happiness of a Preschool teacher in Creativity", which included a series of short speeches, congratulations, and revealed creative perspectives of students. Such information was provided in the form of sketches, live pictures, demonstration of photo materials, etc. Students worked conscientiously on the issue of the oral magazine "Beauty and creativity of the preschool teacher – for children!", independently selected materials, photographed and interviewed, inquired about the creative activity of young preschool teachers. Work with creatively gifted future preschool teachers implied attracting them to research and development – an important means of intellectual and creative development of student youth.

Creative-developmental stage. The latter – creative-developmental stage envisaged the formation of creative competence of students through creative self-development and pedagogical reflection of future preschool teachers. At this stage, the organizational-pedagogical condition was implemented: provision of subject-subjective relations between teachers and students for the creative growth of the personality of future preschool teachers. For this purpose, a friendly atmosphere was created, aimed at co-creation of a teacher and a student, support, trust and understanding of

another person; formed the ability to conduct creative discussions, etc.²⁰ The following forms of work were intensified: the system of exercises aimed at practical mastering of the procedure and technology of pedagogical communication, mobilization of the creative state of health (by the method of V.A. Kan-Kalyk): “Stage version of the Proverb”, “Sculptor”, “Travel”, etc., exercises on the development of skills to use non-verbal means of communication, facial expressions, pantomimes – work with icons: “Masks of tranquility, joy, sadness, surprise”, etc., exercises “Silent scene”, “Tomorrow's exam”, “Travel” and others.

Students were offered a system of methods and techniques for activating and stimulating the creative activity of KARUS, which is based on training exercises (based on V. Moliako), among which are: combination, analogization, reconstruction, which contributed to the development of the ability to creative imagination, the creation of artistic images. The following methods of developing constructive thinking were also used in work with students: method of time limit, sudden prohibitions, fast sketching, method of new variants, information insufficiency and information saturation, method of absurdity and situational dramatization. In order to activate the creative “I” of student and teacher, “pedagogical workshops” on the themes “The image of a modern teacher-master”, “Professional culture of the teacher”, “Joys and anxieties of pedagogy of creativity”, “Theater and pedagogical creativity”, “Should the teacher influence the children's choice of life values?”, “Pedagogical art – faith in the child”, “Teacher, inspire me to creativity!” and “To humane pedagogy on the call of the soul” (according to Sh.Amonashvili system), “Only in creativity the creator is formed himself” (L. Rubinstein), etc. Students also discussed books whose authors raise issues of cautious attitude to the child's personality, his creative development, based on love and humane attitude towards the child, among which: “I give my heart to children”, “Pavlyska school” (V. Sukhomlynskyi), “Five Ways to the Child's Heart” (P. Chapman and D. Campbell), “How to Love a Child” (J. Korczak), “Non-Standard Baby” (V. Levi), “We and our Children” (V. Nikitina), etc.

After the completion of the formative stage of the study in order to detect changes in the readiness level of future preschool teachers for pedagogical creativity a re-examination in control and experimental groups was carried out based on certain criteria and indicators. Comparison of

²⁰ O.V. Zashchirinskaia, A.V. Lapteva, E.I. Nikolaeva, N.A. Medina Bracamonte, E.V. Zmanovskaya, “Concepts of friendship among primary school children with intellectual disability”, in *Novosibirsk State Pedagogical University Bulletin*, 2018, vol. 8, no. 2, p. 26-42.

empirical data obtained in control and experimental groups at the qualitative stage with the results of the molding phase of the experiment was carried out with the help of mathematical statistics, showed a positive dynamics of changes in the readiness level of future preschool teachers for pedagogical creativity.

According to the generalized data, at the final stage of the experiment, 20.18% of students remained at the low level (it was 42.03% before); 33.8% of students had an average level (at the summative stage – 48.48%), high level of readiness for pedagogical creativity was reached by 46, 03% (at the summative stage – 9.49%).

There was a little positive change in the control group regarding the redistribution of levels of readiness for pedagogical creativity. Thus, a high level of readiness for pedagogical creativity was witnessed by 23.55% of students (it was 9.83% before); the average level of readiness was demonstrated by 41.75% of students (it was 48, 04% before); low – 34.70% (it was 42.03% before).

Consequently, the analysis of the results of experimental work showed the effectiveness of the proposed methodology in the training of future preschool teachers for pedagogical creativity. Based on the generalization of the results of the study, the general conclusions are formulated:

1. The essence and structure of the concept “readiness of future preschool teachers for pedagogical creativity” has been found out. We define readiness of future preschool teachers as a complex personal formation, which covers creative pedagogical values, individual creative qualities, the need for creativity, and a set of professional knowledge, skills and abilities of the student necessary for the organization of children's creative activity in modern preschool educational institutions.

2. The research has defined organizational and pedagogical conditions of professional preparation for pedagogical creativity: positive motivation of future preschool teachers for pedagogical creativity; organization of developmental educational and creative space of a higher educational establishment; availability of situations of professional and creative success; provision of subject-subjective relations between teachers and students for creative growth of the personality of future preschool teachers. It has been proved that the combination of the above-mentioned organizational and pedagogical conditions aimed at the development of creative potential and the self-realization of student creativity stimulates processes of self-knowledge, creates a comfortable relationship between students in a team of students, contributes to the

formation of their professional creative competence, creative activity and culture of innovation, while facilitating professional readiness future educators to pedagogical creativity.

3. In the course of the study, it was proved that innovative teaching technologies aimed at forming creativity, creative competence, professional creative thinking of future specialists in pre-school education have the greatest influence on the development of pedagogical creativity of future preschool teachers.