

Yurchenko Kyryl,

getter of higher education;

Oleinyk Dmytro,

getter of higher education,

Mykolaiv National Agrarian University,

Mykolaiv, Ukraine

PERSONAL CREATIVE QUALITIES OF TEACHING STAFF INSTITUTIONS OF HIGHER EDUCATION AS THE BASIS OF THEIR CREATIVE ACTIVITIES

Numerous educational documents of Ukraine constantly emphasize the tasks that should make modern education promising, high-quality, and attractive. One of the most important tasks today is to ensure the creative development of young people.

From the first days of our state's independence, education became the Ukrainian people's own business [1, p. 5]. The tasks that are set, in particular for higher education, consist in radical reformation to reproduce the intellectual and spiritual potential of young people, and their integration into the European space.

The rapid change in equipment and technologies, the growth of the social role of the individual requires the creation of such conditions under which the people of Ukraine would become a nation that is constantly learning. Unfortunately, in the conditions of the development of Ukrainian statehood, the existing education system does not meet the requirements of the spiritual revival of the Ukrainian people. This situation occurs primarily due to the devaluation of the social prestige of education and intellectual activity; inadequacy of education to the needs of the individual, in particular young people; distortion of goals and functions of education.

Education should be the Ukrainian people's own business, its reform should become the basis of reproduction of the intellectual potential of the people of Ukraine. One of the strategic tasks of modern education consists in the created conditions for the formation of educated, originative, creative young people, the realization and self-realization of their natural talents [2, p. 120].

Accomplishing the tasks that have arisen before education is possible primarily thanks to originative, creative pedagogs who are able to make original and non-standard decisions in situations that arise in professional activity; to act in today's conditions. Only such pedagogs can prepare a competent, qualified, creative, originative future specialist capable of applying knowledge, skills and abilities in practice and meeting public needs.

Famous pedagogs of the past and present paid enough attention to the problems of developing the originaive potential of pedagogs, their role in teaching and educating the young generation of Ukraine. Such scientists as H. Batishchev, A. Gurzhii, O. Semenog, M. Kachan, L. Puzep, V. Pylypivska consider communicative competence through the prism of communication. In the works of I. Batsurovska, A. Velikhovska, N. Dotsenko, V. Kurepin, P. Luzan, and V. Nagaev, theories of the development of the originaive process in various types of activities, problems of personality formation are considered. Scientists L. Darinska, N. Kuzmina, O. Kutsevol, O. Leontiev, and S. Sysoeva studied the ability to quickly orientate themselves in a communication situation based on an individual's communicative experience.

A sufficient number of studies and publications on the personal creative qualities of the pedagog, his originaive activity speaks of the relevance of this topic. But despite everything, the issue of creativity development of pedagogs institutions of higher education has not lost its relevance even today. It is necessary to determine the theoretical and methodical foundations of the development of originaive potential, creativity, readiness for originaive activity [3, p. 120]. Therefore, in the article, we will consider the main creative qualities of the teaching staff institutions of higher education, which pedagogs the disciplines of the cycle of general training, in particular, physics, higher mathematics, and theoretical mechanics. The purpose of our article is to consider the main creative qualities of pedagogs of the discipline of the cycle of general training, which determine his originaive activity and originaive potential, to analyze the views of pedagogs regarding the set of personal creative qualities of a pedagog, to determine the system of these qualities within the framework of our own research.

The development of creativity, the originaive potential of the teaching staff institutions of higher education, which pedagogs the disciplines of the cycle of general training, has theoretical and methodological foundations, they are based on the psychological and pedagogical concept of the correspondence of the personality structure to the psychological structure of its activity. I. Batsurovska claims that the development of personal, creative qualities of professors and teaching staff who teach the disciplines of the cycle of general training in institutions of higher education should be determined by the requirements of the educational and professional program by which young people acquire knowledge. If this does not happen, it is possible to obtain a discrepancy between professional functions and the system of necessary professional qualities [4, p. 330], which a modern pedagogs of exact sciences (physics, higher mathematics, theoretical mechanics) must possess.

The basis of the originaive activity of the teaching staff, which teaches the disciplines of the cycle of general training, in particular physics, higher mathematics, theoretical mechanics, should have not only general pedagogical qualities, but also possess a number of their own creative qualities. In order to characterize the set of personal creative qualities of pedagogs of the cycle of general training of institutions of higher education, which are professionally significant in their professional activity, we analyzed the scientific works of scientists and researchers, both in the past and today. The results of the analysis revealed that the structure of one's own creative qualities depends on the conditions of the educational process at the university [5, p. 13], the individual qualities of the personality of the teaching staff and students of higher education, etc.

The creative qualities of professors and students of higher education should be, somehow:

- the necessary productive number of ideas arising per unit of time - the so-called speed of thought;
- the ability to switch from one idea to another in a timely manner - the so-called flexibility of thought;
- the ability to produce distant associations, unusual responses, to respond to stimuli in a non-standard way - the so-called originality;
- sensitivity to problems in the environment, society, the ability to deepen existing hypotheses and develop new ones [6, p. 10] - the so-called curiosity;
- logical independence of the reaction from the stimulus - unreality;
- the ability to change the form of the stimulus so that new features and opportunities for use are determined - the so-called imaginative and adaptive flexibility;
- the ability to recognize the main property of the object - semantic flexibility;
- production of necessary productive ideas in uncertain situations - the so-called spontaneous semantic flexibility;
- complete disconnection of the answer from reality in the presence of a logical connection between the stimulus and the reaction - fantastic.

In the scientific works of N. Sharata and O. Shebanina, such personal creative qualities of the personality are indicated, such as: confidence in oneself and one's abilities; independence of judgment in any conditions, including changing and uncertain ones; propensity to a justified risk without deterioration of the individual's health. Freedom of spirit and self-understanding can be added to the creative qualities of modern youth and young pedagogs.

Scientists A. Velikhovska, V. Kurepin, V. Nagaev emphasize the importance of the presence in the teaching staff institutions of higher education, in particular pedagogs who teach the disciplines of the cycle of general training, such creative qualities of the pedagog as:

- the ability to predict certain events, properties of objects - intuition [7, p. 106];
- the ability to quickly use existing emerging ideas (manipulation) - the ability to combine;
- the ability to restore and establish logical connections between events, objects and their properties - associativity;
- the ability to produce unusual, non-standard ideas, using their combination to determine the main thing - originality;
- the number of ideas that arise in a unit of time - the fleetingness of thought;
- the ability to apply various, non-standard strategies, solving existing problems - flexibility of thinking.

Analyzing the scientific works of domestic and foreign scientists who research the criteria of originaive creativity of pedagogs, we believe that the ability to use computer equipment and technologies in the educational process, the level of development of creative thinking, and the ability for pedagogical creativity should be added to the special criteria of creativity of pedagogs. Together with research scientists, we can determine the model of creative qualities of an individual, professionally necessary for the originaive methodical activity of a pedagog, including the teaching staff institutions of higher education that teach the disciplines of the cycle of general training, they include:

- motivational and creative property and its components, such as: the need for self-realization, motives, originaive position, interests;
- emotional-creative property and its components: expressive and impressive emotionality, wealth of emotional experience, empathy;
- intellectual and creative properties and abilities with their components, such as: intuition, imagination and fantasy; the ability to transform, divergent thinking, forecasting;
- aesthetic-creative properties and abilities with their components, such as: desire for beauty, aesthetic empathy, sense of form, style; sense of humor;
- communicative-creative property and its components, such as: cooperation in originaive activity [8, p. 261], the ability to motivate the creativity of others, both pedagogs and students of higher education, accumulation of originaive experience;
- existential-creative property: individual activity style, positive self-concept.

Some practicing scientists see such creative qualities of a pedagogue as: manifestation of sensitivity to problems in education; lack of necessary knowledge, inconsistency between acquired knowledge and those that need to be acquired; disharmony both in knowledge and organization of the educational process, etc; fixing such urgent problems; search for the necessary correct solutions to these problems, putting forward new hypotheses for their solution; testing, changes and retesting of hypotheses; formulation of results.

Domestic scientists-practitioners P. Luzan, N. Dotsenko call creative qualities the focus on new things, the ability to find solutions in non-standard and changing situations, the ability to deeply understand one's own experience, and the ability to be surprised. We, studying this problem, can state that creative qualities include the ability to express unusual and unexpected ideas; non-traditional thoughts about the problems that need to be solved; the ability to quickly solve problematic situations and tasks.

A. Velikhovska, researching the creativity of both pedagogues and students of higher education, paid a lot of attention to the creative qualities of the individual and the problems of their acquisition. She sees them as a set of originitive endowments, abilities, and skills of an individual, which determine the necessary level and nature of the development of an individual's originitive qualities [9, p. 97], his cognitive processes, thinking, knowledge, abilities, and skills, taking into account certain conditions of development.

Scientists who research their own creative qualities, including professors and teaching staff who teach disciplines of the cycle of general training, in particular physics, higher mathematics, have various approaches to their definition. But all of them point to the dominant nature of their own creative qualities and those that influence the pedagogical and psychological nature of the pedagogical professional activity.

Motivational and value components gain importance within the framework of research and include such personal creative qualities as needs for self-realization, interests, interest in the development of creativity, motives; psychological motivation and readiness for innovations in pedagogical professional activity; confidence in one's abilities and strengths; willingness to overcome and change internal motivation, to resist the opinion of any environment; motivation that helps a person focus on creative work.

The cognitive component contains creative qualities such as: the ability to analyze and synthesize, which allows solving problems, including complex ones [10, p. 4]; a person's ability to use theory in practice, based on acquired knowledge,

including from the disciplines of the cycle of general training; imagination and fantasy, intuition, the ability to transform for the better [11, p. 39]; own laws of movement and development of thinking and thought, the ability to plan one's professional actions, make inferences and general conclusions that will help to develop a personality; ability to pedagogical creativity.

The operational and technological component includes:

- flexibility - the ability to identify the main properties of an object and propose a new way of using it;

- semantic spontaneous flexibility – production of various ideas in unregulated/undefined situations;

- originality - the ability to produce original non-standard ideas that differ from generally accepted views [12, p. 39], the ability to create unusual methods and ways of solving tasks, including when teaching disciplines of the cycle of general training;

- fluency of thought - the number of quality ideas that arise per unit of time;

- curiosity - sensitivity to problems in the environment, society, the world, the ability to develop hypotheses that will be able to solve these problems;

- associativity - the ability to establish logical connections between events, etc;

- the use of a personal computer in the educational process, the development of algorithmic thinking, the ability to work with information sources, the productive use of the latest information technologies.

Personal creative qualities are included in the reflective component, in particular:

- enrichment of mental experience, systems of individual intellectual resources that determine the peculiarities of the subject's cognitive relationship to the world, the ability to reproduce reality in individual consciousness;

- the ability to self-analyze one's own pedagogical activity, self-assess one's professional preparation and compliance of the obtained results of professional and pedagogical activity with the planned;

- self-understanding, focus on the new, creative and the ability to deeply understand one's own experience, the ability for independent pedagogical activity in the process of developing creativity;

- the ability to improve the object of study by adding the necessary details, to make corrections in the process of creativity development, to see the mistakes made and ways to eliminate them.

Communicative competence regarding the personal creative qualities of a pedagogue, his originative activity is one of the main factors of a positive image of a professional pedagogue [13, p. 39], contributes to his successful self-presentation, the effectiveness of solving professional pedagogical tasks.

Thus, the basis of the development of creativity, originative potential and the foundations of originative activity of the teaching staff, which teaches the disciplines of the cycle of general training, in particular physics, higher mathematics, theoretical mechanics, etc., will be the development of the indicated personal qualities of pedagogs. For the further development of creativity and originative potential, a quality system for the development of a pedagogical personal creativity and his originative activity in the conditions institutions of higher education is necessary. In our opinion, there should be special development conditions for the motivational and value component, which contains personal creative qualities, such as: motives, interests, the need for self-realization, the presence of interest in the development of creativity, acceptance of it as a vital value; self-confidence, etc.

REFERENCES

1. Batsurovska I., Kurepin V. The Impact of the War in Ukraine on the Study Results at an Agricultural University. *Tréma*. 2023. № 60. URL : <https://dspace.mnau.edu.ua/jspui/handle/123456789/15314>
2. Kurepin V. M. Mykolaiv National Agrarian University is a cradle of agricultural personnel. Actual questions of the history of science and technology : materials of the 21st All-Ukrainian Scientific Conference, Kyiv, October 20–21, 2022. Kyiv : Center for Historical Studies of the National Academy of Sciences of Ukraine, 2022. P. 118–121. URL : <https://dspace.mnau.edu.ua/jspui/handle/123456789/11871>
3. Ovcharenko N. I. Implementation of the competence approach in training in the discipline «Occupational safety in the industry». *Actual problems of human life safety in modern society* : materials of the All-Ukrainian Scientific and Theoretical Internet Conference, Mykolaiv, November 24, 2021. Mykolaiv : MNAU, 2021. P. 362–369. URL : <https://dspace.mnau.edu.ua/jspui/handle/123456789/10695>
4. Kurepin V. M. Peculiarities of the training of agricultural engineering personnel, development and self-development of the teacher in institutions of higher education of the agrarian profile. *Actual problems of human life safety in modern society* : materials of the All-Ukrainian Scientific and Theoretical Internet Conference, Mykolaiv, November 24, 2021. Mykolaiv : MNAU, 2021. P. 325–331. URL : <https://dspace.mnau.edu.ua/jspui/handle/123456789/10511>
5. Batsurovska I. V., Dotsenko N. A., Kurepin V. M. Peculiarities of designing an educational environment for future specialists in the agricultural industry. *Digital transformation of professional training of specialists under the conditions of application of SMART educational technologies: state, problems, prospects* :

materials of the All-Ukrainian Scientific and Methodological Conference, Kharkiv, November 29–30, 2023 / in general ed. : V. M. Nagaeva, Yu. M. Sagachko, O. V. Gridina. Kharkiv : Municipal enterprise «City printing house», 2023. P. 11–16. URL : <https://dspace.mnau.edu.ua/jspui/handle/123456789/15906>

6. Ivanenko V. S. Ensuring the formation of knowledge of students of higher education when studying the disciplines «Safety of Life» and «Occupational Safety». *Preservation of the planet – global challenges, threats, opportunities on the basis of effective partnership* : theses of reports of the thematic round table on environmental safety issues for World Earth Day, Mykolaiv, April 22, 2022 / Mykolaiv National Agrarian University. Mykolaiv : MNAU, 2022. P. 9–11. URL : <https://dspace.mnau.edu.ua/jspui/handle/123456789/11312>

7. Kurepin V. M. Scientific and research work as educational and professional training of future specialists. *Management of the quality of specialist training in the conditions of digital pedagogy* : materials of the All-Ukrainian Scientific and Methodological Internet Conference, Kharkiv, December 22–23, 2021 / edited by V. M. Nagaeva ; KRPO «Scientific center of didactics of management education». Kharkiv : CE «City printing house», 2021. P. 105–107. URL : <https://dspace.mnau.edu.ua/jspui/handle/123456789/10671>

8. Kurepin V., Bakhishova S. Scitnce during the war: realities, challenges and ways of overcoming. *Ekologia i racjonalne zarzadzanie przyrodą: edukacja, nauka i praktyka* [Zasób elektroniczny] : materiały z międzynarodowej konferencji naukowo-praktycznej, Łomża – Żytomierz, 15.11.2023. Łomża : MANS w Łomży, 2023. C. 256–264. URL : <https://dspace.mnau.edu.ua/jspui/handle/123456789/16203>

9. Velikhovska A. B., Kurepin V. M. Pedagogical conditions for the formation of professional competences of future energy engineers when studying the discipline «Psychology» by means of distance education. *Promising engineering and technologies – 2020* : materials of the 16th International scientific and practical conference of young scientists, graduate students and students, Mykolaiv, September 22–24, 2020. Mykolaiv : MNAU, 2020. P. 95–99. URL : <https://dspace.mnau.edu.ua/jspui/handle/123456789/9556>

10. Kurepin V. M., Ivanenko V. S. Psychological and pedagogical methods of formation of creative thinking in future engineers-pedagogues. *Autumn scientific readings* : materials of the XXIII international scientific and practical internet conference, section № 10. Pedagogical sciences, Ternopil, November 27, 2019. Ternopil : PO «Science and education without borders», 2019. URL : <http://dspace.mnau.edu.ua/jspui/handle/123456789/6416>

11. Lazis M. I. Human activity and its essence. *Actual problems of human life in modern society* : theses of the reports of higher education graduates of the engineering and energy faculty and other participants in the educational process based on the results of the thematic «round table» at the engineering and energy faculty, Mykolaiv, November 18–20, 2020. Mykolaiv : Mykolaiv National Agrarian University, 2020. P. 39–40. URL : <http://dspace.mnau.edu.ua/jspui/handle/123456789/8140>

12. Ivanenko V. S. Values and demands of modern youth: life priorities of Ukrainian youth. *The generation of independence: value orientations and perspectives* : materials of the international scientific and practical conference of students and master's students, Kostanay, March 30, 2021. Kostanay : Kostanay Regional University named after A. Baitursynov, 2021. P. 737–741. URL : <http://dspace.mnau.edu.ua/jspui/handle/123456789/9255>

13. Palamar E. V. The game as a method of learning, its cognitive and educational value. *Participation of youth in the development of the agro-industrial complex of Ukraine* : 32nd student scientific and theoretical conference, March 18–20, 2020, Mykolaiv. Mykolaiv : MNAU, 2020. P. 144–147. URL : <http://dspace.mnau.edu.ua/jspui/handle/123456789/7143>

Анотація

У публікації представлено аналіз різних поглядів сучасних науковців щодо основних креативних якостей професорсько-викладацького складу, які викладають дисципліни циклу загальної підготовки у закладах вищої освіти. Визначено набір креативних якостей особистості педагога, що становлять основу його творчої діяльності й творчого потенціалу. Доведено, що професорсько-викладацький склад повинен мати низку власних креативних якостей разом із загально-педагогічними, зокрема мотиваційно-ціннісний компонент, які допомагають розвивати потребу в самореалізації, розвитку креативності, впевненості у собі, готовність переборювати внутрішню мотивацію; креативні якості, які розвивають здатність до аналізу й синтезу, інтуїцію, уяву й фантазію, уміння планувати свої дії, здатність до педагогічної творчості.

Для професорсько-викладацького складу закладів вищої освіти дуже важливі операційно-технологічні компоненти, які допомагають розвивати спроможність виробляти нестандартні, креативні ідеї, гнучкість, допитливість, уміння працювати зі джерелами інформації. Повинен бути присутній рефлексивний компонент, який розвиває ментальний досвід, розуміння себе, здатність до самоаналізу власної діяльності тощо.

Ключові слова: креативність, особисті креативні якості педагога, компонентні складники, заклад вищої освіти, впевненості у собі.

Summary

The publication presents an analysis of different views of modern scientists regarding the main creative qualities of professors and teaching staff who teach the disciplines of the cycle of general training in institutions of higher education. A set of creative qualities of the pedagog's personality, which form the basis of his originative activity and originative potential, is defined. It has been proven that the teaching staff should have a number of their own creative qualities along with general pedagogical ones, in particular a motivational and value component, which help to develop the need for self-realization, development of creativity, self-confidence, readiness to overcome internal motivation; creative qualities that develop the ability to analyze and synthesize, intuition, imagination and fantasy, the ability to plan one's actions, the ability for pedagogical creativity.

Operational and technological components that help develop the ability to produce non-standard, creative ideas, flexibility, inquisitiveness, and the ability to work with information sources are very important for the teaching staff institutions of higher education. There must be a reflective component that develops mental experience, self-understanding, the ability to introspect one's own activities, etc.

Keywords: *creativity, personal creative qualities of the pedagog, component parts, institution of higher education, self-confidence.*