

Pedagogical Creativity And Its Own Features

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Annotation

This article discusses the need for teachers to have the qualities of professional competence in modern conditions, to work consistently on themselves, to strive to acquire knowledge that is constantly updated, to be creative in preparing for lessons to provide interesting educational information to students.

Keywords: creativity, creativity development, factors hindering the development of creativity, creative potential, pedagogical creativity, pedagogical creative potential.

Introduction: The essence of the concepts of "creativity" and "pedagogical creativity". Creativity of the teacher in modern conditions qualities. Creativity (Latin, eng. "Create" - to create, "creative"

creator, creative) - to produce new ideas of the individual as a descriptive and independent factor of readiness the creative ability that is part of talent. A person's creativity is reflected in his thinking, communication, emotions, certain types of activities.

Creativity describes a person as a whole or its specific characteristics. Creativity is also reflected as an important factor of talent. In addition, creativity determines the sharpness of the mind.

According to P. Torrens, it is based on the concept of "creativity" the following is dissolved:

- to put forward two scientific hypotheses to the problem;
- check and change the hypothesis;
- the problem based on the formation of decision results detection;
- knowledge and practical actions in finding a solution to the problem relative to the opposite.

Like any other quality, creativity does not form suddenly. Creativity is consistently shaped and developed at certain stages. So, when do the features of creativity in a person's activity become apparent?

Creativity is often seen in children's activities however, this situation is creative in the future of children does not guarantee that they will achieve success. Only by them creative ability, skill represents the probability that they need to master.

In the development of creativity in children to the following it is necessary to pay attention to:

- 1) Many questions are asked by them encourage and support this habit;
- 2) Encourage children's independence and strengthening accountability in them;
- 3) Independent activities by children creating opportunities for organization;

The following factors contribute to the development of creativity in the individual prevents:

- 1) avoidance of risk;
- 2) allowing rudeness in thinking and behavior;
- 3) underestimation of a person's imagination and imagination;
- 4) submission to others;
- 5) in any case, think only of success.

Material and methods: The creative potential of the educator. Teacher creativity is a professional activity organized by him reflected in the creative approach to the organization. Last in recent years, this has been the case with the concept of "pedagogical creativity" is expressed.

The creative potential of the educator is his common is displayed as a feature. It is the first condition and result of creative activity. This quality represents the possession and readiness of an individual for the ability to express himself.

In addition, on the basis of creative potential, the individual abilities, natural and social strength of each specialist will be demonstrated as a whole.

Creative potential is focused on the cognitive process closely related to creativity. The pedagogue is creative potential unlike traditional thinking will be displayed in the following:

- speed and flexibility of thinking;
- ability to create new ideas;
- not thinking in the same way;
- originality;
- initiative;
- tolerance of uncertainty;
- to be intelligent

Every educator is self-developing and self-reliant his ability to perform is directly related to his ability to be creative. In developing the creative potential of the educator the use of the following methods is considered effective.

Usually educators have a creative ability striving to solve pedagogical problems, research and implementation of research projects and interaction through creative collaboration. The educator does not remain creative on his or her own. His the ability to be creative is formed through consistent learning, self-study over a period of time, and it gradually improves and develops. As in any profession, the foundation is laid during the student years for future teachers to have creative abilities, and it is consistently developed in the organization of professional activities.

In this case, it is important that the educator is self-directed to creative activity and can effectively organize this activity. The educator is problematic in organizing creative activity problem solving, problem analysis, as well as creative products of a pedagogical nature should pay special attention to the creation. As an educator in solving problematic issues and situations his creative approach to finding a solution to the problem contributes to the development of emotional qualities in him. By posing problematic issues, the educator is confronted with evidence that contradicts his or her existing knowledge and life experiences. As a result, there is a need to work on oneself, to study independently.

Result and discussion: In developing the creativity of the educator it is important to have creative engagement skills and competencies in the development of teaching assignments for lectures, workshops, seminars and laboratory sessions. To do this, educators need to organize systematic, consistent practical action to develop their creative abilities. Some of them are discussed below.

1. Work with special tests. Re-educators in training and advanced training courses creative abilities and qualities in the audience in determining the existence of P. Torrens' incomplete the use of the "pictures" test gives effective results.

2. Work with assignments on the formation of creative thinking in students and listeners. It's kind of assignments student, creative thinking in the audience, event, logical expression of the essence of an event, process or activity, acquires the skills to enrich the imaginary world. Tasks such as writing short essays, greeting cards, invitations, developing texts for commercials can be used for this purpose.

Textual, especially large amounts of textual information difficult to accept by students. In modern conditions required to convert textual information to graphical form. Data when converting learning information into graphical form

model, scheme, table, diagram, image, cluster, mathematical. The purpose of expression in physical, geometric forms is compatible. The information provided to students in this way is effectively received by the students.

Currently, retraining of university teachers and their in the practical training in the field of "Pedagogical technology and pedagogical skills" in the advanced training courses, students were equipped with the ability to express the following textual information in a cluster: International armed conflict.

Conflict is a conflict of two opposites. International Conflict (IC) - a conflict-based conflict the existing contradictions between the participants it is a formal, political attitude that is sharply expressed.

One of the XMs is an armed conflict. However, any international conflict cannot be an armed conflict. Armed force against the other side in an armed conflict used. Hence, the use of armed force is a specific aspect of armed conflict. At the Diplomatic Conferences of 1975-1977, the national liberation wars were also recognized as an international armed conflict.

Conclusion: Professional competence of the teacher in modern conditions to have qualities, to work consistently on their own, day by day it is required to strive to master the updated knowledge, to be creative in preparing for lessons in order to provide students with interesting educational information.

Consequently, global information provides an opportunity for social actors, especially students, to voluntarily acquire any information in a way that is convenient for them and on the ground with the help of various information and communication technologies. Although the possibility of receiving data in such a case is extremely wide, all the information assimilated by an individual in this analysis is knowledgeable. will not be displayed as. Because any kind of knowledge the main difference from information is certain areas of data systematic, consistent, continuous and expedient determined by assimilation.

In the education system, students are literally provided with quality, useful, in order to be able to systematically deliver important, necessary, necessary, and practical information, today's educator must be able to quickly receive, process, and deliver information to students in an efficient, engaging way. This raises the issue of the need for the qualities of professional competence, the basics of pedagogical skills and creativity of the teacher.

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