

## **PEDAGOGICAL CREATIVITY IN THE EDUCATIONAL PROCESS**

In the study of creativity and its impact on the individual much attention is paid by scientists in their research to pedagogical creativity. In modern conditions in the educational environment potential of the individual, skills, talent and quality are becoming increasingly important. A new century is the age of intellectual creativity. A creative employee potential takes the first place – his professionalism, erudition, ability to work, creative thinking. It is the key to the success of the educational process.

Currently, the level of creativity, creation, distribution and consumption of knowledge is an important characteristic of a society. Educational work is always creative because of a number of interrelated reasons. First, student and teacher personalities are as unique as teaching situations and circumstances, and therefore each time we need new approaches, new techniques and solutions to solve educational problems. If we take formulaic, standard solutions we won't get the results we want, we'll go to a dead end, beyond the term «educational work». Secondly, for teachers and especially for the students a primary creative activity is more acceptable; reproductive work (repetition, memorization, reproduction) is also important for the acquisition of knowledge and skills, but takes the second place, it is less attractive and effective. Personal development takes place primarily in the creative hard work of the mind, emotions, will, of human hands. Third, the work of teachers looks like both scientists' and artists' work (actor, writer, musician, painter). So it needs considerable research abilities and skills to a natural transformation to another tone and dynamic behavior and actions. And it is always creativity and transformation of a person, his culture, the acquisition of new, improved quality, and this process inevitably leads to creative development of students.

Specificity of pedagogical creativity according to M. M. Potashnyk lies primarily in the fact that the object and its result is the creation of the individual, not the image, as in art, not a mechanism or a design, as in the technique. This was expressed by a well – known Russian pedagogue of late XIX – early XX century V. Vakhterov "If education – the art, it is the highest of all the arts, because it does not deal with marble, not a canvas and paints, and with human beings and then school is the highest art studio..."

Since the object of pedagogical creativity is a person, as a rule, it is always co-authorship. Especially when it comes to the educational process in high school, where in contrast to secondary school, young people get education not by obligation, but on his own, conscious choice.

What is then the educational process as a joint work (co-creation) of a

teacher and a student? A teacher being in the classroom and his work with students – it does not mean that pedagogical process is taking place. "This educational process occurs when the situation of educational interaction and educational situation of human transformation has been created. If there is no real interaction and real transformation, there is no teaching process" – said M. D. Nykandrov. This is confirmed by research and experience of teachers. Thus, creativity is a prerequisite of educational process and objective professional need of teachers. Creativity is the main feature of training and education. It should be added that not only the subject of pedagogical creativity is specific – a person who grows and develops; but its main "tool" – a person of the teacher-creator. Only in acting and teaching profession this unique personality and «tool» match can be seen.

Teacher's arts integrates, synthesizes a scientific, technical and artistic creativity. At different stages of pedagogical action the teacher should discover the skills and abilities of scientists to forecast, analysis, synthesis, to strict reasoning, the ability of the writer's imaginative, juicy story, the custom capability of actor to convey the mood and attitude to the student's actions (intonation, facial expressions, gesture) and thus never err, being himself. The teacher, like a scientist has to master the methods of scientific research, be natural experimenter. But this is only one side of this activity. In addition, the teacher gives scientific facts, hypotheses, theories of a new life, opening the mind and heart of his pupils, introducing the achievements of science in the living flesh of their work.

Teacher's Arts is manifested in solving communication problems. V. A. Kan Kalyk, along with highlighting logical and pedagogical aspect of teacher's creativity and subjective emotional detail specifies the communication skills that are particularly evident in solving situational problems. These skills include the ability to manage their mental and emotional state, to act in a public setting (communication to assess the situation, to draw the audience's attention or individual students using a variety of techniques, etc.) and others. Another specific feature of pedagogical creativity is that it has public aspect, carried out in public. The teacher should manage his mental condition, keep the mechanisms of self-control and self-regulation in constant readiness to cause creative rise both of students and teachers. Creative personality is characterized by the particular combination of personal and professional qualities features that characterize creativity.

Professional originality of pedagogical work is that it can not be complete algorithmic, although there is some sustainability techniques and skills used. The use of standardized methods in the ever-changing, non-standard and non-stationary situations requires constant upgrades and correction. Moreover, it is at the junction of existing technologies, new pedagogical methods and systems.

The fundamentals of teachers' creativity are formed and placed in the

process of training and further development of his professional activity. The problem of formation of the creative person depends mostly on the institution, on the organization of the educational process that contributes to the creative potential of students. The creative potential "trigger" mechanism of self-creative personality.

Psychological Science states that everyone has creative potential, you need to learn to identify it, to develop and use it.

**Корнієнко Л. М.**

В роботі проаналізовано феномен педагогічної творчості як основи успішного навчального процесу. Визначено, що педагогічна творчість є специфічною, адже її об'єктом і результатом є формування особистості людини. Педагогічна творчість у навчальному процесі дає можливість освітній системі відповідати постійним змінам вимог суспільства щодо рівня та змісту освіти. Основи педагогічної творчості формуються під час професійної підготовки вчителя та в процесі його подальшої роботи.

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**THE USE OF INNOVATIVE TECHNOLOGIES TO IMPROVE  
THE EFFICIENCY OF THE LEARNING PROCESS**

One of the essential factors for successful educational activity is the application of information technology that represents not only modern technical means, but also new approaches for the learning process. This is caused by the main purpose of teaching foreign languages: formation and development of communicative culture of students, practical mastery of a foreign language. The task of the teacher is to create all conditions for practical mastering by language for each student. This involves the choice of teaching methods, which would allow him to be active and their creativity. Designed modern innovative technologies relate to the use of various information technologies and Internet resources. Wide use of new information technologies allows to reveal fully the didactic functions of the tools and methods, and implement a potential educational opportunity: the development of students ability to motivate action and to navigate in the received information; the formation of creative thinking and the discovery of their natural abilities, development of cognitive and communication skills and develop an ability to make decisions quickly in difficult situations.

Considering this context, the technological aspect of education in universities, it should be noted that they are currently the most widely used personality oriented training and information technology. Personally focused