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## TRAINING OF A CREATIVE TEACHER AS A RESPONSE TO THE CHALLENGES OF MODERN EDUCATION

### Abstract

The purpose of modern primary education is the development of basic educational competencies by future teachers in the process of forming educational activities, in the development of cognitive and communicative abilities. Modern society needs people with high overall development, high enthusiasm and business activity, high creative potential. This determines the overall learning process and every aspect of it, especially motivational transformation. It is known that the success of any student's educational activity is based on a high level of motivation for this type of activity. The modern level of development of society requires highly educated specialists, creative people capable of free thinking. This poses a task for modern pedagogy to create a methodology for the formation of such a competitive personality. The article is devoted to the problem of training a modern primary school teacher. The article reveals the main provisions of the didactic training of the future teacher, pays attention to the development of creative activity of the younger student. The authors consider the main trends in the development of primary education in the context of vocational training and reveal the features of subject training in the framework of the development of the educational program "Pedagogy and methodology of primary education".

**Keywords:** pedagogical creativity, didactic readiness, subject preparation, educational program, competence approach

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## ШЫҒАРМАШЫЛЫҚ МҰҒАЛІМДІ ДАЯРЛАУ ҚАЗІРГІ БІЛІМ БЕРУДІҢ ҚИЫНДЫҚТАРЫНА ЖАУАП РЕТІНДЕ

### Аннотация

Қазіргі бастауыш білім берудің мақсаты Болашақ педагогтардың оқу іс-әрекетін қалыптастыру процесінде негізгі білім беру құзыреттерін игеру, танымдық және коммуникативтік қабілеттерін дамыту болып табылады. Қазіргі қоғамға жалпы дамуы жоғары, ынта-жігері жоғары және іскерлік белсенділігі жоғары, шығармашылық әлеуеті жоғары адамдар қажет. Бұл жалпы оқу процесін және оның әр жағын, әсіресе мотивациялық трансформацияны анықтайды. Студенттің кез-келген оқу іс-әрекетінің жетістігі осы қызмет түріне деген ынтаның жоғары деңгейіне негізделетіні белгілі. Қоғамның қазіргі даму деңгейі жоғары білімді мамандарды, еркін ойлауға қабілетті шығармашылық адамдарды қажет етеді. Бұл қазіргі педагогиканың алдына осындай бәсекеге қабілетті тұлғаны қалыптастыру әдістемесін құру міндетін қояды. Мақала қазіргі бастауыш сынып мұғалімін даярлау мәселесіне арналған. Мақалада болашақ мұғалімнің дидактикалық дайындығының негізгі ережелері ашылады, бастауыш сынып оқушысының шығармашылық қызметін дамытуға назар аударылады. Авторлар кәсіптік даярлық тұрғысынан бастауыш білім беруді дамытудың негізгі тенденцияларын қарастырады және "Бастауыш оқытудың педагогикасы мен әдістемесі" білім беру бағдарламасын әзірлеу шеңберінде пәндік даярлықтың ерекшеліктерін ашады.

**Түйін сөздер:** педагогикалық шығармашылық, дидактикалық дайындық, пәндік дайындық, білім беру бағдарламасы, құзыреттілік тәсіл.

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## ПОДГОТОВКА ТВОРЧЕСКОГО УЧИТЕЛЯ КАК ОТВЕТ НА ВЫЗОВЫ СОВРЕМЕННОГО ОБРАЗОВАНИЯ

### Аннотация

Цель современного начального образования заключается в освоении будущими педагогами базовых образовательных компетенций в процессе формирования учебной деятельности, в развитии познавательных и коммуникативных способностей. Современному обществу нужны люди с высоким

общим развитием, высоким энтузиазмом и деловой активностью, высоким творческим потенциалом. Это предопределяет общий процесс обучения и каждую его сторону, особенно мотивационную трансформацию. Известно, что в основе успеха любой учебной деятельности студента лежит высокий уровень мотивации к данному виду деятельности. Современный уровень развития общества требует высокообразованных специалистов, творческих людей, способных к свободному мышлению. Это ставит перед современной педагогикой задачу создания методики формирования такой конкурентно-способной личности. Статья посвящена проблеме подготовки современного учителя начальных классов. В статье раскрываются основные положения дидактической подготовки будущего учителя, уделяется внимание развитию творческой деятельности младшего школьника. Авторами рассматриваются основные тенденции развития начального образования в разрезе профессиональной подготовки и раскрываются особенности предметной подготовки в рамках разработки образовательной программы «Педагогика и методика начального обучения».

**Ключевые слова:** педагогическое творчество, дидактическая готовность, предметная подготовка, образовательная программа, компетентностный подход

**Introduction.** Education in the Republic of Kazakhstan is focused today on the formation of an intellectual nation, whose representatives have not only competitive knowledge but also creative thinking [1]. In this regard, new requirements are imposed on teacher training. The teacher must have new competencies that would ensure not only their own professional development but also the lifelong learning of students.

However, in the era of globalization, there is a risk of rapid obsolescence of knowledge, and as a result, an insufficient level of competence in the labour market. One of the possible solutions to this problem, we see the inclusion in the educational program of such subject training, which would provide for a new format of teaching, practice orientation, development of digital skills, and most importantly – the development of creativity and initiative [2]. In the modern system of higher education, due to the fact that each higher educational institution gives diplomas of its own sample, it has become possible to build educational programs taking into account the wishes of stakeholders, students and graduates.

The modern content of primary education is expanding, enriching, and filled with new elements.

**Materials and method.** The purpose of modern primary education is the development of basic educational competencies by future teachers in the process of forming educational activities and in the development of cognitive and communicative abilities. Modern society needs people with high overall development, high enthusiasm and business activity and high creative potential. This determines the overall learning process and every aspect of it, especially motivational transformation. It is known that the success of any student's educational activity is based on a high level of motivation for this type of activity. The modern level of development of society requires highly educated specialists and creative people capable of free thinking. This poses a task for modern pedagogy to create a methodology for the formation of such a competitive personality. A teacher of a new formation is defined as "a spiritual and moral, civic, actively creative, ecologically educated, creative person with the ability to reflect, the formation of methodological, research, didactic-methodical, socio-personal, communicative and other competencies." In this article, we have tried to justify the need to introduce a new aspect into the didactic training of a modern teacher – preparation for the development of the creative activity of a younger student, as well as to highlight the features of its formation in the conditions of the educational process of the university.

The purpose of modern primary education is to develop students' basic educational competencies in the process of forming educational activities and in the development of cognitive and communicative abilities. Primary school turns into an institution that carries humanistic principles, the art of living in society and motivates self-education and learning.

Education, especially in primary school, acts as an effective factor in the development of creative activity. At the same time, as scientific research and practice show, the primary school does not fully implement this aspect. A number of studies have been carried out in pedagogical science aimed at overcoming contradictions in the field of transferring the experience of creative activity to schoolchildren (A.K. Dusavitsky, A.I. Savenkov, K.M. Mukhamedzhanov, K.Mukhamedin, N.I. Ibraeva, E.D. Li, etc.) [3, p.28].

However, today there are new challenges associated with the pandemic, the development of distance learning, digitalization of education and media literacy. Research shows that the traditional learning process does not fully meet the new challenges of our time [4, p.207]

In primary school age, reproductive activity, of course, is of great importance. Without successful mastery of reproductive activity, it is impossible to form more complex levels of activity (heuristic, projective, creative). However, it is impossible to build the learning process based only on the reproduction of the acquired

knowledge. This tendency leads to difficulties in acquiring new, more complex knowledge, their processing, as well as the need for retraining. This trend is especially negatively reflected at the initial stage of education. Consequently, the process of developing the creative activity of younger schoolchildren should be built in stages, based on reproductive activity with gradual complication to heuristic and creative [5, p.128].

Analysis of psychological and pedagogical literature has shown that primary school age is the most productive for the development of creative activity, and education is an effective means of its development. In pedagogical science, there are studies devoted to the development of the creative abilities of younger schoolchildren on the example of various activities (Savenkov A.I., Bakhalskaya N.A., Kuznetsova S.V., Gladilina I.P., etc.). In the school practice of teachers, one way or another, there are elements of the development of children's creativity. It is impossible not to note the contribution to the development of the creative abilities of schoolchildren of innovative teachers (Sh. Amonashvili, S. Lysenkova, Shatalov, I. Volkov, etc.), who substantiated and put into practice the ideas of pedagogy of cooperation. However, the point is that the work on the development of creative activity should be included in the system of training future teachers and conducted purposefully. Such work should be started from the initial stage of training. Therefore, it is necessary to introduce a new aspect into the didactic training of a future teacher – preparation for the development of the creative activity of a younger student [6, p.120].

A primary school teacher today is a professional who designs his activities taking into account the requirements of modernity, and the development of creativity in students.

**Results and Discussion.** Didactic teacher training should be focused on planning, leadership, teaching and evaluation. Therefore, in modern educational programs of the pedagogical direction, a number of new disciplines should be introduced into subject training, ensuring the mastery of competencies in these areas. In addition, in a modern primary school, attention is paid to cooperation and networking, the development of creative skills, as well as support and maintenance of the well-being of both oneself and one's surroundings. The training of primary school teachers should also be focused on the implementation of this direction [7, p.71].

Research results and discussion. Pedagogical education of the Republic of Kazakhstan has formulated the main provisions that are the starting point in the development of the content and reform of professional education of elementary school teachers. These include:

- continuity of pedagogical training;
- practice-oriented;
- student-centeredness;
- activity and coherence;
- digitalization (the government is planning at the national level to develop the project "Digital Teacher").

These provisions should be reflected in the structure of professional training of future teachers.

Consideration of the learning process as part of a holistic pedagogical process, allows us to identify one aspect of professional teacher training – didactic. Didactic teacher training is associated with the transfer of knowledge, abilities, skills, and experience of creative activity to students (I.Y. Lerner, M.N. Skatkin, R.G. Lemberg, N.D. Khmel, etc.). Researchers consider pedagogical activity in terms of readiness to manage the real pedagogical process. Knowledge of the theory of integral pedagogical process, laws and regularities of CPP will allow a teacher to build his/her activity and achieve a positive result in it.

The activity-based approach to the learning process considers objects as pedagogical systems, and ensures the inclusion of all participants in the holistic pedagogical process in a joint creative activity. Thus, the activity acts as a factor of personal development and implies the teacher's preparation for its organization. The above-mentioned reflects the regularity of the pedagogical process that the creative activity of schoolchildren is a consequence of the teacher's carefully thought-out and organized activity [8].

Collaboration in the learning process is of particular importance today. The ability to conduct research together and to use its results in teaching is a necessary skill in didactic training. A popular method in this direction is the Lesson Study.

Lesson Study is a special form of action research in the classroom. This strategy focuses on improving knowledge of teacher practice. At least three lessons, jointly planned, taught, observed, and analyzed by a group of teachers allow for creative teaching and thus an active influence on the quality of learning. It is also possible to see, comprehend, and correct typical student and teacher errors in the learning process.

The problem of didactic preparation of elementary school teachers is most often considered in terms of the development of didactic skills (L.S. Podymova, T.N. Shaydenkova, T.M. Sorokina).

Relying on the research on the didactic preparation of a future teacher from the position of a holistic pedagogical process, on the theory of readiness, the essence of creativity, and features of creative activity of a junior schoolchild, we formulated the definition: of readiness to develop the creative activity of a junior schoolchild is a personal formation expressed in a set of knowledge, skills, personal characteristics, providing interaction between teacher and students, creating optimal conditions for the development of creative personality through the development of creative [9, p.156].

In a number of studies, readiness is considered as a result of the didactic preparation of the teacher, allowing to build professional activity effectively (N.D. Khmel, N.N. Trigubova, K.S. Uspanov, etc.). Adhering to this point of view, we tried to study the peculiarities of didactic preparation of the future teacher to develop the creative activity of a junior schoolchild. The category "special" in philosophical dictionaries is considered "something that mediates the relation between the singular and the general, uniting their beginning within the whole". From the point of view of the theory of holistic pedagogical process, didactic training reflects the relationship between aspects of the learning process and the content of the teacher's readiness to implement a particular aspect. In order to highlight the features of didactic preparation of a future teacher to develop the creative activity of a junior high school student, we studied the essence of children's creativity, features of the creative activity of a junior high school student, and features of elementary school. Features of the elementary school are polydisciplinarity, serious emphasis on the methods of teaching subjects of different cycles, implementation of interdisciplinary links, the need for interaction with teachers of other disciplines, and the leading role of the teacher in the development of the cognitive activity. These features were taken into account in the development of the educational program for the direction of training "Pedagogy and Methodology of Elementary Education. In particular, the subject component was developed module "Research and creativity in primary education", which along with private methods included disciplines: Digital Learning and Media Literacy in Elementary Education, **STEAM-education** of younger students, cognitive development and critical thinking of younger students, workshop on solving Olympiad problems in mathematics etc.

The main purpose of the introduced module "Research and creativity in primary education" in the educational program is to prepare a future teacher with the skills of systematized knowledge in the field of primary education disciplines and the use of innovative technologies in teaching, able to organize and conduct research and experimental methods of observation in the education system.

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– Workshop on solving Olympiad problems in mathematics-the discipline is aimed at improving the skills of solving problems of increased complexity for younger students. Analysis of logical structures of problems, finding various ways to solve them; application of mathematical modelling techniques; possession of skills for solving problems containing arithmetic, algebraic, geometric and logical material.

Results of training in the educational program "Pedagogy and Methods of primary education":

LO1-integrates the richness of the Kazakh culture and language, and other cultures and languages of the people of Kazakhstan into the process of education and upbringing; shows respect for global cultural and linguistic diversity;

LO2-demonstrates the ability to solve problems in a new environment, in a broad interdisciplinary context; including the ability to interact at all levels of the professional community in the state and other languages, observing the principles of academic integrity, law-abiding;

LO3-demonstrates leadership qualities and emotional intelligence in solving pedagogical situations of different levels, observing the principles of mediation; forms a safe, child-centred, safe space for development and socialization; promotes the implementation of inclusive education within its competence;

LO4-demonstrates Soft skills, critical thinking and digital skills; is able to work in a team and independently; has reflective skills for personal and professional well-being;

LO5-demonstrates professional pedagogical knowledge and understanding of global trends in the development of primary and higher professional education; interprets the theoretical and methodological

foundations of scientific research in pedagogy and methods of primary education; demonstrates knowledge of subjects, methods of teaching them and assessment tools for students/pupils;

LO6-Plans the educational process in accordance with the goals of education and upbringing; uses teaching/upbringing technologies and assessment strategies in accordance with the goals of education and upbringing, taking into account individual characteristics and needs; provides a safe educational environment;

LO7 -applies new conceptual ideas and directions of development of pedagogical science in the context of the modern paradigm of education; demonstrates effective management skills; is guided in its activities by the current regulatory legal acts, has a reflection of its own practice and the practice of colleagues. [10].

Additional development and study of the module "Research and creativity in primary education" will allow future teachers to creatively approach the lessons, and will allow them to successfully implement the didactic principle of the connection of theory with practice. After studying the block of disciplines "Digital learning and media literacy in primary education", students will skillfully use a universal educational resource that helps solve one of the main tasks of the educational process – increasing students' motivation to learn.

**Conclusion.** Peculiarities of didactic preparation of the future teacher for the development of the creative activity of a junior schoolchild derive from the features of cognitive activity of a junior schoolchild, its course in the educational process; the features of creative activity of students, the features of the construction of the educational process in the elementary school. It is possible to allocate some of them: the leading type of activity – teaching; characteristic joint and separate activity at the initial stage of training; active cognitive activity; potential opportunities for development on the basis of reproductive creative activity, and also the formation of project activity as a means of development of creative activity. In general, the highlighted features were reflected in the ideal model of a future teacher's readiness to develop the creative activity of a junior schoolchild. The model includes motivational-valuable, content and procedural components represented by the corresponding criteria, indicators, and levels (reproductive, proactive, creative). Consideration of these features in the process of didactic preparation of the future teacher will allow to carry out effectively a stage-by-stage technique of formation of readiness to development of the creative activity of a junior schoolboy [11, p.36].

Thus, the development of new educational programs based on the development of creativity, and improvement of didactic training in terms of taking into account new trends in education will contribute to the effective training of the future elementary school teacher.

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## MONITORING OF FUTURE PRESCHOOL TEACHERS' READINESS FOR INNOVATIVE ACTIVITY

### Abstract

Modernization of the education system presupposes the process of introducing innovations and the teacher is the main figure in any transformations. The innovative activity of any educational institution, including preschool organizations, is directly related to the teacher's readiness to develop and implement pedagogical innovations in the educational process. Based on the psychological–pedagogical literature review, the definitions of innovative activity, the readiness of future teachers of preschool teachers for innovative activities are presented; its structure is developed as an integrative characteristic of the personality of teachers, including motivational, cognitive and activity–based components, and the levels of teachers' readiness for innovative