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**ESSENCE AND STRUCTURE OF THE PROFESSIONAL AND
CREATIVE POTENTIAL OF FUTURE TEACHERS**

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Abstract. *The essence of concept of professional and creative potential of future teachers is covered in the article. Detailed consideration of a problem of creativity from the point of view of teachers, psychologists, and philosophers allowed to define the above concept and to allocate its structural components. The sufficient formation of the allocated components of professional and creative potential, in our opinion, has to provide possibility of realization of future teachers in professional activity according to requirements of the present that gives further prospects of studying of the outlined circle of questions.*

Keywords: *creativity, creative activity, potential of the personality, professional and creative potential of a future teacher.*

In the modern world the problem of creativity attracts to itself more and more attention, however, creativity, in its various manifestations, didn't take a worthy place in modern society yet, in many cases there is no use of creative potential of the personality in full. Research of creativity, formation and development of creative abilities of the personality were in detail and actively studied by many scientists. A question on problems of creative thinking, development of creativity, formation of creative identity of the personality, pedagogical creativity were considered in the works of V. Andreiev, V. Zaretski, I. Ziaziun, V. Moliako, V. Klimenko, M. Lazarev, A. Ponomarev, S.

Sysoieva, I. Semenov, S. Stepanov, P. Granovska, B. Kedrov, D. Bruner, N. Kogan, D. Gilford, P. Torrens, and others.

The purpose of this article is definition of concept of the professional and creative potential of future teachers and clarification of its structural components.

For the modern teacher, which professional activity in the basic is creative process, it is important to realize the nature of the creativity which essence was studied by many psychologists, teachers, and philosophers.

In the opinion of many scientists-philosophers, creativity is the socially caused purposeful educational activity in which the productive components inherent in human work are perfectly presented; this activity is directed on generation essentially, qualitatively new, ethically come true and esthetical perfect cultural values.

Creativity in narrow sense is the human activity generating a little qualitatively new, and having socio-historical value. Commenting on such point of view, L.Vygotski noted that in that case "Creativity is destiny of the few elected people, geniuses, talents which created great works of art, made big discoveries or invented any improvements in the field of technology". In a broad sense, creativity is any practical or theoretical activities of the person in which there are new (at least for the subject of activity) results (knowledge, decisions, ways of action, material products) [1].

In the opinion of S. Golovin [7], *creativity* is a mental process of creation of new values as continuation and replacement of game of the nursery. Activity, the result of which is formation of new material and cultural value.

Thus, *creativity* - not formalized process of construction or detection by the subject of new data or objects of spiritual or material culture which is based on thinking, oversteps the bounds known, on realization of own vision of object, a task or problem and conscious refusal of the made representations or known ways. [5].

Many scientists allocate the following stages in creativity processes: preparation (accumulation), maturing, inspiration (inside), and check of correctness of decisions. The central, specific creative moment they consider inspiration - intuitive comprehension of required result.

There is an opinion [4] that creative activity is the highest form of cognitive activity (which is caused informative need). De Bono, in turn, considers creative (non-standard) thinking as a special way of processing of information which has to take the place near such methods as the mathematical and logical analysis, computer modelling, etc. [2].

Creativity [3] is treated by modern teachers as the activity generating something new, that wasn't earlier, on the basis of reorganization of the available experience and formation of new combinations of knowledge, abilities, and products. Creativity has different levels. For one level of creativity the use of knowledge which already exists, and expansion of area of their application is characteristic; at other level an absolutely new approach which

changes a habitual view of object or field of knowledge is created. *Pedagogical creativity* is a development and an embodiment by the teacher in the conditions of dynamics of teaching and educational process of optimum and non-standard decisions. Signs of pedagogical creativity are: existence of specific knowledge in combination with a broad outlook; ability to transform theoretical and methodical provisions to pedagogical actions; ability to self-improvement and self-education; development of new techniques, forms, receptions and means and their original combination; changeability, variability of system of activity; effective application of the saved-up experience in new conditions; ability to a reflexive assessment of own activity and its results; formation of individual style of professional activity on the basis of development individually unique lines of the identity of the teacher; the ability to improvisation based on knowledge and intuition.

With a problem of creative activity in education, its manifestations and realization, there is a closely connected problem of disclosure, development and formation of professional and creative potential of future teachers.

In the course of studying, some approaches to definition of concept of creative potential were allocated. On the one hand, there is a view of potential as on power degree in any relation, set of any means and opportunities. That is, *the potential* is defined as set of all opportunities which are, means in any area and sphere.

The potential (is possible, probable) is such that exists in a potentiality hidden, not such that is shown, however, shown under certain conditions. On the other hand, a number of researchers of the given problem understand as *the potential* of the personality integrated the quality characterizing a certain level of a maturity of its intrinsic forces as the subject of activity and as individual value promotes expansion of its opportunities in development of the public relations and own self-development.

The professional potential of R. Seriozhnikov is treated as internal on a source of emergence and creative according to the contents and an orientation a driving force of the person, shows the essence in the form of ability to self-organization of reformative changes in the sphere of an inner world of the personality and professional activity on the way of achievement of her skill [6].

Due to the considered ideas and opinions on the above designated perspective, in our opinion, *the professional and creative potential of a future teacher* is a set of properties, a state and abilities of the personality, and also a set of pedagogical means and receptions thanks to which they can be shown in the long term in her professional activity and be applied in the solution of creative tasks.

So, creativity and activity of the personality are closely connected among themselves, and that formation and development of professional and creative potential of future teachers should be considered in the context of activity, in particular, of the heuristic.

Considering above mentioned, it is possible to claim that motivation to creativity in profession is activity of the subject overcoming the established activity borders, and heuristic stimulation of creative process.

Professional and creative potential of future teachers is difficult, dynamic personal and active education which, in our opinion, consists of the following components: the motivational and valuable, substantial and operational, reflexive and estimated, heuristic-focused.

The motivational and valuable component includes system of internal and external motives and values of the identity of a future teacher, provides its need for professional and creative transformation, expansion of a circle of non-standard receptions and means for creative realization of in educational and pedagogical activity.

The substantial and operational component provides existence of the system of subject-and-scientific, didactic-methodical and psychological knowledge and abilities that makes methodical creativity, allows seizing creative ways of professional self-improvement and self-education.

The reflexive-and-estimated component assumes ability of future teacher to control and estimated activity, a self-assessment and self-analysis, and also ability to estimate extent of creativity in the solution of a specific task.

The heuristic-focused provides creation round future teachers of *heuristic environments* for the purpose of motivation to manifestation and realization of creative qualities of the personality in the course of professional activity.

The maintenance of everyone from the specified components contains the lines inherent in pedagogical profession. Thus, it should be noted that the offered determination of professional and creative potential of future teachers and its structures demands studying and specification.

The prospect of further development seems in disclosure of essence of concept of professional and creative potential of future teachers of physical and mathematical disciplines, its structural components, and also formation conditions.

It is obvious that for successful formation of professional-and-creative potential of future teachers necessary the specially organized process of training directed on formation and development in future experts of formation of special knowledge of special disciplines, a broad outlook, readiness and ability to creative activity; intensification of creative manifestations in various areas of human activity; increase of level of intellectual development of future teachers.

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THE STRUCTURE OF THE PROFESSIONAL-PEDAGOGICAL ACTIVITY FUTURE TEACHERS OF ART AND CULTURE FUTURE TEACHERS OF MUSIC, ETHICS AND AESTHETICS

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Abstract. *The article describes the structure of the professional-pedagogical activity of the future teachers of artistic culture and future music teachers, ethics and aesthetics. An analysis of global trends in the field of vocational teacher education testifies to the growth requirements of pedagogical professionalism of teachers, especially teachers of artistic culture and musical art teacher of ethics and aesthetics.*

The author of numerous articles on the basis of the analysis of specifically what a teacher's work of art culture and teachers of musical art, ethics and aesthetics are closely linked to the process of constant creative development, professional self-improvement. The article emphasizes that the main structural components of professional pedagogical activity of the teacher of art culture and teachers of musical art, ethics and aesthetics is constructive, organizational, communicative, project, Gnostic, diagnostic components. The author concludes that the decision of the challenges facing the teacher of art culture determines the diversity of its functions, which define various aspects of his professional and educational activities.

Keywords: *structure, professional activities, teacher of artistic culture, music teacher, ethics and aesthetics, students, teaching style, especially higher education, teacher education.*

Introduction. At all times, the teaching profession has been very important. Vocational and educational activities aimed at becoming a teacher of the child as a person, citizen and professional, to strengthen the intellectual and spiritual