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IMPROVEMENT OF MECHANISMS OF CREATIVE SELF-DEVELOPMENT OF FUTURE TEACHERS

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Abstract
This article is devoted to improvement of mechanisms of creative self-development of future teachers in the system of higher pedagogical education. The main mechanisms of professional and creative self-development of future teachers are considered.

Keywords: professional self-development, creative self-development, teaching technologies, future teachers, methods and ways.

Introduction

The modern system of higher pedagogical education is designed to form a competent personality of a future professional. In accordance with this, the priority goal and criterion for the quality of education of future teachers is the formation of their readiness for professional self-development. V.A. Slastenin considers professional self-development as a process of integrating external professional training and internal movement, personal development of a person. In his opinion, professional self-development consists of two components: external conditions (they are created by certain positions) and internal abilities (they are mastered by the teacher himself). The latter presupposes the presence of:

a) the need for renewal, development, self-knowledge, understanding of one's actions;
b) goals;
c) means.

As the main indicators of professional self-development of a teacher, this scientist highlights the following:

a) self-organization of qualitative changes in personality and activity;
b) dominance in the structure of pedagogical activity of the teacher's actions aimed at professional self-renewal, changing their ways of working;
c) setting and solving pedagogical, psychological, organizational and subject tasks in relation to themselves and their activities;
d) the teacher's ability to perceive various manifestations of the environment as prerequisites for their professional development.

V.A. Slastenin [4] considers the concept of professional self-development in the aspect of professional self (philosophical, psychological, managerial aspects).

The need to educate a competitive, creatively active personality of a university graduate, who is able to make independent decisions in a situation of choice, more than ever actualizes the concept of "creativity" as a way of effective self-development and professional and personal self-realization [2-5].

In accordance with this, modern domestic researchers consider the term "creative self-development of the individual". I.A. Sharshov considers professionally creative self-development of the individual of a university student as creative self-development of his personality in the educational environment of the university, ensuring dialectical creative self-realization in educational and professional activities. Professionally creative self-development of the individual is carried out through the mechanisms of self-knowledge, self-organization, self-education as a desire for professionally creative self-realization, using creativity and intelligence as ways to intensify this process [5].

The term "professional-creative self-development of the individual" emphasizes the consciousness and motivation of a person's actions, his own efforts to achieve a result. In this case, the focus is on the activity of students and teachers not only in relation to their own development, but also their involvement in joint educational activities, on interaction in the process of this activity.

In modern science, the following mechanisms of professional and creative self-development are designated: reflection, creative self-realization, self-actualization, which are included in each other at subsequent stages of the process: if the subject does not have a creative focus on self-change based on reflection, then he will not have a "launch" of the mechanism of creative self-regulation; creative self-regulation is a prerequisite and a necessary condition for self-actualization, without which the level of creative self-realization is unattainable, that is, the process of professional and creative self-development stops. The above mechanisms of professional and creative self-development of teachers can be successfully initiated in the context of the implementation of personality-oriented, task-oriented and competence-based approaches in the educational process of pedagogical universities.

In the modern theory and practice of higher pedagogical education, these approaches are expressed in the technologies of pedagogical support for students. Currently, the concept of "pedagogical support" is quite widely used in pedagogical science. The following understanding of pedagogical support is of interest to us: it is the embodiment of a set of conditions for self-development and self-education of the supported person in specific circumstances [1]. O.S. Gazman rightly notes that in this case, the specificity of pedagogical activity lies in the fact that the personal problem of the supported person is identified and generally solved by him/herself with the indirect participation of the supporter.

Thus, pedagogical support for students involves a special pedagogical strategy of the teacher, which is aimed at creating a set of conditions for the student to realize his/her individuality and become the creator of his/her own life circumstances; self-development, self-education of a specific student in certain conditions; development of skills to coexist in a team, negotiate, organize joint activities.

The effectiveness of the technology of pedagogical support for students is achieved through the use of a complex of humanitarian private technologies. Among them: anthropic, task, problem, game, project, dialogic [3].

The educational process in the context of pedagogical support should be differentiated in order to ensure the subjective position of the student. Therefore, it is advisable to use multi-level training. Multi-level training is one of the models for implementing a differentiated approach in pedagogical education.

A comparative analysis of interpretations of the technology of multi-level training allowed us to come to the conclusion that this is such an organization of the educational process, within the framework of which a different level of assimilation of educational material is assumed, but not lower than the basic one, depending on the abilities and individual abilities of each student. Didactic units prescribed by the standards remain the same for all levels of training. The main criterion for assessing students is their efforts to master competencies, their creative application of knowledge and skills.

By multi-level construction of the educational process we mean the following. Within the educational task, several levels of their implementation are developed, differing in complexity [2]. Differentiation of students by levels is situational and free. Each student is given the right to independently choose the level of task implementation.

In order to develop students' competence in a multi-level manner, it is necessary to take into account the following levels of complexity of tasks and assignments:

- reproductive (typical tasks of an executive nature) is aimed at consolidating and practically applying basic concepts, facts, operations, algorithms studied within the framework of a specific topic;
- reconstructive with elements of heuristics (complex, sufficiently formalized tasks) is aimed at analyzing the task, its decomposition, updating the necessary knowledge, skills, algorithms studied within the framework of several topics, and their systematic application in a new situation.
- creative (interdisciplinary projects) is aimed at finding new ideas, independent development of new professionally-oriented technologies, characterized by updating methodological knowledge, designing their independent activities, prepares students to make strategic decisions.

Optimal opportunities for implementing multi-level learning for students are created by their independent work supervised by the teacher. Independent work should be student-oriented, contribute to the development of his own educational trajectory. In this regard, the problem of its asynchronous organization in the conditions of the tiered system of higher professional education arises.

Performing independent work in an individual mode and pace in modern scientific literature is called asynchronous independent work. The substantive side of a student's asynchronous independent work is characterized by the following features:

- stable internal motivation for learning;
- competence-oriented nature of the individual self-educational route;
- activation of the subjective position of educational choice;

- productive search and cognitive activity of the student;
- independence of decision-making;
- self-organization of activities in the space and time of university education;
- polysubjective nature of educational interaction;
- student-centeredness.

The practice includes innovative means of organizing extracurricular independent work using case technologies. The name of these technologies comes from the English word "case" - a folder, suitcase, briefcase, also "case" can be translated as "case, situation". The learning process using case technologies is an imitation of a real event, combining an adequate reflection of reality, low material and time costs and variability of training. The essence of case technologies is that the educational material is presented to students in the form of professional problems (cases), and knowledge is acquired as a result of active and creative work: independent goal-setting, collecting the necessary information, analyzing it from different points of view, putting forward a hypothesis, conclusions, conclusions, self-monitoring the process of obtaining knowledge and its results. The most common methods of case technologies are situational analysis and its varieties: analysis of specific situations; situational tasks and exercises; case-study or the method of educational specific situations.

It should also be emphasized that the project-based learning technology occupies a special place in the professional and creative self-development of students [4]. During the implementation of this technology, students, together with the teacher, design some professionally mediated problem-semantic situation related to the content of the subject being studied or future activities, and then independently resolve the contradictions inherent in it. An important advantage of this technology is its focus on the formation of the student's value-semantic thinking, his ability to find answers to important professionally meaningful questions of a moral, ethical, aesthetic nature.

All types of projects (educational, educational and research, scientific and research) are aimed at developing personal qualities in students, forming the experience of creative activity, understanding various professional-pedagogical, ideological, moral-ethical and other important problems. The specificity of project-based learning is that the educational process is organized in the logic of activity that has personal meaning for the student. The technology of project-based learning has a developmental target setting, designs the content of education isomorphic to future professional activity, is based on the subject-subject interaction of participants in the educational process, presents educational material in the form of a system of cognitive and practical tasks, provides motivational professional and pedagogical training, based on the subjective experience of future specialists.

My own experience of teaching has shown the effectiveness of using game technologies. Because they are characterized by such characteristics as: variability of design and organization, polysubjectivity, demand for students' personal experience, emotional and personal inclusion in activities and communication, obtaining knowledge as experience, as a kind of subjective "living" and "experiencing" (the personal meaning of pedagogical knowledge is concretized), openness of the position of the teacher and students, the presence of a situation of external discussion, the obligation of group and individual reflection. A

characteristic feature of business games is the multivariance of solutions, which allows realizing the subjective position of the student.

Thus, professional creative self-development of students' personalities is a mandatory component of their professional training, which subsequently ensures the success of graduates in their professional activities.

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