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## Improving the creative abilities of teachers in the education system at the present stage

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**Abstract.** *In the modern world, one of the main tasks of the education system is the development of creativity. Creativity - (English, create - to create, creative - creative, creative) - creative abilities characterized by a willingness to create fundamentally new ideas that deviate from traditional or accepted patterns of thinking, and are included in the structure of giftedness as an independent factor, as well as the ability to solve problems that arise within static systems. Creativity has many advantages. Creativity allows you to solve tasks, a good idea can help you find a way out of a difficult situation. Creative thinking helps a person to find the most unusual ways of development. Creativity makes life infinitely diverse. Creativity allows you to realize a creative idea. Creativity helps to find ways for self-realization. The article reveals the relevance of the development of creative thinking of students. The most significant characteristics of a person's creative thinking are determined. It is emphasized that the level of development of students' creative abilities can be increased if special methods and exercises are purposefully applied, and creative methods are actively used. The pedagogical conditions that ensure the formation of the experience of creative thinking of students and the methods of pedagogical interaction are highlighted.*

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**Keywords:** *intensive training, non-standard thinking, educational process, cognition, provocative idea, creative thinking.*

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**Introduction.** The concept of "Creativity" (from the Latin *creatio* - creation) is something that helps a person not to be satisfied with the available answers, but encourages them to find new, original solutions, formulate unusual ideas, was first used in 1922 by D. Simpson.

Creativity refers to the creative abilities, capabilities of a person, which can manifest themselves in activity, in communication, in thinking, in feelings.

Creativity is giftedness, receptivity to new ideas, the ability to solve problems in an extraordinary way. A creative person has great advantages, compares favorably with colleagues in the service, he is a more interesting interlocutor, knows how to find a way out of the most difficult situation.

A creative person is more tolerant of others and balanced. At the everyday level, creativity is ingenuity, the ability of a person to use the prevailing circumstances, objects, environment and conditions in the most unusual way, finding an ingenious and non-trivial solution to a problem. Many people think that "Creativity" and "Creativity" are synonyms. Such an opinion is deeply erroneous, according to scientists dealing with the issues of artistic creativity.

Creativity is the inspiration of a person, his abilities, creative people create their masterpieces, guided only by their own mood and emotions. And the creative process has a pragmatic element, pragmatic goals. The activity of a creative person is based not only on inspiration and spontaneity. His work is always purposeful and practical. The product of creativity is created by him not for the sake of the product itself, but to solve a problem or gain benefits. A creative person, when creating his product, already initially knows

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why he is creating it, who will need it, how to make it and what exactly is needed for this.

The definition of "Creativity" arose not so long ago in the Russian language, before the word "Creativity" was used, which is still globally widespread. The term "Creative" has been reliably retained in our language. It is used together with common terms that denote the process and result ("Creation", "Creation", "Creativity"); agent of action ("Creator", "Creator", "Author"); action ("Create", "Create"); attribute ("Creative", "Creative") [1].

At this stage, it is increasingly used in various spheres of personal life, in the field of creative professions, this term is used more often.

The founder of "Humanistic psychology" Abraham Maslow defined creativity as a creative orientation innately characteristic of everyone, but lost by the majority under the influence of the established system of education and preserved only by a select group of carriers of higher achievements. From the presented definitions of creativity, it follows that creativity is synonymous with creativity. However, it is impossible not to agree with the fact that some domestic and foreign scientists distinguish between the concepts of "Creativity" and "Creativity". This is explained by the fact that "creativity" is primary, and creativity is secondary [2].

Creativity based on creativity cannot exist without it, it is only a technology for organizing the creative process. Without creativity, creativity is fruitless. It should be concluded that the concepts of "Creativity" and "Creativity" are closely related, as well as these concepts are complex and multifaceted, so there is no complete and accurate definition of these concepts. There are a number of assumptions about the appearance of creative abilities in humans. According to the first version, a person's creative abilities appeared gradually over a long time, this is the result of various changes in humanity. According to the second assumption, which was expressed by the American paleoanthropologist Richard Kline,

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creative abilities in humans developed in stages, this is the result of a genetic mutation. However, for some time creativity was considered as a gift that is present in a person or that is absent. Creativity is usually studied in two directions. In the first direction, creativity is considered depending on intelligence, i.e. depending on cognitive (cognitive) processes. Since the beginning of the twentieth century, it was believed that creativity is directly related to intelligence. By the middle of the twentieth century, there was an opinion that creativity is in no way connected with intelligence. At the same time, the term "Creativity" was introduced, which led to various studies in the field of creative abilities [3].

According to the results of the research, the following conclusions were made:

1. There are no creative abilities as such;
2. Creative ability (creativity) is an independent factor, independent of intelligence;
3. A high level of intelligence development implies a high level of creative abilities and vice versa [4].

**Main part.** Let us now consider the results of an empirical study of creativity (V.K. Kozlenko). The thinking of creative personalities is dominated by such components of creativity as fluency, flexibility and originality. Factors such as joy, passion, a surge of stenic emotions, the desire for dominance, risk, the attraction to independence, disruption of order, the removal of feelings of fear, frustration favorably affect the creativity of thinking. Creativity of thinking is one of the leading vital needs of a person in the transformation of reality. M. Boden identified small and large creativity of thinking. Small or "personal" creativity of thinking refers to everyday life and to ordinary situations. Great or "historical" creativity of thinking deals with achievements that have had a great impact on culture and society, for example, the creative achievements of Mozart and Einstein.

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Representatives of humanistic psychology: A. Adler proposed to consider the creativity of Self-thinking in the freedom of choice between alternative life styles and goals. Although goals can be initiated by heredity and cultural factors, ultimately, the goal still arises due to the creative power of individuality. E. Fromm believes that creativity of thinking is "the ability to be surprised and to learn, to find solutions in non-standard situations, it is a focus on discovering new things and the ability to deeply understand their experience" [5].

The creative abilities of an individual are one of the definitions of creative thinking. These include the ability to generate non-standard solutions to problems, instant solution of controversial situations, deviation from conventional thinking. In this interpretation of the concept, creativity of thinking is the ability to make non-standard decisions.

Some scientists distinguish 3 components in the structure of creativity: emotional, volitional and cognitive. These components combine individual psychological qualities of a person.

1. Cognitive component. A person's cognitive abilities are directly related to cognitive processes. Thus, the cognitive component includes such components as creative thinking, imagination, memory, etc.

2. The emotional component. The emotional component is not related to the cognitive sphere. The emotional component represents the emotional qualities of a person, i.e. the individual characteristics of a person at the emotional level.

3. The volitional component. The volitional component presupposes the presence of certain volitional qualities in a person: independence, perseverance, determination, confidence, etc. [6]. Thus, the totality of all personality qualities included in these components makes up the creativity of a person's thinking.

The American psychologist D. Guilford, who dealt with the problems of human intelligence, compiled a set of properties of

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creative thinking and defined them as parameters of creativity. In his writings, he mentions six parameters of creativity:

1. The ability to find a problem and put it right;
2. The ability to generate a large number of ideas;
3. The presence of spontaneous flexibility – the ability to produce various ideas in irregular situations;
4. The presence of originality of thinking – the ability to produce non-standard answers, find unusual solutions, the ability to deviate from generally accepted standards;
5. The ability of a person to add details to an object, thereby improving it;
6. The ability to solve non-standard problems, i.e. to see new features of the object and suggest new ways of using it [7].

American psychologist E. Torrance identified the following stages of the creativity process:

1. A person defines a problem, a task;
2. A person begins to find a variety of ways to solve a problem or task.;
3. A person checks various solutions, subjects them to modification;
4. A person determines the correct solution to a problem or task [8].

Currently, the parameters of creativity developed by J. Guilford are popular in psychology. He also identified 2 types of human mental activity:

1. Convergent. An individual solves a problem and chooses one of the many available solutions;
2. Divergent. The individual does not choose a solution from the existing ones, but finds a fundamentally new, non-standard solution to the problem.

Such people tend to form new combinations of elements that most people know and use only in a certain way, or form connections between two elements that at first glance have nothing

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in common. Thus, a person with a divergent type of thinking is a creative person who is able to consider various directions and find non-standard solutions.

In modern society, a pedagogical worker has the task of providing an education that can act as a guarantor of mobility and social stability for a graduate, in addition to this, the teacher is obliged to create conditions that will contribute to self-determination and self-development of the individual. As a result, these requirements have led to changes in school education aimed at implementing a personality-oriented educational paradigm. The concept of long-term development of the school is focused on the transition from education as the transfer of a certain amount of knowledge to a student to productive education [9].

Metasubject results of mastering the basic educational program of basic general education should reflect:

1) the ability to independently determine the goals of their learning, set and formulate new tasks for themselves in learning and cognitive activity, develop the motives and interests of their cognitive activity;

2) the ability to independently plan ways to achieve goals, including alternative ones, consciously choose the most effective ways to solve educational and cognitive tasks;

3) the ability to correlate their actions with the planned results, to monitor their activities in the process of achieving results, to determine ways of acting within the proposed conditions and requirements, to adjust their actions in accordance with the changing situation;

4) the ability to assess the correctness of the implementation of the educational task, own possibilities of its solution;

5) knowledge of the basics of self-control, self-assessment, decision-making and making informed choices in educational and cognitive activities [10].

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Thus, creativity of thinking, which is characterized by readiness to produce fundamentally new ideas and is included in the structure of giftedness as an independent factor, is an integral component of the above requirements.

All progress is the result of finding new, often unexpected, more effective, simple and quick solutions to any problems. And this requires continuous improvement of creative skills. Currently, in the process of learning, students acquire certain knowledge, skills, skills, students develop cognitive processes, namely memory, attention, thinking, perception, imagination.

In the educational process, the formation and development of creativity in students is no less important, therefore it is necessary to use methods and techniques aimed at the formation of creativity. In the previous century, active development of methods and techniques aimed at developing creative abilities began. Many methods and techniques are aimed at developing creative thinking, imagination, as well as developing the ability to find non-standard solutions in problem situations. In the process of developing creativity, it is necessary to involve students in creative activities, to form knowledge, skills and abilities. The teacher in the process of developing creativity is the organizer of the students' activities. Various methods and techniques of work are used to form students' creativity [11].

To achieve maximum results, you can use methods and techniques of creativity formation not only in foreign language lessons, but also during extracurricular time. It is worth noting that along with the use of various methods and techniques, it is necessary to take into account the following principles in the process of developing creativity in students:

1. Systematic and consistent. The principle of systematicity and consistency is that in the learning process everything should be expedient and interrelated, the assimilation of knowledge, skills and abilities should occur in a certain logical connection. According to



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this principle, the transition from easy to difficult, from simple to complex, from the known to the unknown, from knowledge to skill, and then to skill should be carried out in training;

2. Availability. The principle of accessibility involves taking into account the age and psychological characteristics of students. Accessibility is determined by the level of knowledge of students, their mental and physical abilities;

3. Visibility. The principle of visibility means the use of any visual means in the learning process in order to facilitate the perception of the material. Tables, diagrams, illustrations, objects, maps, audio and video materials can be used as visual aids in the lessons. The use of visual aids ensures the effectiveness and speed of assimilation of the material by students. This principle can be implemented at any stage of a foreign language lesson;

4. Strength. The principle of strength implies a thorough study of the material. The strength of the assimilation of the material depends on the structure and content of the material, as well as on the attitude of both the student and the teacher to the educational material;

5. Consciousness and activity. The principle of consciousness and activity implies a conscious, deep and thorough assimilation of knowledge, skills and abilities by students;

6. Communication skills. The principle of communication can be implemented by introducing creative tasks aimed at organizing a communication situation as close as possible to real communication. If these principles are followed, the formation and formation of students' creativity will be more effective. Many different special methods are used to form and develop students creativity [12].

Methods are a set of ways and means by which the formation and formation of creativity is carried out. All methods are divided into practical, visual and verbal.

Exercises and games are practical methods. Exercises are the repeated repetition of certain actions that become more complicated,

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as a result of which the formation, consolidation and improvement of students knowledge, skills and abilities take place. A game is a real or imaginary activity that is organized for the purpose of recreation, development or learning. Visual methods of creativity formation are: showing posters; paintings; sketches; video materials, listening to audio materials, etc. Verbal methods of creativity formation include: conversation, story, discussion, etc. All methods can be implemented in different forms, namely in pair work, group work, in the form of dialogue, discussion, etc. The use of these methods together contributes to a more effective development of creativity in students. A foreign language is a general educational subject [13].

When learning a foreign language, students acquire knowledge, skills and abilities, expand their general educational horizons, develop personal qualities, moral values, attitudes and beliefs. In foreign language lessons, it is necessary to form and develop students creative thinking, i.e. to form and develop students ability to think outside the box and make unusual decisions. In the educational process, the task of the teacher is the development of students, the formation of their creativity and, in general, the upbringing of personality. The formation of students' creativity in foreign language lessons is more effective if the following conditions are taken into account [14]:

1. The teacher is competent and has a high level of professional skill;
2. Creating a favorable socio-psychological climate in a foreign language lesson;
3. The use of tasks and exercises of different levels of complexity, depending on the individual and age characteristics of students and their creative, intellectual and physical abilities;
4. Pedagogical methods, techniques and forms of teaching a foreign language correspond to the personal and age characteristics of students;

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5. The educational institution is well equipped with all the necessary technical means and modern equipment;

6. During the lesson, the formation and development of positive qualities of students takes place;

7. Encouragement of original ideas expressed by students, rejection of criticism [15].

**Conclusion.** In our study, we examined the problem of forming the creative thinking of high school students in a foreign language lesson. The purpose of our research was to create and test a set of methods and techniques aimed at forming the creativity of thinking of high school students in a foreign language lesson.

As part of the theoretical part of the study, we considered the formation and formation of the concept of "Creativity", the content and structure of creative thinking, psychological and pedagogical features of senior schoolchildren, as well as methods and techniques aimed at forming the creativity of thinking of high school students, we developed a set of methods and techniques that we tested during experimental work. During the practical part of the study, we carried out experimental work on the formation of creative thinking of high school students, for this we identified an experimental and control group. At the ascertaining stage of the experiment, we identified the initial level of development of students creativity. The level of creativity development of students in the experimental and control groups is approximately at the same level.

Thus, we can conclude that conducting English lessons using a set of methods and techniques aimed at forming students' creativity helps to increase the level of creativity development.

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## Білім беру жүйесінде педагогтердің шығармашылық қабілеттерін заманауи үлгіде арттыру

**Аңдатпа.** Қазіргі әлемде білім беру жүйесінің басты міндеттерінің бірі шығармашылықты дамыту болып табылады. Шығармашылық - (ағылш., create - құру, creative - шығармашылық, шығармашылық) - дәстүрлі немесе қабылданған ойлау схемаларынан ауытқып, дарындылық құрылымына тәуелсіз фактор ретінде енетін, сондай-ақ статикалық жүйелерде туындайтын мәселелерді шешу қабілетімен сипатталатын түбегейлі жаңа идеяларды жасауға дайын болуымен сипатталатын шығармашылық қабілеттер. Шығармашылықтың көптеген артықшылықтары бар. Шығармашылық тапсырмаларды шешуге мүмкіндік береді, жақсы идея қиын жағдайдан шығудың жолын табуға көмектеседі. Шығармашылық ойлау адамға дамудың ерекше жолдарын табуға көмектеседі. Шығармашылық өмірді шексіз алуан түрлі етеді. Шығармашылық шығармашылық идеяны жүзеге асыруға мүмкіндік береді. Шығармашылық өзін-өзі жүзеге асырудың жолдарын табуға көмектеседі. Мақалада білім алушылардың шығармашылық ойлауын дамытудың өзектілігі ашылады. Тұлғаның шығармашылық ойлауының маңызды сипаттамалары анықталды. Егер арнайы әдістер мен жаттығуларды мақсатты түрде қолданса, шығармашылық әдістерді белсенді қолданса, білім алушылардың шығармашылық мүмкіндіктерін дамыту деңгейін арттыруға болатындығы атап өтілді. Білім алушылардың шығармашылық ойлау

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тәжірибесін қалыптастыруды және педагогикалық өзара іс-қимыл тәсілдерін қамтамасыз ететін педагогикалық жағдайлар бөлінді.

**Кілт сөздер:** қарқынды оқыту, ойлаудың стандарттылығы, білім беру процесі, таным, арандатушылық идея, шығармашылық ойлау

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## Повышение творческих способностей педагогов в системе образования на современном этапе

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**Аннотация.** В современном мире одной из главных задач системы образования является развитие творчества. Творчество - (англ., create-create, creative - Creative, Creative)-творческие способности, отличающиеся от традиционных или общепринятых схем мышления готовностью к созданию принципиально новых идей, которые входят в структуру одаренности как самостоятельный фактор, а также характеризуются способностью решать проблемы, возникающие в статических системах. Креативность имеет много преимуществ. Позволяет решать творческие задачи, хорошая идея поможет найти выход из сложной ситуации. Творческое мышление помогает человеку находить уникальные пути развития. Творчество делает жизнь бесконечно разнообразной. Творчество позволяет реализовать творческую идею. Творчество помогает найти способы самореализации.

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*В статье раскрывается актуальность развития творческого мышления обучающихся. Выявлены важнейшие характеристики творческого мышления личности. Было отмечено, что если целенаправленно использовать специальные методы и упражнения, активно использовать творческие методы, можно повысить уровень развития творческих возможностей обучающихся. Выделены педагогические условия, обеспечивающие формирование у обучающихся опыта творческого мышления и способов педагогического взаимодействия.*

**Ключевые слова:** *интенсивное обучение, стандартность мышления, образовательный процесс, познание, провокационная идея, творческое мышление*

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