

THE TEACHER'S ROLE IN THE FORMATION OF CREATIVE COMPETENCE DURING STUDENTS' PROJECT ART-CREATIVE ACTIVITIES

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If the teacher skilfully uses project technologies, then in the educational process it is possible to confirm his professionalism, innovative thinking, orientation to the personal development of the child. Therefore, it is necessary to determine the functions performed by the teacher for the formation of creative competence within the project artistic and creative activity. Among them, the following can be highlighted: help students use various sources of information they need in their work on a design project; to be a source of information and provide it to students; gradually coordinate the process of students' project activities; support and encourage children to implement design projects; support students' cognitive interest in working on the project; to have different technologies for working with materials (these technologies can be both traditional and more modern).

It should be noted that the vocational training teacher must not only involve students in project-based artistic and creative activities, but also independently design their pedagogical activities, develop educational and methodological design projects aimed at achieving the goal of the educational process [2].

It is also necessary to highlight the main problems faced by design and technology teachers during the organization of project-based artistic and creative activities of students:

1. To be not only a source of information, but also to teach to acquire knowledge independently, to inculcate the skills of applying new knowledge to perform cognitive and practical tasks.
2. Contribute to the establishment of interaction between students, which includes the ability to perform work in different groups, perform different social roles (leader, executor, mediator, etc.).
3. To expand students' horizons thanks to acquaintance with other cultures, different points of view on the same problem.
4. Cultivate research skills, which involve gathering the necessary information from various sources, its analysis, putting forward various hypotheses, and the ability to draw conclusions.
5. It is not so much to control the student's study and reproduction of certain knowledge and relevant skills as to help and support him in the process of assimilation and application of new knowledge in practice, taking into account his personal abilities and natural inclinations [6].

In order to implement design technologies, the teacher needs to know the basic requirements for its organization and implementation:

1. identification of a problem (task) that has significant creative significance and requires complex knowledge, conducting research to solve it;
2. the practical significance of the expected results (what benefit the design object brings);
3. independent (individual, pair, group) activity of students;
4. determination of the step-by-step results of the project's artistic and creative activity;
5. use of the main methods of scientific research: determination of the problems of the investigated problem, putting forward hypotheses for solution, discussion of research methods, research results, analysis of the obtained data, generalization, review, conclusions [5].

The teacher should also take into account the different level of readiness of students to acquire knowledge, as well as individual characteristics that must be taken into account when organizing project-based artistic and creative activities. Significant differences between students relate, in particular, to the cognitive activity of the individual, taking into account various types of student memory (figurative, verbal-logical, motor, emotional), thinking (visual-figurative, visual-action, abstract). This means that children have a different level of perception of the educational material, so the teacher must combine different ways and methods of teaching the educational material. If the individual characteristics of students are neglected during project activities, this leads to the appearance of various difficulties and obstacles on the way to the set goals [1,4,6].

In the project activity, the teacher acts not in the role of the head of the design project, but in the role of an assistant who creates favorable conditions for independent and meaningful learning, activates and stimulates the curiosity and cognitive interest of students, helps in the organization of the educational process.

In addition, the teacher must take into account the ambiguity of the student's project artistic and creative activity, it can be social in content, but individual in the form of implementation (learned knowledge and skills belong to an individual student). Therefore, the teacher must find ways to apply the knowledge and skills of each participant of the design project in socially useful work, life activities of the class, that is, be able to combine individual and collective forms of work.

The function of the teacher in the process of implementation of design projects depends on the specific stage of work on the project, but the function of the consultant is fundamentally important, which consists in the fact that he does not just transfer knowledge, but ensures the student's activity. Simulation of various situations, encouraging students to ask questions, think, independently assess this or that phenomenon, etc., come to the fore. At the same time, the consultant should not give hints, even when he sees that the students have chosen the wrong direction to solve the situation.

The basis of successful work on a design project is a high level of student motivation. During the implementation of the design project, the teacher must adhere

to the principles that indicate the situation of project-based artistic and creative activity as a situation of choice and freedom of self-determination.

Of course, students must be prepared to work on a design project, and the knowledge and skills applicable to project-based artistic and creative activities must be acquired in class before the project begins. Students will receive other necessary information during the collection of information at various stages of the project.

In order for the student to feel comfortable while performing an independent task, the teacher must inspire, assure him of his capabilities, convince him that he is "no worse than others." In order to implement this principle, the teacher needs to choose difficult tasks for the students, monitor their implementation, and ensure the appropriate microclimate in the classroom, in which the student does not feel insecurity and fear. The creation of a situation of success is introduced by the teacher gradually, while the emotional climate in the classroom improves, students are supported in their educational and work activities, and a sense of confidence in their own abilities appears. As a result, the student feels positive emotions from communication with the teacher and classmates, joy from the fact that his actions are approved by the teacher. The success achieved by the student is experienced by the entire academic group, which creates a reserve of activity for the next activity.

The priority should be the creation of a comfortable educational environment for the development of creative competence (an atmosphere of benevolence, sincerity, a harmonious environment that will contribute to the adjustment to independent project artistic and creative activity, better perception of new and quick reproduction of the studied material) should become a priority task for the teacher. V. Sukhomlynsky said: "Be seekers, researchers. There will be no fire in you - you will never light it in others" [3].

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