

Formation of Readiness of Future Teachers to Creative Activity in School

Gulnar Mussabekova*

“Syrdariya” University, 11 M. Auyezova str., Zhetysay, 160500, the Republic of Kazakhstan

Batyrkhan Auyezov

Ahmet Yassawi International Kazakh-Turkish University, Turkestan, Kazakhstan

Asel Tasova

Ahmet Yassawi International Kazakh-Turkish University, Turkestan, Kazakhstan

Zhaudir Sultanbekova

Ahmet Yassawi International Kazakh-Turkish University, Turkestan, Kazakhstan

Zhanar Akhmetova

Ahmet Yassawi International Kazakh-Turkish University, Turkestan, Kazakhstan

Gulim Kozhakhmetova

Ahmet Yassawi International Kazakh-Turkish University, Turkestan, Kazakhstan

Abstract

The basic changes, which have happened in recent years in an education system, are connected with strengthening of attention to the identity of the student as main social value. There are considerable high-quality changes in the methodological and theoretical approaches to the education process, in which the humanization tendency was outlined accurately. They predetermined the need of corresponding modernization of the teacher training system at higher educational institution, providing individual and professional formation of the future teacher, the maximum realization of his spiritual, creative opportunities. There are strengthened the tendencies to change of the education content, methods and forms of work with students, connected first of all, with again formed concepts of development of vocational schools. The main priority of vocational school are training of the identity of the specialist, professionally knowledgeable, competent, creatively developing in which spiritual and moral, humane qualities dominate. Now for future teacher it isn't enough the simple possession of some sum of knowledge and abilities, there is necessary his constant readiness for change, readiness for creativity. However, it should be noted that the problem of formation of readiness at the future teachers to creative activity at school is still insufficiently investigated. So, the analysis of training process in pedagogical higher education institutions allows to draw the conclusion that this question isn't opened in a broad sense. The scientific-theoretical knowledge, gained by students in the training process in pedagogical higher education institution in various disciplines, is insufficiently interconnected among themselves and doesn't give conception about creative interaction of the teacher with pupils in their process of professional activity. Research objective is to reveal the level of readiness at future teachers to creative activity at school and to provide its realization with the author's methods. The leading method of the study on this problem is the modeling, allowing to consider this problem as process of purposeful and conscious formation of readiness at future teacher to creative activity. The model and an author's methods of formation of readiness at future teachers to creative activity at school are developed. The practical value of work is that the developed model of readiness at future teachers to creative activity at school, the methods of consecutive work on formation of this readiness, the methods of diagnostics of readiness can be used in teaching practice of pedagogical higher education institutions, and also by teachers of comprehensive schools.

Keywords: Creativity; Creative activity; Future teacher; Training of future teachers to creative activity.



CC BY: [Creative Commons Attribution License 4.0](https://creativecommons.org/licenses/by/4.0/)

1. Introduction

Creativity assumes new vision, the new decision, new approach. It is readiness for refusal of habitual schemes and stereotypes of behavior, perception and thinking, readiness for self-change. Creativity – is introduction into the world something new, realization of the certain originality, uniqueness, and it is the creative act.

In the modern philosophical dictionary creativity is considered as "the person activity, creating new objects and qualities, schemes of behavior and communication, new images and knowledge" ([Philosophical Dictionary. - Moscow, 2015](#)).

On our deep belief, the creative person is characterized by such lines as readiness for risk, independence of judgments, impulsiveness, informative "meticulousness", criticality of judgments, originality, courage of imagination and the thought, sense of humour and tendency to the joke, etc. These qualities reveal the features of really free, independent and active personality. The modern concept "creative person" is understood as such type of

the personality for whom it is characteristic steady, high level orientation on creativity, motivational and creative activity.

We believe that creativity is based on persistence, patience and hard work. Therefore for purity of reasonings it is necessary to focus on improvisation at the first flash of inspiration.

The elements of creativity and reproduction in activity of pupils, as well as in activity of the mature person, should be distinguished on two characteristic signs:

1) by result (product) of activity:

2) on a way of its passing (process). It is obvious that in educational activity the elements of creativity at pupils, first of all, are shown in features of its passing, namely: in ability to see the problem, to find new ways of the solution of concrete-practical and learning tasks in unusual situations.

In the studying process of theoretical material the teacher should select among the set of didactic and additional materials such tasks, which would contribute to the development of the creative beginnings at schoolchildren. As a rule, teachers generalize theoretical material in other aspects, such as presentation, messages from other auxiliary sources. At the same time the informative and creative potential of pupils is increased.

The teacher of comprehensive school owing to features of professional activity in a varying degree combines scientific and pedagogical creativity. Certainly, the nature of scientific activity, the logic and algorithm of the solution of scientific tasks determine the algorithm on solution of pedagogical tasks. It isn't casual, because, firstly, pedagogical creativity "is more regulated" in time, secondly, the delay of results of creative search at the teacher is available, thirdly, there is taken place the coauthorship of the teacher with pupils, colleagues teachers in pedagogical process, based on unity of the purpose of professional activity.

2. Materials and Methods

2.1. Research Methods

The following methods were used in the course of the research: theoretical (analysis; synthesis; specification; generalization; method of analogies; modeling); diagnostic (questioning; interviewing; testing; method of tasks); empirical (studying of experience of higher education institutions, normative and educational-methodical documentation; pedagogical observation); experimental (the stating, forming, control experiments); methods of mathematical statistics and graphic representation of the results.

2.2. Experimental Research Base

The experimental research base are "Syrdariya" University, Akhmet Yassawi International Kazakh-Turkish University.

2.3. The Research Stages

The research of the problem was carried out in three stages: at the first stage it was carried out the theoretical analysis of the existing methodological approaches in philosophical, psychological and pedagogical scientific literature, dissertation works on the problem, and also the theory and methodology of pedagogical researches; the problem, purpose and methods of the research are marked out, the plan of pilot study is made; at the second stage the model of formation of readiness at future teachers to creative activity at school was developed; the methods of formation of readiness at future teachers to creative activity was developed; the experimental work was carried out; at the third stage the experimental work were completed, theoretical and practical conclusions are specified, the received results are generalized and systematized\

3. Results

3.1. Structure and Content of The Model

In our opinion the conception of modeling is reproduction of the essential parties and the relations in didactic process. The basic purpose of modeling consists in actualization at the student consciousness the processes which psychologically correspond to actions of the person. It is important that the situation had informative character for students, it mustn't be artificial, far-fetched, abstract, it has to give the chance of use of life experience.

We took the following gradation of levels as the basis for determination of level of readiness at future teachers to creative activity: *intuitive, reproductive, reproductive-creative and creative*

At studying the real state of readiness at students to creative activity at school we will determine the percentage of signs of the studied readiness in each of the marked out levels: creative level - 20 signs - 100%; reproductive-creative - 15 signs - 75%; reproductive - 9 signs - 45%; intuitive - 3 signs - 15%

Being guided by the above criteria, the indicators, levels of formation of the studied readiness at future teachers, we studied experience of some higher education institutions of the Republic of Kazakhstan. This model of readiness was the basis for diagnostics of the stating and control experiments at carrying out of experimental work on the studied problem.

It is important to begin the first stage of development of creativity at future teachers with studying of the discipline "Pedagogy" for creation of the strong base of theoretical knowledge. It is necessary especially to pay attention to the creative side of this question.

So, how do we hope to facilitate the informative creative task of the student?

The main thing is to provide dialogue between the learning subject (student) and the cognizable object - the personality as real (including - dialogue of the student with itself as self-knowledge) or imagined, figuratively represented. It can be reached by means of practical problem tasks.

The second is a stimulation of cogitative, search activity of the cognizant student that is provided with tasks on the analysis of theoretical views of different authors, comparative studying of different types of activity, actions, behavior, acts, the choice of the correct or preferable point of view from the row of given, and also tasks for theoretical or logical justification of the made choice.

Proceeding from it, it is possible to speak about creativity formation, so it is necessary to use the maximum of questions and tasks on reflection over problems of pedagogy, cooperation and the minimum of hints of ready answers, that is the maximum of independence and creativity, and the minimum of formal following to the ready answer. Cogitative activity of the student at independent studying of the subject is strictly directed on the line of creativity: it is set the problem – the educational task or study question, it is recommended the literature, it is stimulated the independent search of the answer.

Thus, the task-solution, search and finding of the answers to problematic issues, the subsequent educational purposes turn everyday life and activity of the student into the peculiar creative ground on application of the theory of pedagogy to vital realities.

For providing creative conditions of cognitive activity it is necessary to use the creativity development methods, known from psychology - the brainstorming method for generation of the ideas, idea selection; the synectics, the way of the organization of collective cogitative activity on the basis of four methods: consideration of the problem in that kind as it was given; refusal of the obvious decision; carrying out direct analogy to something; formulation of the problem in a general view. It is expedient to practice nonconventional methods and forms of education: *modeling, role-playing games, micro teaching*. Individual and personal activity of the student contributes to the development in them of independent thinking, search of the solution of various pedagogical tasks.

Creative notebooks are the continuous process of the identification, analysis, communication and correction of the teacher work with future teachers. It is the highest form of innovative training technologies and education of schoolchildren at the present stage.

Teachers of the pedagogical university have the real task to conduct the directed activity for formation of the creative person of the student who is professionally adapted for real school life, and also creations of individual models of the identity of future teacher. A duty of the teacher of higher education institution – is to teach students to diagnose the identity of the pupil, i.e. to pass from the empirical educational system to scientifically based.

We took the following gradation of levels as the basis for determination of readiness of the teacher on formation of creativity at students: high, sufficient, low. As criteria for determination of level of readiness at the teacher on formation of creativity at the students we took the constructive, organizational, communicative stimulating, information-training psychological-pedagogical methods and conditions of the training process.

We referred 4 criteria and 19 indicators (table 1) to the main criteria and indicators, opening the tendency of the studied readiness. At studying of the real state of readiness at the teacher on formation of creativity at students we will determine the percentage of signs of the studied readiness in each of the marked out levels: high level - 19 signs - 100%; sufficient level - 13 signs of-68,4%; low level - 2 signs - 10,5%.

Table 1. System-functional model of the teacher activity on formation of creativity at students

3.2. Stages of Model Introduction

The experimental work with future teachers was carried out in three steps, covering the *stating, forming and control experiments*. The students of 2-4 courses of “Syrdariya” University and Akhmet Yassawi International Kazakh-Turkish University participated in the experiment, there are captured 300 future teachers. During the experiment it was analysed the pedagogical activity of students of the second, third and fourth year. We recognized that the creative relation of the teacher to his professional activity is connected with the necessity of conducting in the training process in higher education institution of system-forming creativity - creative notebooks.

3.2.1. The Stating Stage

The anonymous questioning and specifying conversations with the second-year students allowed to establish that 27% recognized the choice as wrong. 82% of the second-year students aren't going to connect after graduation of the university their professional activity with the teacher's profession. 12% of students chose the pedagogical specialty accidentally. Most of the second-year students have the superficial idea about teacher's profession. Questionnaire shown that students couldn't answer the questions: *What is the creativity? How do you understand the term "pedagogical creativity"? By what criteria do you determine the creative person?* Ambiguity of answers and their vagueness gives, as the result, the absence at schools of outstanding and extraordinary personalities. It was obvious to see in answers of some second-year students that they didn't have in memory the memorable teacher-persons who would develop at them creative inclinations.

Analyzing various levels of readiness at student-graduates to creative, research solution of various pedagogical tasks, we have come to the conclusion that in pedagogical higher education institution there is no training system of students for creative activity, it is especially poorly developed the methods of the student organization to pedagogical creativity. Basis of pedagogical creative at future teachers is their training to the scientific-theoretical aspects of development of pedagogy. From this moment we formed the foundation for reproductive activity of future teachers for their further producing.

For the purpose of determination which concepts are difficult acquired by the second-year students, we have created the model of elimination of gaps in knowledge. So, we carried out the test of students for identification of creative potentials. Only 1,3% of students gained 48 and more points, and only they had the considerable creative potential which gives them the wide choice of creative opportunities. 98,7% of students didn't gain 48 points - they have creativity barriers.

For determination of levels of the teacher activity on formation of creativity at students we analysed the studies (lectures, seminar and practical studies) at more than 30 teachers of "Syrdariya" University and Akhmet Yassawi International Kazakh-Turkish University. During research we found out and determined in % ratio of these levels, so, we took as the basis criteria from systemic-functional model of the teacher activity on formation of creativity at students.

The analysis of the obtained data allows to draw the conclusion that training of future teachers to creative activity in pedagogical higher education institution is carried out at the average level and develops at students the constructive, organizational, communicative-stimulating, information-training abilities, i.e. those abilities which have the importance for the organization of joint creative activity of students in the process of their vocational training.

It is necessary to accustom future teachers gradually and systematically to permission of pedagogical situations which quite often arise in teaching and educational process. As example, the imitating pedagogical situation was given for the second-year students in the following content: "How would you solve the problem situation in case: if during the break two schoolchildren didn't divide the place of the school desk, and after there was a quarrel between children, and each of them didn't want to concede?". The conducted written survey shown that from 47 students - 67% would prefer to resolve this situation by the administrative-command method of influencing the schoolchildren, 21% - admonitions, only 9% - non-standard, perceptual ways, 3% couldn't answer on the asked question. Therefore in higher education institution, putting future teachers in problem situations through creative activity, it is possible to develop gradually at them the logic of search for the solution of pedagogical tasks by the non-standard ways and to train them for future profession qualitatively.

3.2.2. The Forming Stage

It is known that studying of science in connection with vital practice - is simultaneously and studying of school life from the science position, that is scientific research of practical problems. It is expedient to show to future teachers the system-forming function of pedagogical science.

More concrete methodical recommendations usually contain in tasks on each subject of the projects, given to the students on consultations. During preparation for performance of the tasks it is necessary to study very attentively the requirements to quality of work that will allow for the student to be guided by them at independent studying of literature. The analytical character of the reasonings, independence, logicity and rationality of conclusions and generalizations by each student of creative works of the fellow students are reflected in creative notebooks, where they receive a grade for work from the teacher in the form of gratitudes, and the shortcomings are specified tactfully.

The last stage - is assessment in creative notebooks of positive and negative sides of the project. The teacher generalizes and checks creative works of the opponents and makes grades to them. Each lesson gives absolute coverage and assessment of student's activity that is allowed for teacher to draw objective conclusions at the end of the semester, these grades are corrected at examination.

Research in the form of writing of the project or yearly essay promotes to training of students, first of all, to independent professional creative activity, to identification of the most talented future teachers and their inclusion in pedagogical experimental creative laboratory.

The teacher, at the solution of pedagogical tasks, put the problem before future teachers and he solves it with them, showing before them the standard of search, creative activity. After that it is necessary to give them the possibility to solve the problem task independently. The designing of the pedagogical situation requires the systematic approach. It is necessary to create not separate situations, but complexes of situations. Only use of the systems of situations is capable to improve and enrich pedagogical process, and future teachers have to approach creatively to the solution of the situations, arising in school practice.

The task, which has to be put before students analysts and opponents, comes down to comprehensive and intelligent estimation of activity of the student-traineer, identification his strong and weaknesses sides.

The theoretical knowledge, acquired by the student in higher education institution, not only is fixed and become deeper in the process of practice, but the skills and abilities of pedagogical work are developed as well. Any (without any exceptions) academic subject in pedagogical higher education institution has to be, to some extent, turned to student teaching. Practice has to be entered in objectively existing stages of formation of future teacher in order to take proper place in the training system of students for work at school. Today, unfortunately, it is possible to allocate only two such stages.

Joining in practice at each training stage, the student deals with pedagogical systems (the system of the teacher work, class teacher, etc.). Development has to be carried out at three levels: *personal* - conviction in the need of system of work; *scientific and pedagogical* - mastering its scientific bases; *practical* - mastering abilities of its organization. The specific place on forming creativity at future teachers has to be the mastering by them basics of pedagogical skill of the teacher.

The special course "Creative activity of the teacher at modern school" was conducted with students of senior years. Our special course was calculated on 45 hours, from them: lectures - 15 hours, seminars - 15 hours, the practical training - 15 hours. Lectures contain the scientific-theoretical material on tendencies of development of the

modern school (including gymnasiums, lyceums, colleges), on the pedagogical process, about pedagogical creativity. Seminars are devoted to development of theoretical questions on problems of creative activity at the school teacher. A practical training of students is devoted to development of approximate lessons, extra-curricular activities, development of innovative training technologies and education of schoolchildren.

In the methodical plan the basis of conducting seminars was individual and microgroup activity of students in the form of reports, messages, public defence of projects, the analysis of lessons with use of creative notebooks of students. The leading form of conducting the practical training were the student's microgroups, opponents and reviewers who were engaged in developments of new, non-standard lessons and extra-curricular activities; preparation of lists of references, presentation, the complete sets of didactic and distributing material. The practical tasks, performed by students, were fixed in creative notebooks, where their knowledge, skills and abilities were evaluated and commented on.

The brightest, extraordinary and talented students participated voluntarily and with enthusiasm in pedagogical experimental creative laboratory on the basis of secondary schools No. 7 of Zhetysay and No. 1 of Turkestan. We tested various methods, techniques and tutorials, which allowed to improve qualitatively the teaching and educational process of school. The non-standard lessons of different types were put in the student's practice: the lesson - discussion, the lesson - a round table, the integrated lessons, lessons - courts, lessons – CCR (Club of cheerful and resourceful), lessons as "Field of dreams", "What? Where? When?", etc. During the experiment it was become clear that 62% of students hadn't enough time, sometimes at carrying out the game moments at the lesson they were "on a string" at pupils, i.e. liberalized with them. 48% of students had no consecutive system of individual studying of age and psychological features of the pupil. 87% of students saw in the pupils equal participants of pedagogical process.

The third research phase was built originally on the basis of preparation of students for conducting the lesson. Due to the changes of valuable orientations in our society we paid much attention to the educational moments of the lesson and extra-curricular activities. We are sure (our researches demonstrate it) that it isn't necessary to wait for the beginning of pedagogical practice by the curriculum of pedagogical higher education institution, and on the contrary, it is necessary to attract actively students from the second year as the microgroups in practical life of school. In order to the forthcoming pedagogical practice of students conducts more successfully, it is necessary to give them samples of the approximate analysis of lesson in advance and to acquaint them with requirements on pedagogical practice. The task, which is set for microgroups of the second-year students, comes down to comprehensive and intelligent estimation of pedagogical activity of the student-probationer, identification his strong and weaknesses sides, and also to acquisition of initial pedagogical experience.

The final stage of training of future teachers to creative activity is use in the research purposes of the effective scheme of the intermediary actions on the settlement of conflict situations arising in school. The fourth-year students were included after passing by them pedagogical practice. It should be noted that 92% of students used this algorithm correctly and precisely. Students didn't become isolated on permission of the conflict situations arising at school, but successfully applied this technique to solution of conflicts, arising between parents, adults and children on the street. They "saved family bonds" in two cases.

3.2.3. Control Stage

Check of formation on levels of readiness at students to creative activity was carried out taking into account earlier described indicators, criteria and methods. Dynamics of growth of the studied readiness can be tracked visually (table 2).

Table 2. Dynamics of growth of readiness at students for creative activity

1. *Intuitive level of readiness for creativity.* 22% of students graduates had it. Mastering the following pedagogical abilities is characteristic of them: to monitor the speech, to state the thoughts coherently, to listen to the interlocutor, etc. At the same time, they often don't see pedagogical sense of the situation, generally act intuitively, aren't able to explain their actions.

2. *Reproductive.* 51% of students graduates correspond to this level. They repeat the known definitions, rules, need the hint, and their actions don't go beyond these limits.

3. *Reproductive and creative level* of readiness for creative activity is had at 21,4% of students graduates. Features of this group are concluded that they form the system of scientific and pedagogical knowledge, skills. They generally successfully cope with the teaching, according to the developed approximate schemes of the lesson. However, they aren't able to make the right decisions in time at emergence of pedagogical situations at the lesson. Abilities to diagnosing of educational process are insufficiently developed at them.

4. *Creative level* is observed at 5,6% of students graduates. Generally it is students who have the sufficient level of knowledge of the subject, there are natural teacher's data, scientific and practical approach to pupils, aspiration to cooperation with schoolchildren. Analyzing table 2 indicators, we consider that reproductive (51%) and reproductive and creative (21,4%) levels of readiness at students to creative activity should carry to sufficient, as in total 72,4% of the examined graduates possess them. Intuitive level of readiness (22%) can be considered insufficient, and creative (5,6%) - is considered as ideal. Therefore it is necessary to focus the organization and content of teaching and educational work in teacher training university.

It is visible from the table that for formation of readiness at students to creative activity it is necessary to conduct systematic, purposeful and productive work in the complex with special departments. Creative notebooks are especially important; visit by micro-groups by second-year students of lessons at student-probationers;

introduction in their practice of innovative training technologies and education of schoolchildren, which give the gain in dynamics of the readiness, studied by us.

This table shows that in the process of the experimental work with future teachers there is an increase of such qualities, significant for formation, as reproductive and creative (from 8,2% to 21,4%) and creative (from 1,4% to 5,6%) nature of activity. Also it is visible from the table that the reproductive nature of activity at future teachers decreases considerably: from 72% (on the second year) up to 51% (on the final year).

Proceeding from the above, it is possible to draw the conclusion that the offered method on formation of readiness at future teachers to creative activity is effective

4. Discussion

Studying of psychological and pedagogical literature allows to state insufficient readiness of this problem, the absence of scientific-reasonable training system in pedagogical higher education institution on formation of readiness at future teachers to creative activity at school.

The problem of creativity in the psychological science was studied by many scientists - [Torrance \(1988\)](#), [Crutchfield \(1962\)](#). ([Crutchfield, 1962](#); [Starkweather, 1976](#)), [Patrick \(1955\)](#), [Barron \(1988\)](#) and others. They defined ability to creativity differently. They have something in common with all the differences in these definitions: the ability to creativity is defined as ability to create something new, original.

It is distinguished the objective and subjective creativity in literature. Objective creativity - is the creation of any qualitatively new, socially significant product (pictures, works, cars, the device, etc.). And subjective creativity - is the result and process of mastering ways of actions by new for given subject (new for him, but objectively already known and not new) methods of solution of the tasks.

Professional creativity has bright subjective character; his products are expression of feature of inner world of the creator. Professional creativity is caused by social and sociocultural conditions. On the one hand, sociocultural values of the society and microenvironment determine the valuable orientations of creator, with another - products of activity influence mass consciousness and develop the existing orientations.

[Nikandrov and Kan-Kalik \(1987\)](#), [Babansky \(1987\)](#), [Zagvyazinsky \(1987\)](#), [Lvov \(1985\)](#), [Shadrikov \(1987\)](#), etc., considered problems of pedagogical creativity. Their works, generally, opened the shades of creative relationship between participants of pedagogical process, and they didn't pay much attention to formation of creativity at future teachers in the process of vocational training.

[Belozertsev \(2009\)](#) is the closest to our research theme, which is considered the problems of teachers in the conditions of reorganization of national education, there are analyzed contradictions in the system of pedagogical education and its shortcomings.

[Fridman \(1997\)](#) pays serious attention to creative activity. According to him, it is very important to emphasize that amateur, free, creative activity in any sphere of society life, at any position, meets deep needs of the person. It is necessary to transform generally human nature, its character, in order to the personality became creative. The essential moment for creativity is creation of the favorable social background. Results of creative activity depend on abilities to this type of creativity and also on a number of psychological and social factors: enthusiasm for work, its importance, conditions, etc.

Group of the researchers ([Bezrukova, 1996](#)); ([Kuzmina, 1990](#)); ([Slastenin, 1997](#)); ([Shcherbakov, 1987](#)) mark out the need of such qualities: ability to transfer knowledge to others, to understand the point of view of the pupil, his interests and requirements, to project the development of his personality, pedagogical tactfulness, pedagogical observation, distributed attention.

[Begalieva \(2010\)](#) considers that it is necessary to form creative activity at future teachers by means of modern pedagogical technologies. [Mussabekova \(2015\)](#) emphasizes that result of creativity is introduction to pedagogical process of innovations.

Today the higher education institution is faced by the problem of reorientation of future teachers to new technologies of training and education. In our opinion, it is necessary to put in higher education institution the cardinal direction of education towards to the humanization, differentiation and individualization of pedagogical process, rise in intelligence, and the creative beginnings. Exactly through the identity of the student it is possible to see the identity of the pupil, because creativity assumes education and training of the personality by social values.

We are convinced that the ability to solve creative problems has to be put at the teacher training. The important factor is creation of the atmosphere of productive and creative activity for the teacher on training of future teachers on creative activity in higher education institution. It assumes liquidation of the essential shortcomings of vocational training at graduates of pedagogical higher education institutions, namely: the formalism in knowledge, inability to apply knowledge in the concrete pedagogical situation, lack of studying skills at schoolchildren and establishing contacts with them, the management of children's collective, the correct relationship with colleagues, etc.

It should be noted that pedagogical practice is reliable "bridge" between theoretical and practical training of students in higher education institution and their further professional activity. There should be noted: how future teacher will be able to acquire the elements and features of teaching activity, and how he will be able to show the creative abilities. It is known that the ability to pedagogical activity at students is shown not at once. It is laborious and hard work both for the teacher of higher education institution, and for the student. The belief in possibilities of future teacher shouldn't turn into ostentatious statement of material, and on the contrary, every time, each lesson has to bring to itself the new ideas, non-standard and interesting forms of the organization of educational process. The logic and big optimism – are basic elements for disclosure of creative potential of students. The student as the tomorrow's teacher in higher education institution has to be ready to creative work in future professional activity.

It is possible to draw the conclusion on basis of the theoretical analysis that pedagogical creativity - is the original, non-standard decision by the teacher in the teaching and educational tasks, enrichment by him the new methods, means and methods of training and education of schoolchildren.

5. Conclusion

It is established that formation of readiness at future teachers to creative activity will conduct successfully if the teaching and educational process of higher education institution has the stage-by-stage training, which reflects mastering the pedagogical theory, methods and techniques of the original solution of professional and pedagogical tasks. Only such conditions can be the basis for creation of the organization of educational process by new methods and means, introductions of non-standard approaches to productive activity of pupils.

Studying, analyzing problems on formation of readiness at future teachers to creative activity at school, we have revealed the leading idea: the idea of the prevalence of theoretical knowledge; idea of cooperation with pupils in training; idea of the advancing training; idea of the doctrine without coercion; idea of reliance on the positive qualities of pupils in training and education; idea of the difficult purpose; idea of systematicness of training; idea of problem training; idea of cooperation and respect of the identity of the child.

Teachers achieve the greatest results in training and education of pupils, who together with creative search of more effective means, forms, methods and techniques of training, introduction of achievements of pedagogical science and the best practices, organize joint creative activity with pupils.

6. Recommendations

1. The formation of readiness at future teachers to creative activity in school is expedient to build taking into account orientations of teaching and educational process of pedagogical higher education institution to object of the teacher activity and mastering by the students necessary ways of pedagogical creativity.

2. Formation of readiness at students of

pedagogical higher education institution to pedagogical creativity must have stage-by-stage character: mastering scientific-theoretical base, mastering skills of the organization of creative work with the pupils on the basis of inclusion of creative notebooks in their educational process, mastering of the technique of conflict resolution in school, mastering of psychological and pedagogical diagnostics, mastering the ways of acting in unusual situations. It is necessary to create for them the resolved pedagogical situations, quite often arising in educational process of the teacher.

3. The content, organizational forms, methods, means and methods of teaching and educational work in pedagogical higher education institution have to be differed in direction on development at students of creative qualities.

4. It is necessary to provide for the system of creative tasks in courses of pedagogy, psychology and private techniques.

5. For the purpose of improvement of formation of pedagogical creativity at students it is necessary to include more safely in educational process the defence of papers, projects before opponents, the techniques of analysis and expert analysis, to attract the most active students in pedagogical experimental creative laboratory.

6. It is necessary to involve the second-year students as micro-groups in practical school life, in order to train more consistently and successfully future teachers for pedagogical practice. At the same time, they have to be examined by the fellow students on the practical lessons after visiting the lesson and extra-curricular activities. Everything has to be fixed in creative notebooks for deeper and comprehensive examination.

7. It is necessary to enter into student practice the innovative normative methods of analysis of the teacher activity which is necessary component for successful creative activity of the future teachers.

8. There should be changed all system of seminar, laboratory-practical classes and practical works. Their main purpose should be the creative attitude to the scientific-practical activities. For this purpose it is expedient to students to conduct the first independent activities in proportion with their individual characteristics, experience, dispositions, in order to use as much as possible their opportunities for "entry" into creative pedagogical activity.

Given research doesn't pretend to cover all aspects of the development on pedagogical creativity, readiness of future teacher to creative activity in school in the process of their vocational training in pedagogical higher education institution. It is necessary to study more deeply the possibilities of each cycle, studied in pedagogical higher education institution, disciplines on formation of pedagogical creativity. The problem on formation of readiness at future teachers to creative activity by means of modern pedagogical technologies demands the special research.

References

- Babansky, Y. K. (1987). The development of the initiative and creativity of teachers the imperative of times. *Vospitanie Shkolnikov*, (2.- C): 2-7.
- Barron, F. (1988). *Putting creativity to work. The nature of creativity / sternberg R. J.*: Cambridge Univ. Press: Cambridge. 76- 98.
- Begaliev, S. B. (2010). *Scientific foundations for the formation of creative activity of future teachers by means of modern pedagogical technologies*. Almaty. 320.
- Belozertsev, E. P. (2009). Preparation of teachers in conditions of restructuring. - M. *Pedagogy*: 208.
- Bezrukova, B. C. (1996). *Pedagogy. Projective pedagogy*. Delovaya kniga: Ekaterinburg. 344.

- Crutchfield, R. S. (1962). *Conformity and creative thinking. Contemporary approaches to creative thinking / Gruber H.E., Terrell G., Wertheimer m.*: Atherton Press: N.Y. 120-40.
- Fridman, L. M. (1997). *Psycho-pedagogy of general education*. Institute of Practical Psychology: Moscow. 288.
- Kuzmina, N. V. (1990). *Formation of pedagogical abilities*. Leningrad State University: Leningrad. 98.
- Lvov, Y. L. (1985). The creative laboratory of teachers - M. *Prosveschenie*: 158.
- Mussabekova, G. T., 2015. "Professional creation in pedagogical profession of teachers." In *Materials of the international scientific conference "Mastery of the teacher and innovation in education"*. - Moscow pp. 62-65.
- Nikandrov, N. D. and Kan-Kalik, V. A. (1987). Preparation of the future teacher for pedagogical creativity. *Sovetskaya Pedagogica*, 6(1): 14-16.
- Patrick, C. (1955). What is creative thinking? N.Y. : Philosophical library.
- Philosophical Dictionary. - Moscow (2015).
- Shcherbakov, A. I. (1987). The initiative and creativity of teachers the decisive force of reform. *Narodnoe Obrazovanie*, 4: 13-16.
- Slastenin, V. A. (1997). *Pedagogy, Innovative activity*. Education: Moscow. 269.
- Starkweather, E. K. (1976). *Creativity research instruments designed for use with preschool children. Assessing creative growth, The test book i / biondi a.M., parnes s. J.*: Creative Education Foundation: Buffalo, N.Y. 79-90.
- Torrance, E. P. (1988). *The nature of creativity as manifest in its testing. The nature of creativity. Sternberg R. J.*: Cambridge Univ. Pres: Cambridge. 32-75.
- Zagvyazinsky, V. I. (1987). Pedagogical creativity of teachers- M. *Pedagogika*, 135s.