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**CREATIVITY OF A FUTURE TEACHER PERSONALITY AS A
SCIENTIFIC CATEGORY: HISTORICAL AND THEORETICAL ANALYSIS**

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Summary

The scientific article is devoted to the historical and theoretical study of the phenomenon of creativity of the individual, in particular the student in the context of future pedagogical activity, based on such concepts as "personality", "creativity", "creative potential", "creative abilities", "pedagogical creativity". Approaches and author's understanding of basic concepts are clarified.

Analysis of the results of scientific research and the content of publications made by philosophers, psychologists, educators in their historical retrospect testified the existence of various theories and concepts of personality as a creative individual in ancient and Christian philosophy, in the Enlightenment, in Western philosophy XIX - early XX century, in the twentieth century and so far.

The most important result of the scientific research is the establishment of the social conditioning of creativity, in particular the determination of its formation and development by socio and cultural values, professional needs, social activity.

Categories of creativity are presented in philosophical, psychological and pedagogical senses, an attempt to compare them is made. The generalizing characteristics of the creative personality concerning its individuality, creative potential, readiness for creative activity are listed in the article.

The authorial vision of logic and interrelation of structural components of formation and development of creative personality which is to provide the unity of conditions and means for realization of creative potential of the personality of a future teacher in educational process (training, practice, extracurricular work) is presented.

The main results of the study include the establishment of approaches to the problem of creative abilities of the individual, the strategy of creative activity and components of the creative potential of the individual as its systemic characteristics.

Generalization of scientific concepts creates a sense of specificity of approaches to defining key categories of creativity and allows to determine their essential characteristics, which creates conditions for a more conscious and effective construction of the educational process, in particular in pedagogical institutions of higher education.

Key words: personality, creativity, creative potential, pedagogical creativity, formation, development, creative personality, creative activity.

Ренко І. П., Степанець І. О., Одарчернко В. І. «Творчість особистості майбутнього вчителя як наукова категорія: історично-теоретичний аналіз».

Наукова стаття присвячена історико-теоретичному дослідженню феномену творчості особистості, зокрема здобувача вищої освіти у контексті майбутньої педагогічної діяльності, на основі таких понять, як «особистість», «творчість», «творчий потенціал», «творчі здібності», «педагогічна творчість». З'ясовано підходи та авторське розуміння основних понять.

Аналіз результатів наукових досліджень і змісту публікацій філософів, психологів, педагогів в їх історичній ретроспективі засвідчив існування різноманітних теорій і концепцій особистості як творчої особистості в античній і християнській філософії, в епоху Просвітництва, у західній філософії ХІХ – початку ХХ століття, у ХХ столітті і дотепер.

Найважливішим результатом наукового дослідження є встановлення соціальної обумовленості творчості, зокрема детермінації її становлення та розвитку соціокультурних цінностей, професійних потреб, соціальної активності.

Категорії творчості представлені у філософському, психолого-педагогічному аспекті, здійснена спроба їх порівняння. У статті наведено узагальнюючі характеристики творчої особистості, щодо її індивідуальності, творчого потенціалу, готовності до творчої діяльності.

Представлено авторське бачення логіки та взаємозв'язку структурних компонентів формування та розвитку творчої особистості, що має забезпечити єдність умов і засобів для реалізації творчого потенціалу особистості майбутнього вчителя в освітньому процесі (навчанні, практиці, позакласній роботі).

Ключовими результатами дослідження є встановлення підходів до вирішення проблеми творчих здібностей особистості, стратегії творчої діяльності та компонентів творчого потенціалу особистості як її системних характеристик.

Узагальнення наукових понять сприяє висвітленню специфіки підходів щодо визначення ключових категорій творчості та дозволяє з'ясувати їх сутнісні характеристики, що створює умови для більш усвідомленої та ефективної побудови освітнього процесу, зокрема у педагогічних закладах вищої освіти.

Ключові слова: особистість, творчість, творчий потенціал, педагогічна творчість, формування, розвиток, творча особистість, творча діяльність.

Relevance of the research.

The integration of modern Ukrainian education into the world educational space is accompanied by a rethinking of the problem of training highly qualified specialists, in particular for educational institutions. The modern world outlines the formation of a socially active, creative personality, able to adapt quickly and mobile to changing living conditions as the main priority of education. A person-creator, who creates himself, his environment and has creative potential enters the socio and cultural arena.

At the same time, the development of a creative personality is both the most important task and, at the same time, an achievement of society, because it is a catalyst for a progressive movement in all spheres of human activity. That is why the creation of optimal conditions for the effective development of the creative potential

of the individual, as a major factor in its self-development, is an urgent problem of modern education. A significant role in this process is given to the teacher, whose activities reflect creative ideas and innovations, humanistic orientation and creative transformation of reality.

In the Professional Standard for such professions as "Primary School Teacher", "General Secondary School Teacher", "Primary Education Teacher (with a diploma of a junior specialist)", approved by the Order of the Ministry of Economy, Trade and Agriculture of Ukraine №2736 from 12/23/2020, clearly defined that the purpose of a teacher professional activity is to organize the teaching and education of students during obtaining complete general secondary education by forming key competencies and worldview based on universal and national values, as well as the development of intellectual, creative and physical abilities necessary for successful self-realization and continuing education [15].

Of course, only a teacher who understands the essence of the phenomenon and has a developed potential for pedagogical creativity is able to effectively form and develop the creative potential of a student in the process of pedagogical activity.

Analysis of research and publications on the problem.

The teacher personality, as well as theoretical and practical solutions to the problem of his creative development in the process of professional training have always attracted the attention of scientists (I. Drach, I. Zyazyun, V. Kan-Kalik, H. Kodzhaspirova, O. Makarenko, Y. Ponomarov, M. Potashnyk, K. Ushynsky and others). The question of the creative potential of the individual has found its place in the works of such famous philosophers, psychologists and educators as M. Berdiaev, G. Leibnytz, A. Maslou, H. Olport, O. Radyshchev, H. Skovoroda, B. Spinoza, F. Schelling, W. Stern, L. Feuerbach, J. Fichte, E. Fromm, K. Jung and others.

The attention of some researchers was focused on the phenomenon of developing the creative potential of the individual, in particular on the study of his creative abilities (L. Rudenko, M. Rogovenko, N. Sliusarenko, I. Teplytskyi, M.

Tytarenko, L. Tykhenko, L. Shpak), the organization of creative activities (S. Melnyk, O. Raskazova), providing creative activity (L. Baranova, H. Kostiuszko, T. Churpita), etc. Scientists emphasize the need to develop creative potential as a driver of comprehensive development of personality, the realization of opportunities for innovative activities, exploring this phenomenon from the standpoint of philosophy (O. Klepikov, I. Kucheriavyyi, L. Kohan, V. Ovchinnikov, R. Ponomarova, O. Chaplygin, etc.), culturology (M. Tsenko, N. Martynovych, L. Moskvychova, etc.), psychology (M. Hnatko, I. Martyniuk, V. Moliako, V. Rybalka, V. Romenets, etc.), pedagogy (E. Hutsalo, G. Kichuk, P. Kravchuk, N. Postaliuk, O. Vyhovska, V. Lisovska, O. Prykhodko, etc.).

The purpose of the article is to substantiate the problem of creative development of the future teacher personality through retrospective analysis and theoretical generalization of approaches to the origins and modern interpretation of the essence of this phenomenon.

Presenting main material.

Defining the essence of the phenomenon of creative potential of the teacher's personality, we consider it necessary to be founded on a number of key concepts in this context: "personality", "creativity", "pedagogical creativity", "creative potential", "creative abilities". In world and national science, we find a significant number of different theories and concepts of personality, but we associate the formation of the category of personality in the philosophical context with the work of scientists such as F. Bacon, H. Wolf, H. Hehel and others.

One of the first definitions of the term "personality", scientists attribute to H. Wolf, who in the XVIII century emphasized that personality is that which preserves memories of itself and perceives itself as one before and now, but only in the twentieth century this definition become widely used.

Philosopher and psychologist S. Rubinstein considers the individual in the context of "principle of personality determinism", proclaimed by him in the 30s of the

twentieth century. The principle was based on understanding of all mental processes inherent to the individual, which allowed to study them not impersonally, but together and in unity with consciousness. It is in this sense that the scientist defines the individual as a "holistic set of internal conditions" through which the causes of the external world operate [17].

In his turn, the psychologist and physician V. Bekhterev defined the individual as a guiding source that governs the thoughts and actions of a man. The scientist emphasized that the personality includes the ability to actively transform the external world and its influences, while enriching the environment.

According to psychologist and educator I. Bekh, personality is manifested through an individual attitude to existing conditions and should be considered not as a spontaneous set of individual phenomena (originality of mind, creativity, will), but as a system, an ordered set of these phenomena that effectively characterize it [2].

The influence and transformative power of personality is considered in the conceptual definitions of creative personality, presented in the scientific works of psychologist V. Moliako. The scientist claims that it is the creative personality who is able to solve both daily and, even more, large-scale long-term tasks that will provide everyone with a full economic and cultural life. According to the author, a creative personality independently determines his actions and makes decisions, develops his own mind and professional skills, is capable of non-standard actions and is aware of his own responsibility to society. According to the scientist the willingness to work creatively in modern social conditions is an important manifestation of creative personality [11].

Philosopher, art critic and pedagogue I. Ziaziun considers the personality in the context of creativity and cultural creativity. The scientist studied the personality as one that plays a central role in any creative act, because each creative product is a reflection of the author personality, which contains his consciousness and subconscious [5].

Analysis of the scientific heritage of famous philosophers, psychologists and educators shows that the categories of "personality" and "creativity" are directly related, especially in the context of philosophical thought and psychological research, so we can say that personality is associated with interaction and integrative set of human qualities that define it. At the same time, we emphasize the importance of the individual ability to actively interact and influence the world around him, to change it and to change himself.

However, creativity, as a basic category in the context of the researched problem, needs a separate study. Mankind has shown interest in creativity, creative act, creative personality since ancient times. In ancient philosophy, creativity was associated with being and was viewed in terms of the divine (as an act of creation of all that exists), and in terms of the human (arts and crafts). Over time, the ideas of creativity changed the conceptual direction.

At the time of the formation of Christian philosophy, creativity was seen as a volitional act of the divine personality. Historical actions of moral and religious character were defined as creativity.

The Renaissance, as well as the formation of the ideas of humanism, adds the cult of man - the bearer of creative origins, to the understanding of creativity. During this period there is interest in creative, artistic acts, the artist's personality and creative reflection.

In the Enlightenment, one of the first completed concepts of creativity is proposed by the thinker and philosopher I. Kant, who considers creative activity as a productive ability to imagine. This ability, according to the philosopher, is a synthesizing force between sensory impressions and the mind. The creative imagination at this time, in contrast to ancient philosophy, is seen as identical to contemplation, and, consequently, creativity is the basis of knowledge.

Western philosophy of the XIX - early XX century generally contrasts the creative activity with technical and mechanical, distinguishing in the work of spiritual

and personal essence. According to the philosophical concept of A. Berhson, creativity, as a continuous birth of the new, is the objective essence of being, in contrast to the intellect, which does not create, but combines the existing. During this period, philosophical concepts of creativity are supplemented by scientific works on the implementation and disclosure of the essence of creative personality [12].

This problem is reflected in the works of world-famous philosopher, psychologist and teacher O. Leontiev. He defines the process of birth of an idea and finding a solution as one that gives a creative character to mental activity [8].

In the twentieth century, the phenomenon of creativity and its various aspects attracted the attention of such scientists as K. Akopian, B. Ananiev, V. Afanasiev, D. Bohoiavlenska, Y. Babanskyi, O. Huzenko, V. Kan-Kalik, O. Matiushkin, Y. Ponomarov, N. Rodzhers, N. Talizina and others.

Analysis of the concepts of creativity, highlighted in the scientific works of famous scientists, allowed to identify, in our opinion, the most interesting: creativity is an integral condition for the development of matter, the emergence of new forms entails new forms of creativity, which, in fact, is a form of matter (Y. Ponomarov); as an activity, creativity is one that generates something qualitatively new that has the characteristics of uniqueness, originality, uniqueness in the socio-historical context (N. Rodzhers); creative activity is naturally immanent to man and human thinking (O. Matiushkin) and, in addition to being socially significant, contributes to the development of both the individual and society (V. Andrieiev). D. Bohoiavlenska interprets the creative act as the result of initiative and motivation of the individual, and O. Dorofieieva, in addition to creating a qualitatively new product, considers the result of transformation and processing of existing scientific knowledge as creativity.

It is important to note that in most scientific works, both philosophical and psychological and pedagogical, there is a determination of creativity by society, culture. Creativity is considered by scientists as an activity aimed at creating a unique product, finding non-standard solutions, unconventional view of solving the problem,

while the types of creative act include the generalization of existing experience and its use in practice as a manifestation of adaptability in complex and changing circumstances. The social conditionality of creativity is manifested in the fact that it is determined by the existing cultural values in society, ideals, the formation of personality in the social environment.

Y. Ponomarov notes that at the end of the twentieth century there was a tendency to give signs of creative activity to all types of human activity, this was due to the fact that a person adds his own individual style, unique vision, manner of performance to each type of activity, and this gives signs of uniqueness any act [13].

Creative personality is characterized by characteristics, among which, in addition to the above, distinguish the following: a set of knowledge, skills and abilities that provide a creative lifestyle, which, in turn, is manifested in a constant focus on creativity, inner freedom, mobility. It is the creative personality that has the ability to go beyond the usual, as a result of which it receives a new vision of its own "Self" and evaluates the processes of self-renewal. Scientists also add an intrinsically motivated need for a new, original to the characteristics of the creative personality. The main characteristic of a creative personality is the existence of creative abilities, which become a condition for successful performance of creative activity.

Thus, we see that creativity is defined as a process and a result (product), and the creative personality is the bearer of unique qualities, such as: inner freedom, mobility, desire for something new, originality, non-standard thinking and so on.

All the qualities identified by researchers are of great importance especially in the context of creative activity of a teacher, because a teacher who has creative qualities and abilities, under the influence of motivated need for something new, tries to realize and develop these qualities and abilities, transforming the world and himself. The study of the specifics of pedagogical creativity is based on certain features of pedagogical activity, in the context of which the teacher creates new, non-standard patterns of life of the subjects of the pedagogical process. The result

(product) of his activity, according to V. Andreev, is the "transformation of the surrounding world", which is inherent in pedagogical activity. As a result of such considerations, the researcher compares the creative activity of the teacher with the artistic professions, including writer, sculptor, musician, whose activities are based on the principles of the creative act.

According to the teacher-researcher M. Potashnyk pedagogical creativity, aims to form, educate, develop a unique and inimitable human personality [14]. The study of the specifics of pedagogical creativity is based on the specific features of pedagogical activity, in the context of which the teacher creates new, non-standard patterns of life of participants in the pedagogical process.

According to the teacher and scientist V. Kan-Kalik, pedagogical creativity should be studied from many angles. It is, in particular, about the process of preparing a teacher for pedagogical creativity, about the direct manifestations of creativity in the mode of communication in the educational environment, and so on. Pedagogical communication is understood as an integral component of pedagogical creativity during the teacher's cognition of students in their process of interaction, during the pedagogical influence on students, regulation of their behavior and students, etc. [6]. The aim of pedagogical creativity is to establish special favorable environment for the creative development of each student in the process of pedagogical interaction.

The personality of a creative teacher has certain characteristics, which the teacher L. Yaroshchuk gives in his research. According to the author, the creative personality of a teacher is characterized by the following parameters: comprehensively educated, psychologically and methodologically erudite teacher with a clear pedagogical orientation. One of the main characteristics of a creative teacher is his creative and individual style and professional image [20].

Thus, in a general sense, we consider creativity as an activity aimed at creating a unique product, meaningful at the personal or social level, to find non-standard ways to solve problem situations. Characteristics of a creative personality are: high

mobility, adaptability and efficiency, marked by an internally motivated need for creative activity, in deviation from standards and frameworks.

With regard to pedagogical creativity, we consider it possible to equate it with certain types of artistic creativity, the product of which is recognized by scientists as the formation (education, development) of a unique personality as a holistic integrated system of phenomena. Indispensable in this process is the formed and developed creative personality of the teacher, which has a specific system of worldviews that affect its life.

In a general sense, these characteristics of the creative personality, which become a prerequisite for creativity, are considered as creative potential (from the Latin word "potentia", which in the reference literature is referred to as strength, ability and source that can be used to achieve goals, solve certain problems on an individual, society, state level [2]). Scientific generalization gives grounds to claim that the category "potential" is a polyscientific category, which is extremely important in the field of pedagogical science. In philosophical sources, potential is defined as a source and opportunity, as a means or stock that can be used to achieve a goal. In the psychological sciences, potential is studied as a psychological mechanism of action, which is characterized by attitudes, intentions, motives, habits. The potential of the individual can be understood as the presence of latent, unused resources. These resources are recognized as multifaceted and can be manifested in line with the general talent of man. Potential resources of the individual are expressed in the form of sensory, perceptual, affective, mnemonic, motor functions, which scientists often call the makings.

Some studies focus on the dependence of potential on the circumstances and needs of a particular activity. Thus, the psychologist O. Matiushkin emphasized that the potential, as the level of qualities and abilities of the individual, reflects the degree of conformity of specific personality traits to the type of activity (and relevant tasks) that it performs [9]. The same point of view is held by V. Moliako, who emphasizes

that potential should be considered as a set of personality traits that can be revealed during a certain activity, under certain circumstances. That is, it is important not only to have a potential resource, the researcher believes, but also to be able to use it [10].

Thus, we consider potential as a source of development, as a resource necessary for a certain type of activity, as an integral characteristic of the individual, which is a set of qualities and inclinations.

Creative potential was actively explored, in particular in the context of professional training of future teachers. The analysis of theoretical propositions developed by such scientists as T. Brazhe, I. Ziaziun, O. Kolesnikova, M. Kahan, Y. Kuliutkin, O. Matiushkin, V. Moliako, V. Rozov and others allows singling out the definition of creative potential in a broad sense.

Among such definitions are: creative potential is a socio and psychological attitude to unconventional behavior, the search for non-traditional solutions; integrated holistic system of knowledge, beliefs, intentions, natural forces of creative personality; in the broadest sense, the creative potential is interpreted as a certain fund of opportunities for the implementation of new activities of the subject of creativity [4]; the concept of creative potential is understood as a measure of a person's capabilities that he has to solve certain tasks in the field of its activities, while emphasizing the social significance of this activity.

It is advisable to consider the concept of creative personality and creative potential, presented in the study of V. Moliako. The scientist defines creative potential as an integral property of the individual, which shows readiness and ability for creative self-realization and self-development. The author emphasizes that creative potential is a phenomenon that can be completely hidden from observation, sometimes even by the individual himself - the bearer of this potential. After all, potential, as a certain creative opportunity, manifests itself only in the activity, the result of which is to obtain a creative "product", original and new. As long as the creative potential is realized in the form of inventions, works and other creative

results, the scientist explains, the creative potential remains an imaginary phenomenon, that does not have its own predictable value yet. This understanding explains the very complex structure of creative potential, to which V. Moliako assigns abilities and inclinations, orientation of personal interests, curiosity and need to create something new, speed of thinking, purposefulness and even skill in performing certain actions, ability to build and implement own individual trajectories development, mobility in finding solutions to problem situations [11].

Scientifically valuable for solving the problem of developing the creative potential of the individual is the concept of V. Moliako, according to which creativity is seen as an activity that promotes the creation, discovery of something previously unknown to a particular individual (subject). The author identifies five strategies of creative activity, extrapolation of the content of which to the life path of the individual allows characterizing them as follows:

- 1) the strategy of analogy is associated with the use of an already known model of life or part of it, which is not reduced to copying previously created, involves making a new analogue or using a known model of life in other conditions and in a new way;

- 2) the strategy of combining consists in various permutations, changes in life situations, the actual combination of individual components of known life paths;

- 3) the strategy of reconstruction is manifested in the construction of a way of life opposite to the previously known, it is associated with the search for a truly different, new, it concerns a particular life situation or life in general;

- 4) the universal strategy assumes rather uniform application of analogy, combination and reconstruction, and each strategy concerning construction of a way of life is parity concerning others;

- 5) the strategy of spontaneous actions, random substitutions is carried out when there is no dominant strategy, and the search is carried out as if without a plan, without a certain logic, by random reference or trial and mistakes. It is believed that in

terms of life, this strategy is most similar to adolescent "experimentation", when clear life guidelines have not yet been developed [11].

Researchers of V. Slaktionin scientific school include in the understanding of creative potential a set of abilities that a person shows in creative activity [18]. The scientist insists that the creative potential of the individual creates rather invariant conditions for creative activity. After all, it is possible to talk about free creative search only in the case of extremely widely developed creative potential. In this case, the individual will not determine the results of their own creative activity by the demands and needs of society but, on the contrary, their own products of creative activity will form these needs, developing them in the right direction [18].

Teacher E. Adakin defines creative potential as an integrative quality that reflects the degree of possibility of realization of creative abilities of an individual in real activity, aimed at the formation of skills, knowledge, skills, experience, ability to act and the result of their implementation [1]. The author does not limit the creative potential to only one, a certain type of activity, but considers this integral quality common to any professional activity.

Teacher and researcher V. Ryndak interprets creative potential as a system of abilities that allow individuals to make optimal use of ways to solve the problem, taking into account the new conditions. All knowledge, skills, beliefs of the individual, which relate to creative potential (non-standard approach to activities, originality, uniqueness of thoughts and judgments, critical thinking, openness to the new) is a motivating factor for creative self-realization and self-development of the subject [19].

Well-known psychologist D. Bohoiavlenska proposed a qualitatively new approach to the interpretation and study of the creative potential of the individual. As a unit of the research, the scientist proposes to consider intellectual activity. Intellectual activity is an integral property of a hypothetical system, the main components or subsystems of which are intellectual (general mental abilities) and

non-intellectual (primarily motivational) factors of mental activity. In this case, mental abilities stimulate the intellectual activity of the individual [3].

Exploring the creative potential of the subject with the help of her own method of "Creative Field", D. Bohoiavlenska obtained results that indicate that the diagnosed human ability to self-development in activity cannot be explained only by the properties of intelligence. The initial hypothesis, which was experimentally confirmed in longitudinal studies, was the assumption that the ability to self-development is an indicator of a holistic personality, and it reflects the interaction of cognitive and affective spheres in their unity. According to the scientist, this creates the original "synthesis" of abilities and personal qualities, which acquires the characteristics of "comprehension". Therefore, the ability to self-development, according to D. Bohoiavlenska, can be considered as a starting point for the analysis of creativity. The method proposed by the author ensures the absence of restrictions in the process of creative thinking [3].

According to the research made by D. Bohoiavlenska, creative personalities show a moderate attitude to others, a desire for informal relations in communication; such individuals are able to empathize and sympathize with other people, they seek to be at the center of the team. These results indicate a relationship between the intellectual activity of the subject and the activity in the field of subject-subject relations [3].

D. Bohoiavlenska also defines creativity as a process of situational unstipulated activity, which is manifested in a person's desire to go beyond the original problem.

Psychologist I. Lvova, following to D. Bohoiavlenska approach, identifies four groups of personal qualities of the creative subject, which constitute the creative potential of the individual:

- Worldview qualities: active life position, optimism, harmony, humanity, devotion to one's ideals and principles, high sense of duty, patriotism, high level of

development of aesthetic feelings, desire for creativity, discoveries, spiritual growth, self-knowledge, self-expression, etc.

- Values: friendliness, tact, sincerity, diligence, mercy, tolerance (tolerance for other people), critical thinking.

- Intellectual qualities: foresight (ability to predict events, actions, deeds), curiosity, observation, sense of humor, flexibility of mind (ability to make adequate decisions, depending on the situation), variability of thinking, independence and independence of thought, high level of intuition, erudition, passion for the content of activities, the ability to analyze and synthesize, originality, metaphorical thinking, initiative.

- Volitional qualities: purposefulness, persistence, courage, the ability to complete the work, the ability to assert themselves, endurance, courage and resilience (the ability to endure life's defeats and troubles), great energy, self-confidence. The listed personal features and qualities, in our opinion, are qualities of such personality which is fully developed.

These qualities, according to I. Lvova, are manifested against the background of particularly sensitive, mobile and vivid manifestations of the emotional sphere of man [3].

D. Dolmatova in her work "Personality and impulsive forces of personality development" notes that human individuality is "a set of external and internal features of man, forming its originality, difference from other people, which acts as a holistic characteristic of man - originality, originality of his mental composition - being the personal "Self" by which to know, characterize and evaluate a person as an individual; manifests itself in human abilities, basic needs, interests, inclinations, character traits, self-esteem, worldview, system of knowledge, skills, abilities, level of development of intellectual, creative processes, individual style of activity and behavior, type of temperament, in the peculiarities of the emotional and volitional spheres, etc. The prerequisite for the formation of human individuality are anatomical and

physiological inclinations, which are transformed in the process of development and education, generating a wide variety of manifestations of individuality. Therefore, the realization of individuality is a creative act (introduction into the world of something new, unique, something that did not exist before) "[4].

An interesting formula for measuring the creative potential of I. Podlasnyi, which was derived during his research: $CPS = CPP + PVP + CCA + Pp_{td}$, where CPS - the creative potential of the student; CPP - a constant part of the potential, due to innate abilities; PVP - partially variable part, due to the development of individual abilities in the course of educational activities; CCA- a component that is added through special training (classes in certain activities aimed at personal development); PCP - part of the potential that appears in the process of creative practice [17]. This formula proves that creative potential is a painstaking interaction between a teacher and an educator regarding the development of his abilities, inclinations and interests.

N. Uisimbaieva reveals in her works the problem of forming the creative potential of the individual with the concept of "creative style of activity", which means "a stable combination of methods and means of activity that ensure its creative nature and integrity" [19].

In her works, the scientist characterizes the creative style of activity through a number of certain features, including:

- 1) the ability to see problems as a pivotal sign of creativity;
- 2) originality of thinking - the ability to perceive the object non-stenciled, to see it in a new way;
- 3) ease of association - the ability to quickly and freely switch from the movement of thoughts in one direction to the movement in the opposite;
- 4) flexibility of thinking, which is a free switch of a person from one mental activity to another;
- 5) ease of generating ideas - the ability to generate a large number of ideas with one stimulus;

6) critical thinking - a controlled attitude of the subject to the information received;

7) the ability to transfer - the transformation of learned patterns of activity in a new situation;

8) readiness of memory - systematic, dynamic, orderly thinking.

V. Kolesnikov identified the following elements of creative potential as: creative abilities, which the author considers directly as a potential force; creative needs; creative activity [7].

We understand that abilities are individually psychological features of the person which are shown in activity and are a condition of success of its performance, that is the characteristics of the person expressing a degree of development of some set of activity. The speed, depth, ease and strength of the process of acquiring knowledge, skills and abilities depend on the abilities, but the abilities themselves are not reduced to knowledge and skills [7].

Scientists have outlined the following main indicators of creative abilities [7]:

- Flexibility is a well-developed transposition skill. It provides the ability to easily move from one class of studied phenomena to another, to overcome the fixed methods of decision, in time to abandon the compromised hypothesis, to be prepared for intellectual risk and paradoxes;

- Originality - the ability to create ideas that differ from conventional, paradoxical, unexpected decisions. It is associated with a holistic vision of all the connections and dependencies that are invisible in sequential logical analysis;

- Curiosity - the ability to wonder, curiosity and openness to everything new;

- Accuracy - the ability to improve and give a finished look to your creative product;

- Courage - the ability to make decisions in a situation of uncertainty, not to be afraid of their own conclusions and bring them to an end, risking personal success and reputation;

- Attentiveness - the ability to see and recognize a creative problem;
- Diversity of thinking - the ability to see in the problem as many sides and connections;
- Specificity of thinking - the ability to analyze a creative problem as a system;
- Abstract thinking - the ability to synthesize a creative problem as a system;
- Sense of harmony - a sense of organizational harmony and ideological integrity;
- Independence of thinking - non-conformity of assessments and judgments even under pressure;
- Tolerance of thinking - constructive activity in uncertain situations;
- Openness of perception - susceptibility to everything new and unusual [7].

Among the structural components of the creative potential of the individual, apparently, the central place belongs to *the qualities of thinking*. J. Guilford [21] argues that for creativity such features of thinking as *speed, flexibility, originality and accuracy* are of special importance. E. Torrance covers the same ground [22]. It is natural that productive creative activity requires well-developed *logical thinking*, because the creative process begins with the formulation of the problem situation: analysis of the existing, identifying imperfect, obsolete, setting the ultimate goal, determining the contradiction between the situation and the ultimate goal. No less important in the structure of the individual's creative potential is a well-developed *intuitive thinking*, because the new idea is the result of the intersection of two independent series, a leap of thought aimed at overcoming the psychological barrier at the intuitive level. One of the premises for *creative thinking* (without which it is impossible to solve a creative problem) is the ability of an individual to think independently.

In order for an individual to be able to think independently, he must first have such character trait as *courage*. After all, to find a creative solution to a problem, you need to question its existing solution. To find a problem, to formulate a problem, it is

often necessary to challenge the authorities about the completeness of their proposed systems or solutions to certain problems. Of course, courage must be moderately developed, because endemic criticism of other people's work results, rejection of the ideas of others has nothing to do with productive creativity. An individual is required not only to be able to question the validity or completeness of the results obtained by others, but also to offer his own effective solutions to those previously criticized. Therefore, the boldness of criticism and doubt must be complemented by fears about whether one's own results will be better and more effective. As a result, a *reasonable balance*, which is slightly shifted towards doubt, should characterize the creative potential of the individual.

Summarizing the different approaches to the issue of creative potential of the individual, we note that in the psychological and pedagogical literature the motivational readiness for creativity as a starting factor for the accumulation and realization of creative potential has been allocated. It is noted that if the role of genotype is significant in the process of formation the general intellectual ability, then the environment and motivation are the determining conditions in the development of creative potential. The structural components of creative potential are cognitive needs, in particular, cognitive motivation, which is highlighted through the search activity, is manifested in increased sensitivity of the individual, selectivity to everything new and unusual.

Thus, we can define the creative potential as a systemic characteristic of the individual, which gives him/her the opportunity to create, find something new, make decisions and act in an original and unusual way in different situations. This system, according to scientists, consists of the following structural components:

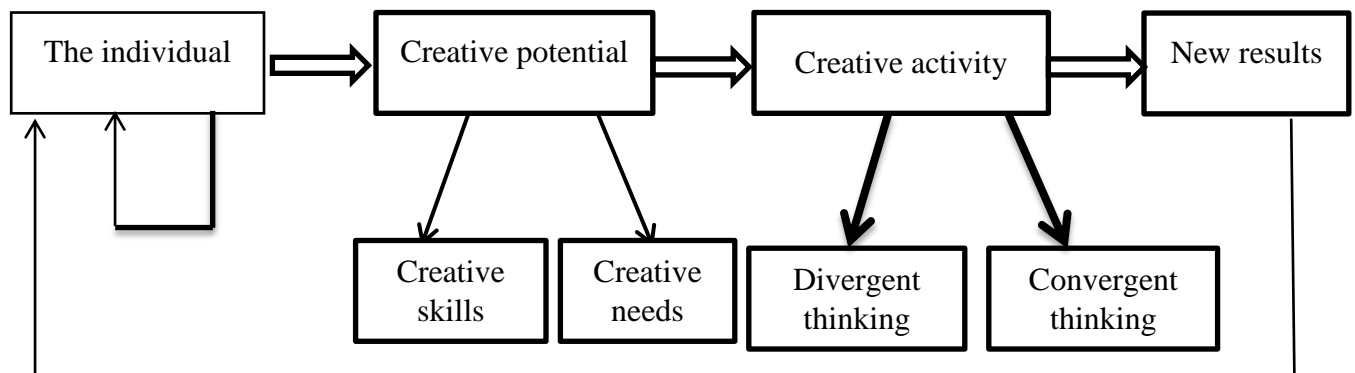
- motivational component, which expresses the uniqueness of the interests of the individual, his/her focus on creative activity; at the same time the cognitive motivation of the person plays a decisive role;

- intellectual component, which is expressed in originality, flexibility, adaptability, speed and efficiency of thinking; ease of associations; in high levels of development the creative imagination; special abilities;

- emotional component that characterizes the emotional support of creativity, emotional attitude to the creative process, which highlights the emotional and figurative characteristics of the psyche;

- volitional component that characterizes the ability of the individual to self-regulation and self-control; quality of attention; independence; ability to volitional tension; the orientation of the individual to achieve the ultimate goal of creative activity, demanding the results of their own creativity [9].

Thus, structurally and logically the process of formation and development of the creative personality of the future teacher can, in our opinion, be represented as a connection of personal and creative in this way (pic.1):



Pic.1. Formation and development of creative personality

Note the main approaches to the problem of creative abilities:

1. In general, it is impossible to single out the creative abilities. Intellectual talent is a necessary but insufficient condition for creative activity of the individual. The main role in the determination of creative behavior is played by motivations, values, personality traits (A. Tannenbaum, A. Olokh, D. Bohoiavlenska, A. Maslou and

others). The main features of a creative personality, as researchers include, are cognitive talent, sensitivity to problems, independence in uncertain and complex situations.

2. Creative ability (creativity) is an independent factor, independent of intelligence (J. Guilford, K. Taylor, G. Gruber, J. Ponomarov). However, some scientists note that there is a slight correlation between the level of intelligence and the level of creativity. The most developed concept is E. Torrens's "theory of intellectual threshold": if IQ is below 115-120, intelligence and creativity form a single factor, with IQ above 120 creativity becomes an independent quantity – there are no creative individuals with low intelligence, but there are intellectuals with low creativity.

In addition, we state that creative activity is considered as the interaction of two mental processes: divergent (making a greater number of possible solutions) and convergent (choosing the optimal solution from a number of possible ones). For the most part, preference is given to the first one. In general, thinking can be divided into three types:

a) logical thinking, based on the results of concepts that act as a logical process that ends with the development of inferences;

b) intuitive thinking, which is woven into practical activities and formed on the basis of subconscious perception, ideas, skills;

c) discursive thinking, which is the unity of intuitive and logical thinking [11].

Thus, the creative potential of the individual is defined as a set of opportunities for innovative solutions to various professional problems. The creative potential of the individual is a dynamic multifaceted personal structure, which is a component of the personal professional potential of a specialist and develops throughout his/her life. The creative potential of the individual is characterized as a system of knowledge, beliefs, intentions, guidelines and qualities of the individual, which determines the

openness to everything new, focus on creativity and requires implementation in creative activities.

The generalization of approaches to understanding the categories of creativity allowed to distinguish common and different in their definition and to draw a conclusion about their most significant characteristics. (t. 1).

Table 1

The generalization of approaches to the categories of creativity in the works of

Scientific category	In works of		
	Philosophers`	Psychologists`	Educators`
Definition			
THE INDIVIDUAL			
it is that which preserves memories of himself and perceives himself as the same person before and now	C. Wolff		
"A holistic set of internal conditions" through which the causes of the external world operate		S. Rubinstein	
contains the ability to actively transform the outer world and its influences, while enriching the environment		V. Bekhtieriev	
system, an ordered set of these phenomena that objectively characterize it		I. Bekh	
CREATIVE PERSONALITY			
independently chooses his actions and makes decisions, develops his own mind and professional skills, is capable of non-standard actions and is aware of his own responsibility to society		V. Moliako	
plays a central role in any creative			I. Ziaziun

scientists

act, because each creative product is a reflection of the author's personality, which includes his consciousness and subconscious			
CREATIVITY			
is the basis of cognition	I. Kant		
continuous birth of the new	A. Berhson		
the process of generating an idea and finding a solution, necessarily gives a creative nature to mental activity		O. Leontiev	
an integral condition for the development of matter, the emergence of new forms of it entails new forms of creativity, which, in fact, is a form of matter			Y. Ponomarov
generates something qualitatively new that has the characteristics of singularity, originality, uniqueness in the socio-historical context			N. Rodgers
is naturally immanent to human and human thinking			O. Matiushkin
is socially significant, promotes the development of both the individual and society			V. Andrieiev
the result of initiative and motivation of the individual			D. Bohoiavlenska
the result of transformation and processing of existing scientific knowledge			O. Dorofieieva
PEDAGOGICAL CREATIVITY			
aims the formation, education and development of unique and singular human personality			M. Potashnyk
the educator or teacher`s creating of special favorable conditions for creative development of every			V. Kan-Kalik

student in the process of pedagogical collaboration			
formed creative individual style and professional image			L. Yaroshchuk
CREATIVE POTENCIAL			
integral property of the individual, which shows the readiness and ability for creative self-realization and self-development, as a result of obtaining a creative "product", original and new		V. Moliako	
a set of abilities that a person shows in creative activity			V. Slastionin
integrative quality that reflects the possibilities of realization the creative abilities of the individual in real activity, which is aimed at the formation of skills, knowledge, abilities, experience, abilities to action and the result of their implementation			E. Adakin
as a system of abilities that allow individuals to make optimal use of ways to solve the problem, taking into account the new conditions			V. Ryndak
activities that contribute to the creation, the discovery of something previously unknown to a particular individual (subject).		V. Moliako	
the process of situationally unstimulated activity, which is manifested in the desire of man to go beyond the limits of original problem		D. Bohoiavlenska	
distinguishes four groups of personal qualities (worldview, values, intellectual, volitional)		I. Lvova	

realization of individuality		D. Dolmatova	
painstaking interaction of the teacher and the learner on the development of his abilities, inclinations and interests			I. Pidlasyi
a stable combination of methods and means of activity that ensure its creative nature and integrity			N. Uisimbaieva
elements of creative potential: creative abilities, which the author considers directly as a potential force; creative needs; creative activity			V. Kolesnikov
such features of thinking as speed, flexibility, originality and accuracy are of special importance for creativity.			J. Guilford

Summary.

Theoretical historical and pedagogical study of the problem shows that the formation and development of creative personality is a complex process, and its effectiveness depends on a number of external and internal factors. The main condition for the realization of the creative potential of the individual is his active interaction with the environment, the impact on the world around him in order to change the world and himself.

Creativity is the most fundamental characteristic of human nature, it is the potential inherent in every human from birth. It is this factor that stimulates the development of a wide range of social and value qualities of the individual, such as initiative, independence, organization, responsibility, communicativity, non-standard thinking. In this case, the creative orientation of the individual is a premise for any creative activity, in the process of which creative abilities and creative potential are formed and developed.

Creative potential (as an integrated system of qualities) determines the attitude and focus of the individual on creativity, demonstrates the ability to create new, original in both social and personal contexts, based on readiness and motivated need for creative self-realization, which is the key to effective and productive activity.

Considering the creative potential as a psychological and pedagogical phenomenon, we have determined that it is, in essence, a complex integrated system of personal and social qualities of the individual, based on both natural features and socio-cultural influence of the environment. The creative potential of the individual is characterized as a system of knowledge, beliefs, intentions, guidelines and qualities of the individual, which determines the openness to everything new, focus on creativity and requires implementation in creative activities.

The development of creative personality is the most important requirement and, at the same time, the achievement of society, because it is a catalyst for progressive movement in all areas of human activity. That is why the creation of conditions for the effective formation of the creative potential of the individual, as a major factor of its development, is an urgent problem of modern education.

Pedagogical creativity is a process, the product of which is the formation of a unique personality as a holistic integrated system of qualities, traits, characteristics.

The facilitative role of the educator in the formation of the individual's creative potential, who is able to effectively form and develop the creative potential of the learner in the process of pedagogical activity, requires further study. Only a teacher who himself has developed and realized creative potential in real pedagogical practice, can be the creator of a creative personality.

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