

# FEATURES OF THE DEVELOPMENT OF THE CREATIVE PERSONALITY OF THE FUTURE TEACHER

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**Abstract.** *The article reveals the theoretical aspects of the development of the creative individuality of the future teacher. The aim of this article is to explore and elucidate the critical features that contribute to the development of a creative personality in future teachers, enabling them to effectively foster creativity among their students and adapt to the dynamic educational environment. Objectives: to identify the essential traits and characteristics that define a creative personality in the context of teaching; to examine the current educational frameworks and pedagogies that support or hinder the development of creativity in teacher education programs; to analyze various case studies that illustrate successful integration of creative teaching methods and the development of creative personalities in educators; to assess how cultivating a creative personality affects teaching methods, classroom environment, and student engagement and learning outcomes; to provide practical recommendations for teacher education programs on fostering creativity in their curriculum and teaching practices. It has been established that creativity, as an individual quality of personality, enables a person to activate his needs, abilities and interests, to find various ways of manifestation of individual activity. At the same time, creative self-realization, as a component of creativity, contributes to the development of personal significance, self-improvement and ensures independence in solving creative tasks by an individual. The main components of an individual's creative activity are identified: cognitive (student activity in mastering knowledge, abilities and skills, activity in creative work, self-development and self-improvement); motivational (formation of motives for creative activity, purposefulness, organization, independence); content (the formation of an active attitude of students to pedagogical activity, the integrity of the content, forms and methods of creative activity); emotional – involves the individual's ability to actively perceive the surrounding reality, the ability to communicate with peers, teachers, acceptance of collective norms of life) and effective – determines the student's desire for creative knowledge of his personality, development of his own creative potential, self-assessment of his creative abilities, etc. The external circumstances and internal aspects of the educational process, the subjective features of the personality of the student of higher education are singled out, which include: the formation of the future teacher's motivation for creative activity by means of training technologies; formation of creative potential through the creation of a creative educational environment, stimulation of the process of creative realization, promotion of the student's sense of usefulness, self-worth; the presence of models of creative behavior, they can be teachers of a higher education institution, invited practicing teachers or other outstanding personalities in the field of student training; free expression of creativity for the purpose of self-realization of the student in the process of classroom and extracurricular work.*

**Keywords:** creative individuality; individual; creative individuality of the future teacher; development of creative individuality formation.

**JEL Classification:** I 23, I 29

**Formulas:** 0; **fig.:** 0; **tabl.:** 0; **bibl.:** 10

**Introduction.** In the post-war period, the reform of national education will take place through the provision of its anticipatory development, which will significantly actualize the importance of the creative individuality of a specialist and will encourage the search for effective ways of developing this essential integrative quality, in particular, in the future teacher. At the same time, in order for the creative individuality of the teacher to meet the social order of modern society, it should not only be bright and unique, but also capable of active creative self-development. The orientation of professional training of students of higher education institutions on the development of their creative individuality should be carried out, first of all, on the basis of humanism, through the use of partnership pedagogy, artistic pedagogy, which has a powerful cultural and creative development potential.

**Literature review.** The problem of the development of creative individuality was traditionally considered through the prism of aesthetics and a creative approach, and later entered pedagogical science as an artistic component of pedagogical activity, the research of which is devoted to the scientific works of L. Androschuk, K. Kapustinsky, N. Myropolska, O. Mykhailychenko, O. Otych, G. Poberezhnaya, O. Rudnytska and others. Accordingly, the purpose of the article is to study the theoretical foundations of the development of the creative individuality of the future teacher.

**Aims.** The aim of this article is to explore and elucidate the critical features that contribute to the development of a creative personality in future teachers, enabling them to effectively foster creativity among their students and adapt to the dynamic educational environment.

Objectives:

- to identify the essential traits and characteristics that define a creative personality in the context of teaching.
- to examine the current educational frameworks and pedagogies that support or hinder the development of creativity in teacher education programs.
- to analyze various case studies that illustrate successful integration of creative teaching methods and the development of creative personalities in educators.
- to assess how cultivating a creative personality affects teaching methods, classroom environment, and student engagement and learning outcomes.
- to provide practical recommendations for teacher education programs on fostering creativity in their curriculum and teaching practices.

These objectives aim to cover a comprehensive exploration of the subject, from theory through practical application, ensuring that the article provides valuable insights for educational theorists, practitioners, and policy makers.

**Methodology.** The methodological basis was system, process, synergistic, institutional approaches during the research. In the research process, general scientific methods were applied: dialectical, deduction, induction, monographic; a set of economic methods, including economic analysis and synthesis, expert, statistical methods of structural and dynamic analysis, index method, method of point assessment, cognitive modeling and scenario forecasting.

**Results.** Proceeding from the fact that the growing demands on the personality of the modern teacher, on the level of his professionalism and the nature of pedagogical

activity determine the need to modernize the professional training of students of pedagogical specialties in the conditions of a higher school. The analysis of the practice of higher education makes it possible to assert that the traditional system of student education does not fully meet the new requirements for their level of professionalism. The task is to change the position of the student in the educational process from a passive observer to an active participant in educational work, a subject of his own education and professional self-development. The issues raised by us are extremely relevant for modern educational practice, since the future teacher has a creative individuality, which is often inhumane in nature and alienated from his general and professional culture. The reasons for this state of affairs can be seen in the differences, first of all, between the social order for the creative individuality of teachers and the reproductive content of their professional training, oriented towards the «average» student; in addition, the need to implement an individual approach to the formation of the future teacher's personality and traditional forms of their professional training; as well as the individual goals of the student of higher education and the educational goals of the teacher as the organizer of the educational process.

We are convinced that creativity, as an individual quality of personality, enables a person to activate his needs, abilities and interests, to find various ways of manifestation of individual activity. At the same time, creative self-realization, as a component of creativity, contributes to the development of personal significance, self-improvement and ensures independence in solving creative tasks by an individual.

Let's dwell in more detail on creativity and its manifestations through the prism of training a future teacher. Thus, scientist L. Androschuk has her own point of view regarding the future choreography teacher, who proves that creativity is the basis and integral component of all stages of the formation of the individual style of such a teacher. Involvement of the creative process in the step-by-step formation of the individual style of activity of the future teacher presupposes, first of all, the development of a plan-strategy for the creative and individual growth of the student during his studies at the higher education institution and the launch of the mechanism of self-actualization of the individual. The result of the formation of the individual style of activity of the future choreography teacher in creativity and through creativity, the scientist is convinced, is a bright individuality with a unique professional «handwriting», capable of effectively forming the creative personalities of his students [1, p. 51]. We agree that creativity in all its manifestations ensures the effectiveness of forming the individual style of activity of the future teacher.

Representatives of pedagogical science studied the relationship between the concept of pedagogical creativity and accompanying features and properties, considered the individual style of activity of an individual as the most important sign of his creative character, as well as the ways and means of forming the creative individuality of an individual.

According to S. Sysoeva, pedagogical creativity is a process that reflects the teacher's self-development and self-improvement in his pedagogical activity, where participants interact with each other as subjects of the educational process [8]. The author emphasizes the specific features of the teacher's pedagogical creativity: the

object of activity is the child's personality, which is in constant development; co-creative nature of subjects of pedagogical interaction; the possibility of subjective novelty and originality of the process and result; time limitation of the teacher's and student's creative activity in the educational process; influence on the teacher's pedagogical creativity of many factors that are difficult to predict [8, p. 108].

According to E. Murtazaeva, the formation of pedagogical creativity and the actual creative style of pedagogical activity should take place in stages in institutions of higher education, such as: professional orientation and accumulation of knowledge; actualization of sensory experience; professional adaptation; accumulation and maturation of new didactic and methodical ideas; empirical verification of these ideas in the educational process; activation of educational, research and creative pedagogical activity of the future teacher, including during the implementation of various forms of pedagogical practice [5].

We suggest that creativity, as a source and means of effective self-realization and self-actualization of the individual, should be considered through the creative activity of the individual, which scientists interpret as a systemic phenomenon, a certain set of interconnected elements – creativity, creative abilities, creative activity. V. Kholodenko believes that creative activity is persistent, intense, energetic activity that reveals the essence of creativity, and creativity is an expression of the highest activity. In other words, it is a component of personality that is realized through activity and sets its dynamic limits, therefore it should be considered both as a quality of personality, and as a process, and as a result [9, p. 87], and one cannot disagree with this.

There are several approaches to the interpretation of the concept of «creative activity»: 1) personal (a complex complex characteristic of an individual); 2) activity (integrative category that turns activity into a creative process); 3) personal-activity (activity is a characteristic feature of an individual's activity, which ensures his professional growth and development). The basis of creative activity is the emergence and solution of a creative task, problem situation, and the source is the orientation of the individual towards self-development and self-realization [6].

Based on the individualized approaches to creative activity, the main components of creative activity of an individual are distinguished: cognitive (student activity in mastering knowledge, abilities and skills, activity in creative work, self-development and self-improvement); motivational (formation of motives for creative activity, purposefulness, organization, independence); content (the formation of an active attitude of students to pedagogical activity, the integrity of the content, forms and methods of creative activity); emotional – involves the individual's ability to actively perceive the surrounding reality, the ability to communicate with peers, teachers, acceptance of collective norms of life) and effective – determines the student's desire for creative knowledge of his personality, development of his own creative potential, self-assessment of his creative abilities, etc.

In the scientific literature, when considering the concepts of «professional activity», «professional and pedagogical activity», the interpretation of «professional and creative activity» is quite often found, which is characterized as the ability of an

individual to successfully implement certain functions, carry out activities and solve tasks, which are external to the individual and are caused by social requirements and individual needs. Professionalism is formed and manifested in activity, and therefore represents a complex, complex characteristic, a structure of personal resources that ensure the effective activity of a specialist. We agree that the development of professional and creative activity should have a complex nature, provided that various pedagogical components of the learning process are combined; highlighting the most important tasks for achieving the set goal, etc. [3].

Some scientists closely associate creative activity and creative potential with the individuality of the individual, where the leading category of the problem of the individual style of activity is precisely the category of individuality, which is characterized by internal integrity and relative independence, uniqueness [1, p. 49].

It should be noted that the abilities and inclinations of the individual are revealed, developed and formed in creative and independent activities. The teacher should take into account the personal and social perspective of the development of the creative individuality of future teachers, which is manifested in their creative activity. Creative interaction between the teacher and students is possible if the teacher realizes the students' practical potential. In order for the student to realize his potential, feel successful, turn into a subject of his own development and unique individuality, the teacher should form in future teachers of choreography the ability to act in a non-standard, unfamiliar situation.

It is productive in the scientific position of L. Androschuk that the researcher offered to consider the creative potential and individuality of the specialist choreographer. According to the researcher, the classification of individual styles of choreography teacher activity includes the following components: emotional-creative style, creative-individual style, creative-intellectual style, creative-improvisational style. The distribution of styles is generalized and conditional, since creative individuality is expressed to the greatest extent not in common, but in distinctive features of an individual style of activity [1, p. 51].

Some scientists, analyzing the creative individuality of the future teacher, emphasize the development of the creative potential of future teachers in the process of professional training, which they understand as a complex of specially designed factors influencing the circumstances of the educational process, which ensure a purposeful pedagogical influence on the formation and actualization of the creative potential of the individual in the process of professional preparation.

The invaluable importance of art as a factor and means of development of the creative individuality of the subjects of the pedagogical process is due to its ability to ensure harmonious unity and conflict-free socialization and individualization. In addition, having its own opportunities to influence the development of special abilities and creative qualities of the future teacher, each of the varieties of art forms a certain type of his individuality [6].

E. Saleichuk claims that when ensuring the success of the process of developing the creative individuality of the future teacher, it is necessary to take into account a number of external circumstances and internal aspects of the educational process, as

well as internal, subjective features of the personality of the student of higher education, which include: the formation of the future teacher's motivation for creative activity by means of training technologies (manifestation of the internal, subjective features of the personality of the student of higher education, since it is motivation that is the driving factor that ensures the transition of creative abilities from potential to actual form, awareness of learning goals; understanding of the theoretical and practical significance of acquired knowledge); emotionality of teaching and perception of the content of scientific information; accumulation of volume and novelty of information; professional orientation; support of students' interest in educational activities; creation of a positive psychological climate in the study group [7].

Another important factor in the formation of creative potential, as scientists note, is the creation of a creative educational environment in which a person lives, which would most fully encourage future teachers to reveal creative abilities. After all, the environment of a higher education institution plays a leading role in the process of forming students' creative abilities. Therefore, even in the presence of a stable motivation to create creativity, a student will not be able to realize it without an appropriate environment that would encourage him to do so.

At the same time, a creative educational environment involves the active interaction of participants in the educational process for the purpose of creative self-expression and self-actualization; psychological support and stimulation of the process of creative realization, assistance in the student's sense of usefulness, self-worth; the presence of models of creative behavior, they can be teachers of a higher education institution, invited practicing teachers or other outstanding personalities in the field of student training; free expression of creativity for the purpose of self-realization of the student in the process of classroom and extracurricular work; stimulation of creative pedagogical research using the latest methods and means of organizing the educational process; high level of individualization, uncertainty, problematic, freedom, saturation with tasks of a creative nature, etc. [4].

For us, the opinion regarding the training of a creative teacher who is able to take into account the modern trends of general secondary education is valuable. Creative potential, expression of creativity implies flexibility and originality in decision-making. The future teacher must be ready not only for the process of working in an educational institution, but also for the difficulties and requirements that will arise in the process of professional activity. It is the creative potential, his creative individuality, that is the quality that helps to quickly respond to changes and eliminate contradictions.

**Conclusions.** When conducting research, we started from the assumption that art, due to its ability to contain worldview orientations and act as a factor in the formation of an artistic picture of the world, should be considered as the basis for the development of the creative individuality of the future teacher. It is a collective and, at the same time, individual channel of influence on the consciousness and behavior of education seekers with the aim of assimilating professionally necessary knowledge, practical creative pedagogical skills and abilities; formation of individual creative abilities and

qualities, own style of professional and pedagogical activity, development of motives and focus on creativity in this activity.

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