

THEORETICAL BASES OF TEACHER CREATIVITY

Nowadays information is exchanged, completed and passed with a great speed. That is why the ability of creative thinking appears on the foreground of the important characteristic of a person instead of theoretic possession of information.

A creative person has not standard ways of solving problems; such person can realize a certain amount of information innovatively. Creative people on the whole and teachers in particular are appreciated in the professional society. The mission of a schoolteacher is upbringing of the all-round person. The education and development of creativity as one of the most important aspects in pedagogical process requires creative teachers.

The psychological fundamentals of the pupils' development ensure formation of the knowledge, skills and competences by means of appropriate organization of educational process, selection the necessary methods, organization of educational forms. The efficiency of the functioning of educational systems, treatment and introduction of the technological educational forms and ways, indices the creative achievements of pupils based on definite technologies.

Hereby the creation of the didactical technologies lets to systematize the process of the development of creativity, to lend it sequence and social accordance. Problem-solving studies extended in the biggest measure and realized in the specific methods among the technologies of the develop studies equally in the West and in the former USSR. A number of well-known Ukrainian scholars, such as A. Zilbershtein, I. Fedorenko, A. Aleksuk, etc. proved the efficiency of the creative development [6]. The technology was realized successfully thanks to age peculiarities of pupils. Content and methods of the educational activity are directed to expose subjective experience of each pupil in the integral educational activity. The methodical base of the technology is the individualization of the educational activity, and the key method is the dialog of a teacher and a pupil. It is important to say that the technology could be realized under the same didactical conditions [1, p. 7].

Only well equipped scientifically and methodically teacher is able to realize it. The above-mentioned technological principle gets more and more prestige in the world educational environment. An



effective educator of today is a technologically competent one. The dominion of the technological base lets to broaden the lines of the creativity of a teacher. The technological competence of a teacher is a system of creative- and technology-based knowledge and skills [4].

Technological competence includes its functional system, thesaurus, terminology, its invariant base, means of the self-development. The technological and academic base of it is the improvement of the sensorial and intellectual mechanisms of educational activity. The forming of technologically competent teacher is realized in the process of semantic, activity and personal directed components learning.

The creative and technological thinking of a teacher is the dynamic system of pedagogical values, technological skills (educational technologies) and creative identity of an educator [3]. The components of the system are:

- pedagogical standpoint and trade and personal qualities;
- technological knowledge and culture of pedagogical thinking;
- technological skills (technique and learning of the technologies) and the experience of creative activity, which secures its adequacy;
- creative identity;
- position of a pupil and his parents in reference to pedagogical technique and educational technologies.

The level of technological culture of the teacher depends on the levels of its components. The difference is expressed in the diverse levels of understanding his pedagogical position and creative identity. The educational innovations in the educational process (aim, content, principles, structure, forms, methods, means, and educational, pedagogical and managerial technologies) considered the fundamentals of experimental professional activity of a creative person [2]. W.Malykchina categorizes pedagogical innovations according to:

- the level of topicality: completely new, which were not known before; adapted ones, and actual at the present;
- scale: global (introduction of the educational standard, the new system of scores) and local (changes in curriculums, programs and subjects);
- the way of activity of the teacher: ways, methods, technologies, and so on;
- the operating way: organizational (particularly planned) and casual (arising in the activity of creative inclined teachers);



• the application sphere: in education (state educational standard, original programs, textbooks, study guidelines); in educational technologies (develop and module-based education, rating system), in the content of school subjects, in school management [5].

The general didactic aim is a person, who knows how to realize his own significance and mission, who will not stop at the way of his self-completion (based upon creativity).

The present time demands from the Ukrainian schools the conditions for creative development of pupils, in which creative personalities can be formed. Hereby the common task is to help each pupil to believe in his own success and to put together all the conditions for personal creative development. The personal development is the process of the forming of a person by means of his socialization, education and upbringing under the influence of the inner and external, controlled and not controlled factors. A person joins the interaction with the surrounding world and improves humanity.

The creative-focused education is vital for the development of a person by means of attraction the future teachers for the world-view, moral, aesthetic aspects of social life. It occurs via systematic mastering of the objective regularities of the world as a whole and of the subjective potential of the humanity in particular.

REFERENCES

1. Верпань А. Ф. Дидактичні принципи в умовах традиційного і комп'ютерного навчання / А. Ф. Верпань, Н. Т. Тверезовська // Педагогіка і психологія. – 1998. – № 3. – С. 126–132.
2. Данилова Л. Розвивати пізнавальну активність учнів / Л. Данилова // Рідна школа. – 2002. – № 6. – С. 18–20.
3. Зевина Л. В. Образовательные технологии и технологическая культура учителя / Л. В. Зевина // Школьные технологи. – 2002. – № 2. – С. 16–19.
4. Манько Н. Н. Технологическая компетентность педагога / Н. Н. Манько // Школьные технологи. – 2002. – № 5. – С. 33–42.
5. Малихіна В. Управлінська підтримка інноваційної діяльності вчителя / В. Малихіна // Директор школи. – 2002. – № 35. – С. 6–7.
6. Паламарчук В. Ф. Від творчої особистості до нових технологій навчання / В. Ф. Паламарчук // Завуч. – 2001. – № 8. – С. 2–3.

Любов Грінько

ВИДИ ОРФОГРАФІЧНИХ ВПРАВ НА УРОКАХ РІДНОЇ МОВИ В ПОЧАТКОВІЙ ШКОЛІ