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TRAINING OF PRIMARY SCHOOL TEACHERS TO PROFESSIONAL MOBILITY IN MOUNTAINOUS REGION CONDITIONS

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Abstract. The entry of Ukraine into the European educational space obliges all levels of education to respond quickly to new challenges: globalization (open space, competition in the labor market), innovation in science and technology sphere, the speed and frequency of communication of people in different areas that change individual environment and educational environment of the country. The system forming competitiveness and personality capable of human social and individual aspects to the fore follows such quality as creativity. Category creativity is one of the most important in recognizing the nature of mental mechanisms of human development and, in particular child. The paper analyzes the process of formation occupational mobility of the future expert that is based on model of modern teacher with considering his personal values and categories - art and creativity.

Keywords: educational environment, creativity, of human development, occupational mobility.

The development and improvement of modern education in the context of globalization, informatization is not possible without the introduction of various innovations, review a number of principal positions in regards to why and how to teach today's professional. However, no less, and perhaps even more important role to take consideration of the problem of the teaching pedagogical body of higher education to those requirements that apply to it educational systems that currently intensely upset innovative, and above all to creativity, creativity, creative self, creative individuality, creativity.

Current changes in education are a reform of the entire educational system, by mobilizing other professional competence of teachers, other values are updated and a new vision of yourself in a profession. The future teacher must make decisions and be responsible for them to develop not only the professionally significant qualities with was professional, was a functional but also a subjective commitment to continuous self-education, which allows to give accent for predictive function occupational mobility.

As you know, pedagogisation social environment through the penetration of educational ideas, technology and teacher education specialists in various spheres of social life – is a phenomenon quite common. This suggests the need for specialists in teacher education, and then – professional mobile as specific activity requires the teacher mobility, capture qualities such as educational response, determination, prediction, forecast to achieve educational goals and prevent failure of students.

Exploring the creative nature of teaching activities is a great story. A motivational component of innovation in mountain environments is considered by us in two ways. Firstly, in terms of place of professional motivation in the overall structure of motives and, secondly, assessing teacher attitudes to change, in the need for pedagogical innovation, their susceptibility, which determines the content side of the creative direction of professional activity.

Traditionally, the motivation is divided into external and internal, referring to sources motive: financial incentives, motivation related to self-affirmation, professional motives and motivations of personal fulfillment. In our opinion, the selection of these four groups of motives justified, since we are talking about people with well-developed self-awareness.

The mentioned pedagogical categories that mirror the same problem with their Semantic while a color that significantly complements the understanding of the phenomenon of "professional mobility" of the future teacher and complicates its interpretation.

In the context of this interpretation quite rightly raises the question of the relationship between the concepts of "vocational maturity", "teaching skills", "professional mobility". Note that professional mobility is closely related to a person with knowledge of the need to learn throughout life consonant with the actual educational paradigm - teaching acmeology, studying the professional development of teachers, reaching the heights of professionalism in expert training.

As our understanding of this new type of teacher: teacher-researcher, teacher and innovator who is ready to process educational activities to the formation and development of the creative personality of pupils.

In Ukrainian pedagogical literature to the problem of identity formation of modern teacher addressed by such scholars as I. Beh, O. Hluzman, M. Yevtuh, I. Zyazyun, V. Kremin, N. Nychkalo, O. Savchenko, I. Pidlasyy, N. Kuzmina and etc. However, the problem remains relevant because these publications and many other scientists ambiguous question model modern teacher, modernization of training teachers in modern pedagogical University, trends and factors of formation personality characteristics of teachers in modern terms, the development of his creativity and much more.

One of the goals of modern higher education is to prepare competent, "flexible", competitive specialist. N. Nychkalo believes that the vocational education training "competitive skilled personnel with a high level of professional knowledge, skills and mobility to meet the requirements of scientific and technological progress and market economy, education social active members of society; formation of a scientific world view, creative thinking, the best human qualities national consciousness"¹.

It is interesting to study I. Beha about becoming a professional in modern social conditions. In his view," and by means of a profession is the human- professional person in which, on the one hand, embodied in common, which is typical for any employee who engaged in this type of work, and on the other - individual, infused by him in any given act, every aspect of professional activities"⁴.

At this stage, the purpose of higher education - to prepare a highly professional and creative work of each specialist under full disclosure of his abilities with the capabilities of self-interest. This professional should be understood not only as a specific preparation for a certain type of activity, but also as a specialization aimed at a specific activity in a specific market conditions. Preparing teachers to innovate is effective if it takes place in the form of adequate training and solves two related problems: the formation of innovation readiness to accept innovation and ability to act in new ways, to be professionally mobile.

Professional mobility of the future teacher will occur in the event that the student will be able to find their own solutions to specific teaching objectives and identify unconventional thinking skill to find original solutions.

In this context, drawing on theoretical generalizations scientists (A. Shybytska, N. Kofman, O. Ushakova, L. Furmina, N. Vetluhina etc.) pay attention to the important role creativity. In philosophical dictionary we find a definition of creativity: Creativity - the ability to do or any other way to make something new: a new solution, a new method or tool, a new work of art³. In psychological vocabulary concepts creativity (from the Latin - creation) is interpreted as creativity (ability) of a person that can manifest itself in thinking, feeling, communicating certain types of activities that characterize a

person as a whole or its individual aspects, the products of the process of their creation. In National psychology and pedagogy of "creativity" is considered as "work", the creative possibilities of man, as some human individual special ability, which makes the ability to exercise significant social and creative activity⁴.

Moreover, for the distinction between "art" and "creativity" are two features: procedurally - effective (for the definition of work) and subjectively determined (for the definition of creativity).

However, foreign teachers "creativity" is seen as the ability to go beyond the given situation, the ability to pose the own purposes. Their sense of "creativity" is broader than the concept of "creativity". Necessary conditions for detecting creativity are: creative person, creative environment and creative process.

The study of creativity and creativity is widely represented in the national science. Dedicated criteria of creativity followed by active research his psychological mechanisms. In educational psychology of creativity developed techniques of creative thinking.

Creativity can be divided into intellectual and social. Intellectual creativity involves cognition, which in turn consists of the analysis (abstraction) and synthesis (synthesis). Capacity for analysis and synthesis are components of general intelligence.

Special creativity, in turn, involves creative professional, variety which is the pedagogical creativity.

Creativity future teacher will occur in the event that the student will be able to find their own solutions to specific teaching objectives and identify unconventional thinking skill to find original solutions.

The reality today shows that many young people entered the university to personal growth, understanding that higher education is critical to the future self, and not always necessarily in education.

If we analyze the pedagogical process we can see there are two subsystems:

- *the first* deals with the process of preparing teachers to work (a seminar - discussion, brainstorming. Involving students in solving educational problems, participate in business games, analyze teaching situations, involving teaching and research).

- *and the second* - a creation during direct interaction with students (performance of creative tasks during teaching practice).

In studying the problems of educational researchers work focuses on:

- research value concept art teacher accompanying features, characteristics, personality traits (V.O. Lisovska, V.A. Krutetsky, M.M. Potashnik, L.A. Stepanko et al.);

- consideration of individual style of the individual as the most important signs of a creative nature (E.A. Klimov, V.S. Merlin, N.I. Petrov, Y.O. Ponomarev, G.M. Filonov et al.);

- elucidation of the mechanism of the relationship of creative thinking and pedagogical skills (Y.P. Azarov, V.I. Zahvyazynskyy, I.A. Zyazyun, N.M. Tarasymovych et al.);

- development of scientific, pedagogical style of thinking as a fundamental principle of becoming creative individual teacher (J.K Chabanskyj, V.O. Slastonin, G.I. Shchukin et al.);

- the study subjective aspects of teaching creative types and mechanism of teaching improvisation (I.A. Zyazyun, V.O. Kan-Kalyk, M.D. Nikandrov et al.);

- the study of pedagogical conditions, ways and means of forming a creative position of the individual (V.I. Andreev, O.O. Bodalev, N.V. Kychuk, M.V. Deminchuk, L.M. Lusina, O.G. Moroz, V.V. Rybalko et al.);

- establishment of procedures to identify and develop creative personality traits, learning aptitude (V.O. Molyako, P.S. Perepelytsya, M.L. Smulson, M.O. Holodna et al.).

Creativity is not just a way to know the inner world of person, her creativity, and the result of understanding and discovery. Creativity is not in the business where every action is fully regulated by the rules, in activities the previous regulation which involves a certain degree of uncertainty, namely the activity that creates new information. Therefore, any work, respectively, associated with manifestations of creative personality traits, developing a creative process.

An inadequate typical method of pedagogical activities of various teaching situations objectively encourages teachers to be creative.

In the teaching of this diagnostic and methodical work (searching and finding new ways of learning, new diagnostic methods, a combination of new teaching methods).

In pedagogical communication - a communicative creativity, ie creative communication (search and finding new communication tasks, creating new forms of communication in group work).

In the field of personality - a self-realization teacher from understanding a creative personality, determining individual ways of their professional development, build self-improvement program.

There are five sub-creative pedagogical activity of teacher: didactic, educational, organizational management, self-improvement, social and educational. It should be noted that methodological subsystem indirectly present in all subsystems creative pedagogical activity of teachers. Describe each subsystem.

Didactic subsystem is characterized by:

- The degree of ownership of the content of teacher training materials, forms, methods and means of effective creative learning activities for students;
- Creative teaching career teacher to plan the educational process, implementing the plan and purpose, introspection and adjustment of its activities on the development of creative capacity of students to form their cognitive interests and motivations of creative activity, arming students with the knowledge, abilities and skills during lessons and extracurricular activities.

Educational subsystem is characterized by:

- Creative teaching activities of teachers of psychology, pedagogical conditions for the formation of each student as a creative person through proactive activities of pupils;
- Activities of teachers on creative development of students, their self-potential in different types of creative activities specially organized in the forms of educational work.

Organizational and management subsystem characterizes

- Creative teaching career teachers to develop students' capacity for self-management and communication;
- The degree of mastery of teacher forms, methods, means creative work of pedagogical management students to develop their creative potential opportunities.

Subsystem characterizes self:

- Creative professional teaching practices - to enhance their professional and general culture of self-education and self-development of professionally significant qualities of pedagogical creativity;
- Activities of teachers to create their own creative laboratory.

Socio-educational subsystem is characterized by:

- Professional, social and personal rating of the teacher;
- The effectiveness of teacher interaction with parents, peers, community, education and other social institutions, creative unions and others.

There are the following levels of educational work.

- 1st level of creativity - is a basic level of interaction with the audience. (The teacher has "the method", by template, by the experience of other teachers).
- 2nd level - it is a level of optimization of the classroom, starting with its planning. Creativity is composed of skilful selection and appropriate combinations of known teacher of methods and forms of work.
- Level 3 - is heuristic. The teacher uses the creative possibilities of "live" communication with students.
- 4th the highest level of creativity teacher is characterized by its full autonomy.

Thus, creativity as a value- personal category, linked to the achievement of the individual. Creativity is defined not so much the critical attitude to new knowledge in terms of experience, but the perception of new ideas and getting unexpected and unusual decision problems in life.

The said section substantially complementary pedagogical understanding of the phenomenon of "professional mobility" of future teachers and clarifies its interpretation. In the system of formation of

professional mobility strategic goal is to prepare competitive professional basic education, teacher prone to creativity and innovation readiness for change.

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