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2.10. CREATIVE SELF-REALIZATION OF TEACHERS AND STUDENTS OF THE SECONDARY SCHOOLS IN THE CONDITIONS OF EDUCATIONAL REFORMATION IN UKRAINE

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Abstract. *The article is devoted to the results of a survey of the teachers of secondary schools on the formation of the readiness of students and teachers for creative self-realization in the educational process. The article focuses on the need to form creative self-realization in adolescence. It is noted that the totality of pedagogical conditions for the organization of educational work positively affects both the teenager and the teacher regarding the formation of readiness for creative self-realization. It is proved that the organization of the educational interaction between the teacher and the students requires the formation of a new pedagogical thinking, the essence of which is the creation of an educational space based on the interaction of participants in the educational process, where the teacher and students act as subjects of education.*

Key words: *secondary school, self-realization, creative self-realization, educational process, teenagers*

Formation of a creative person is a priority task for institutions of general secondary education, educational institutions of different types: schools, gymnasiums, lyceums, colleges. Reformation processes in education are aimed at reorienting the knowledge paradigm to competency. The new Ukrainian school should develop in children «reading with understanding, ability to express their opinion orally and in writing, critical and systematic thinking, ability to logically justify a position, creativity, initiative, ability to constructively manage emotions, assess risks and make decisions, solve problems, ability to cooperate with others» [1]. This problem is in the sight of both academics and practical teachers who work fruitfully on improving the forms and methods of organizing educational work.

One of the most actual problems in modern conditions is the problem of organizing educational and creative activity of students. So, I. Bekh, I. Zyazyun, V. Molyako, V. Rybalko researched the problems of the creative person and its development. Pedagogical aspects of the formation of a student's creative personality are highlighted in works by R. Pilnik, G. Polyakova, S. Sysoeva. S. Sysoeva in her article «Theoretical and Methodological Substantiation of Pedagogical Creativity» considers the professional realization and self-realization of a teacher in pedagogical activity and argues that the formation of a student's creative personality is carried out in educational and educational interaction with the teacher [2]. Modern approaches to the organization of educational process in institutions of a new type (lyceums, gymnasiums, colleges) with the purpose of forming the creative personality of pupils of the main school are explored by V. Alfimov, V. Palamarchuk, A. Sologub. The process of teaching in accordance with creativity is studied by V. Andreev, I. Babin, V. Bondar, V. Lozova, P. Moskalenko, A. Khutorsky.

However, despite the research of these and many other scientists, the problem of self-realization of teachers and pupils of the secondary school in educational activity as a condition for the development of creative abilities of the individual is relevant.

The purpose of the article. To find out the peculiarities of the organization of educational activity of pupils and teachers of the secondary school for the formation of students' creative abilities through the teachers' creative self-realization.

Methods of research: theoretical - analysis, comparison, systematization of different views of scientists (philosophers, psychologists, teachers, acmeologists) on various aspects of the problem of personality's self-realization; empirical - observation of the students' and teachers' work; questionnaires, testing, interviews, conversations, discussion, analysis of acting products in order to identify students' attitude towards learning.

Ukrainian scholars regard the person as a product of socio-historical conditions and the main, crucial in his development is the place and position that occupies a person in the system of social relations, the activity in which it is involved with others. Only in the last decade, pedagogical science more boldly connects the problems of self-realization as the free personality's self-realization by giving him, both the teacher and the student, the possibilities to realize themselves mainly through creativity.

Solving the problem of forming a creative person in the schools practice requires special attention, because in the teacher's daily activities the most of the disadvantages occurs precisely in organizing the educational and creative work of students. The reasons for this, according to scientists [3], is that the formation of skills and abilities of creative work is one of the most difficult activities of the teacher, which requires careful preparation of teachers and students; absence of a certain system in the activity of the teacher, which concerns the instillation of abilities and skills of creative work; in the school educational process there is an inequitable ratio of reproductive and creative independent work.

In order to identify methods and ways of stimulating the students' creative activity, we conducted a questionnaire survey of teachers of the secondary school of the Kharkiv Lyceum № 89 (58 teachers). According to the results of the questionnaire, the following methods and techniques were identified: creation of a favorable atmosphere of communication (uncritical judgments); enriching the pedagogical environment with new impressions and judgments; providing an attractive creative activity; a clear definition of the purpose and the final results of work, methods of its evaluation; an incentive to generate original ideas; involvement of students in the process of planning the purpose and current tasks of the creative association; respect, trust, recognition and thanks for the results achieved; granting of the right to make decisions independently; practical orientation of training; modeling of life situations, use of role-playing games, joint problem solving.

The conducted researches show that for students' creative self-realization of lyceum it is expedient to use a complex of educational activities. These steps should start with the creation of an appropriate educational environment. In lyceum it is necessary to use special creative tasks and pupils' projects, the implementation of which requires self-realization, attracting all qualities and abilities of the student. It is formed competence, diligence, patience, readiness to come to the aid, work in a team. Thus, there are formed long-term motives of creative self-realization, on which the results of development of the modern student depend on.

The questionnaire of teachers and students made it clear that it is important to create situations in lyceum for successful creative self-realization, given that the student most effectively realizes his abilities in the research process. Recently, special methods have been created for organizing students' creative self-realization, which combine a game, discussion, research activity, on which independence, development of imagination, creative thinking (methods of «brainstorming»), heuristic methods, multidimensional matrices, the method of free associations, inversions, organized strategies).

For our study, we will analyze heuristic methods that we consider to be worthy of use during the educational process for creative self-realization of secondary school students.

The method of «brainstorming» («brain attack») is proposed by A. Osborne. In addition, we note that the variant of the heuristic dialogue of Socrates, which considered this method the best way of manifestation of abilities in self-knowledge, was taken as the basis: «Who knows himself, he knows that he is useful and

clearly understands that he can and that he cannot» [4, 123]. This method of training education is used for discussion by the whole group of participants and for discussion in small groups. The purpose of the method is to formulate as many ideas as possible on a particular topic.

The method of heuristic questions («key questions») is used to gather additional information in the context of a problem situation or to streamline existing information in the process of solving creative problems. Heuristic questions are an additional stimulus, creating new strategies and tactics for solving creative problems.

Method of free association. It is proved that the effectiveness of creative activity increases if you use new associations, which eventually give rise to truly productive ideas for solving the problem. In the process of establishing associations, extraordinary interconnections between components of the problem and elements of the external world are established, including the components of the past experience of creative activity of persons involved in the collective solution of the problem. As a result of the process of the emergence of new associative relationships arises a creative idea for solving the problem.

The method of inversion (the search for alternatives from the opposite (turning the usual solution «upside down», turning it on the open, swap places, etc.) is aimed at finding ideas for solving creative problems in new, unexpected directions, contrary to traditional views and beliefs, dictated by logic and common sense. For example, if you cannot solve the problem from beginning to end, then try to solve it from end to beginning, etc. The method develops the dialectic of thinking, helps to find a way out of a supposedly hopeless situation, finds original and unexpected solve creative problems.

Method of empathy (personal analogy). Different analogies are used in solving creative tasks; to search for an analogy of living nature with inanimate; analogies in form, structure, functions, processes, etc. Most often, empathy is the identification of one person with the personality of another when trying to mentally put himself in the place of another.

The method of organized strategies helps overcome the inertia of thinking. Heuristic rules of the method of organized strategies: in the process of solving creative task you should write down all spontaneously arising ideas (strategies); together with using organized strategies, use and test spontaneously emerging strategies.

Sometimes one or more organized strategies are well supplemented with emerging strategies. You can finish the lesson non-standard, competently, using the method of «Wise counsel to yourself», «Circle of Conclusions», etc. There are many other methods that promote the students' creative self-realization.

Analysis of psychological and pedagogical literature, observation of the lessons and educational measures of teachers leads to the conclusion that the student's creative self-realization can be in the process: the solution of creative tasks; solving educational problems; discussions; critical analysis of the read; educational and research activity; playing situations (V. Sukhomlynsky said: «The game re-

veals the world to the children, the creative possibilities of the individual. Without a game there can not be a full-fledged child development»); non-standard lessons (lessons-conferences, lessons-disputes, lesson-travels, lessons of «clubs of smart and resourceful», lessons-competitions); non-standard educational events (meetings of the creative workshop, imaginary journeys by planet Earth, master classes, literary-musical compositions).

Creating problematic situations, raising questions in the process of education and upbringing stimulate the mental activity of the student, inducing him to find the truth, his own vision of the problem, finding ways to solve it. By working on the problem, students learn to understand each other, provide assistance in solving problem issues, sometimes come to the conclusion that the only correct answer, the only truth can not always be achieved immediately. In order to achieve the goal, person must think, analyze, express his judgments, look for original ways to get out of difficult situations, assuming responsibility for their solution.

This approach helps to develop creative abilities, prepares a teenager for self-realization in specific socio-historical conditions. Problem-search situations also stimulate the teacher to act not as a figure that speaks the truth in the last instance, but is a co-researcher who encourages students to seek the truth together. In this process, the own capabilities of both the student and the teacher develop and become objective in nature, reflecting the specific qualities and peculiarities of their personality, as the result of the formation of a student's creative personality it is impossible to separate from the personal development of the teacher. The interaction of subjects reflects the essence of pedagogical creativity, which is defined as a holistic process of the teacher's professional realization and self-realization in the educational space.

In view of this, we believe that the peculiarity of the organization of educational and creative activity of the students of the secondary school is the creation and expansion of the creative micro-environment in the classes, which will help to intensify the natural process of self-development of the capacities and potential opportunities of each student.

Sh. O. Amonashvili [5] and O. Sukhomlynskaya [6] note that in order to create a creative atmosphere of spiritual unity with students, in order for the students go to classes with joy and interest and they feel active and free, the teacher has to:

- demonstrate full confidence in students, build an open, emotionally rich relationship with schoolchildren;
- help students in formulating, clarifying the goals and objectives of the activity, not to rise above adolescents, and along with them in the joint activity to go the way to the discovery of truth;
- be a source of diverse experiences, to which difficulties can be addressed, to teach students to think, discuss, and show their own attitude;
- identify and support the interests, ideas and creative intentions of students, to help realize the potential of their individual abilities;
- help students save lively interest, curiosity to the outside world and themselves, to ensure the receipt of such materials that would be interesting, re-

spond to different inclinations and abilities of students, could provide them with free choice, learning with pleasure;

- create an atmosphere of mutual respect and freedom of expression, respect the right of students to their own opinion;
- contribute to success, encourage the students' aspirations to solve complex tasks, help them to surpass themselves, and improve themselves.

The teacher's role in this process is extremely important. He acts as facilitator (facilitate - help, promote) the creative development of a growing personality. Teacher creates for all students, regardless of the level of development of their abilities, the optimal conditions for the disclosure of their potential; supports uniqueness, uniqueness, identity of a student. The position of the creative teacher in this context in the educational process differs from the classical position of the teacher-head of the educational process.

In the process of implementing the technology of organizing the educational interaction of teachers and students, the strategic goal of the teacher's activity is to find ways of transferring students to the position of subjects of their own life, capable of self-development and self-realization. Realization in practice of such training requires the teacher to change the style of thinking: from thinking «executive» to the organizing, managerial, which gives him the opportunity to self-improvement. A modern view of professional activity allows not only to analyze facts, but also provides the opportunity to use modern, humane methods of interaction in its work, to acquire a new role of teacher-manager, facilitator-teacher, who carries out assistance, planning, organization and management. If we take into account that these transformations are possible with the activity of the student himself, then we can conclude that the task of the teacher is to organize the educational and cognitive interaction of the subjects of this process.

Conclusions and results. Thus, the organization of educational and creative activity of students of the secondary school is a purposeful interaction of the teacher and students on the principles of dialogue, cooperation and co-creation in order to stimulate and develop thinking, feelings, freedom, creative potential, harmonization of motives, values, knowledge, abilities and reflexive behavior of students. , their gradual transfer to the level of self-organization of their own activities through the creation and expansion of creative micro-environment in the educational process by organizing goals, principles, content, methods, means and forms of joint activity.

To summarize, the implementation of the technology of organizing the teaching interaction between the teacher and the students requires the formation of a new pedagogical thinking, the essence of which is the creation of an educational space based on the interaction of participants in the educational process, dialogue and polylogue, where the teacher and students act as subjects of study. The most important condition for self-realization of an individual is the establishment of the right to be himself, to receive satisfaction from the process of activity.

Prospects for further research. Prospects for further research are developed program that integrates educational activities of adolescents and stimulate

the process of teachers' and students' creative self-realization. The main goal of the program is to create the conditions for the most complete disclosure, development and realization of adolescents of their own abilities and successful creative self-realization.

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