

## **CREATIVE COMPETENCE OF FUTURE TEACHERS, ITS ESSENCE AND STRUCTURE**

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**Abstract.** *The article is dedicated to studying of theoretical basis of future teacher's creative competence formation. Various approaches to defining the essence of phenomenon "competence", "competency", "teacher's professional competence", "creative competence" are considered, these notions are correlated. By virtue of analysis of national and foreign scientists the essence and structure of future teacher's creative competence are scientifically grounded.*

**Keywords:** *competence approach, competence, competency, professional competence, teacher's creative competence.*

**Introduction.** The necessary condition of the state of Ukraine development is a high level of population accomplishments, increasing of educational and scientific infrastructure. Considering this fact, the main target of higher education on the modern stage is training of a new type teachers, who possess an unconventional thinking, ability to inflame with his subject, expand horizons of learners' knowledge, professionally competent and creative in pedagogical activity teachers who evolve pupils' creative capacities. Therefore, multimedia paradigm of teacher's educating has to provide competences formation corresponding the requirements of not merely nowadays but future. We define creative competence as one of the most significant ones.

**Summary of publications on the subject of research.** Analysis of psychological and pedagogical literature demonstrated that statement of competence approach theory is represented in works of V. Baydenko, N. Bibik, V. Bepalko, E. Zeer, J. Winter, L. Petrovskaya, L. Puhovskaya M. Rozov, A. Hutorskoy and the others, specifics of professional competence formation in higher educational establishments is reflected in transactions of N. Brukhanov, T. Volobueva, A. Kovalenko, V. Slastyonina, L. Tarhan, S. Fedorova and the others. Philosophical aspects of creativity was examined by M. Kagan, I. Kant, B. Kedrov, V. Shynkaruk, A. Shumylyn. The problem of personality's creativity development is inquired by scientists (D. Alder, J. Hylford, V. Klimenko, E. Luzyk, A. Maslow, K. Popper, A. Potebnya, V. Romenets, K. Rogers, P. Torrens, L. Shelestova). The essence of pedagogical creativity was contemplated by V. Andreev, F. Honobolyn V. Zahvyazynskyy V. Slastenyn and others. However, spot of attention to defining the essence and structure of

future teachers' creative competence was attended in practice of pedagogical theory.

**The goal of research** is carrying-out of theoretical analysis of various views of treatment the essences "competence", "competency" and "professional competence", scientific justification of essence and structure of phenomena "teacher's creative competence".

**Research materials and methods.** There is no single point of view on concept "competence" and "competency". According to the Big Explanatory Dictionary of the Ukrainian language the concept "competence" concerns a human who has enough knowledge in some sphere, who is well-informed, aware and has definite powers [1]. A. Markova supposes that competence is a unit of mental qualities and states which gives a person an opportunity to act self consistently and responsible, contributes to acquire knowledge and skills to perform professional functions [5, p. 38]. From the perspective of T. Dobudko, competence embraces three aspects in its content: problematic and practical (adequateness of understanding the situation, setting and effective tasks performing, readiness to continuous education with the aim of professional mobility achievement), comprehensive (adequate insight the situation in a more common context), axiological (ability to adequate situation assessment, its content, aims, tasks from the point of view of inner and valid value [2, p. 19]. I. Zyazyun makes a point that "competence as extensional feature of a person is a product of his own activity, initiated by an educational process; as an individual's feature it exists in different forms – as a high level of efficiency, as a mean of human's self-fulfillment, the form of skills expression etc" [6, p. 17]. A. Ovcharuk suggests to mean by competence of a person a specially structured kit of expertise, knowledge, skills and relations which he assumes while stuffing process. [7, p. 2]. N. Golub defines competence as a feature of a person who finished studying at specified stage"[8, p. 54].

Thus, by "specialist competence" we mean the result of personality's learning activity, ability to realize gained expertise, knowledge and skills in professional activity.

Lexicographers of the Big Explanatory Dictionary of the Ukrainian language explain "competence" as "a good awareness on something; range of powers of a definite organization, agency or entity" [1, p. 560]. According to the opinion of V. Kraevsky and A.Khutorskoy, competence is "an array of questions well-known to a person, who possesses knowledge and experience" [9, p. 4]. V. Kalney and S. Shishov identify competence as an ability based on knowledge, experience, inclinations gained by learning. From their perspective, competence isn't narrowed down neither knowledge nor expertise nor skills. The scientists consider it as "an ability to find, to enduce the procedure ("knowledge + action"), which is suitable for solving a problem [10, p. 140].

To summarize all the above-mentioned, it's possible to confirm that

competence is a unity of knowledge necessary for a person to accomplish a successful practical activity according to generally accepted rules and laws.

Therefore, competence is revealed as personally and intellectually stipulated, motivated manifestation of an individual's competencies in his activity and behavior.

V. Slastenyn defined professional competence of a teacher as singleness of theoretical and practical readiness to pedagogical activity realizing [12].

T. Volobueva opines that "professional competence" is a unity of knowledge and skills which defines labor productivity; combination of personal features and qualities; complex of knowledge and professionally significant personal traits; ability to realize difficult kinds of actions etc. The scientist remarks that the factor of a teacher's professional competence formation is scientific and research activity as it instigates a pedagogue to search self consistently, invent, get experience, check its efficiency experimentally; allows to overcome stereotypes and patterns which exist in the sphere of pedagogical activity; predict the development of individual culture of pedagogical activity. While this process a pedagogue possesses that new material upon which original intentions and ideas are made up, ability to pedagogical modeling is developed [3, p. 6-7].

Analysis of psychological and pedagogical literature leads to an important insight that one of the most significant strand of teacher's professional competence is its creative one. The term 'creative competence' was used at first by American scientist Joseph Chilton Pearce and denoted creative assimilation of surrounding world. The essence 'creative competence' was endenized in science by R. Epstein and meant an ability to apply adaptively gained knowledge, supplement the system of knowledge and pursuance of self-perfection.

I. Bryakova defines creative competence of a teacher as integrative multifactorial feature of a personality which is connected with complicated dialectical intercourse with professional competence and depends on professional basis pupils' and students' creative abilities [1]. A. Shumovskaya supposes that teacher's creative competence is 'unity of creative, communicative, team competence and personality traits (motivation of success achievement, curiosity, inclination to risk, imitativity), focused on acception and creation of a new pedagogical product, ideas generation, solving of pedagogical tasks, potentially stipulating formation of learners' creative competence in future [11].

*Results and its consideration.* We presume that teacher's creative competence is an integrated feature of a personality which determines constant professional self-perfection, successful solving of substandard pedagogical tasks and creation of innovative pedagogical products of creative trend.

We define the following components in the structure of teachers' creative competence: motivational, cognitive, operational and estimative. Motivational component includes positive attitude towards pupils' creative abilities formation and development, striving to solve pedagogical creative tasks and incentives of activity and self-dependence manifestation in professional activity etc. Cognitive component comprises awareness with modern pedagogical technologies, system of knowledge about teaching methods of subjects on the basis of creative technologies applying, understanding of information and communication technologies applying specifics while curricular and creative work. Operational component is represented as research, managerial, projecting skills which allow to realize creative technologies of pedagogical knowledge and skills formation, carry out organization of self-dependent creative work, plan educational and creative work with information and communication technologies applying. Estimative component connotes ability to put into perspective the achievements of creative technologies applying in one's professional activity; capacity for analysis and reflection of one's creative activity; ability to self-perfection.

**Conclusions.** Thus, it's possible to confirm that creative competence of future teacher is an integrated multifactorial feature of a personality which provides learners' creative skills formation on professional basis and self-development of future teacher's creative capacity. The structure of abovementioned phenomena includes motivational, cognitive, operational and estimative components.

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## **PEDAGOGICAL TECHNOLOGY OF PERSONIFICATION IN PROFESSIONAL VOCAL TRAINING OF PROSPECTIVE MUSIC TEACHERS**

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**Abstract.** *The article is devoted to the issue of professional vocal and creative training of pedagogue and musician, capable of creative, innovative thinking and mastering effective latest pedagogical of realization of students' artistic and creative potential. One of these innovations is presented as pedagogical technology of personification based on individualized, personality-centred approach. The aim of the article is a theoretical justification of the efficiency of personality-centred methods of vocal performance and creative training of prospective music teachers based on the personification technology.*

*Personification of education is seen as a pedagogical process, based on the idea of "impersonation" that is providing personality-centred sense to the*