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FUTURE TEACHERS' AXIOLOGICAL SPHERE DEVELOPMENT FOR CHILDREN'S CREATIVITY FORMATION

The article deals with the issue of training future teachers for the formation of preschool children's creativity. The study aims to present and test the experimental methodology of training pedagogy students by means of activating their axiological sphere with the aim to teach them to develop creativity of senior preschool age children. The process of forming the value-motivational sphere for this activity included the following areas of research, in particular: development of methodical methods of influence, a set of methods and techniques, educational and professional tasks aimed at developing positive motivation of students. The formation of positive motivation of students for professional activities on the development of senior preschool children's creativity is realized in the content of disciplines included in the interdisciplinary system, in the process of modeling problem experimental situations of interdisciplinary content in practical classes, as close as possible to real interaction with children. Further differentiated development of the axiological sphere of future educators is organized (formation of values in the field of professional interaction, creative cooperation, value attitude towards the child as a subject of professional creative interaction). The direct (motivation is formed through the experience of creative collaboration, involvement of students in joint creative activity with children at preschool educational institutions) and indirect (the university teacher creates a special environment, presents simulated events and under their influence generates necessary professional motivation in his/her students) ways of forming positive professional motivation.

Keywords: *development of axiological sphere, motivation for professional activity, interdisciplinary system, active methods of teaching.*

Introduction

The training of pedagogical staff, including the preschool field is aimed at increasing their prestige and social status, providing conditions for the profession and cultural growth. Modern society creates certain objective conditions for creative manifestations of individuality, which is the structural unit of the society that is capable of creative transformation of the world.

According to N. Loseva, the educational pedagogical system as an organized socio-cultural phenomenon exists and is supported due to a combination of historically formed, developed rules, norms, regulations that affect the behavior of teachers, students and determine the principles of their interaction [3, p. 242]. Such a valuable mediation of relationships is a necessary social mechanism of self-organization. We share the scientist's opinion that the value-semantic core of the personality of a teacher with the value and semantic content of the professional society, which determines his/her professional and personal self-determination, ensures successful self-realization in the profession [269, p. 242]. Besides, activity becomes meaningful for a future specialist in the process of complex dia-

lectical unity, combination of personal and professional values. A student focuses on the movement towards values and, in accordance with them, "develops" himself/herself in the field of professional activity, forms such values and axiological qualities as a subjective orientation to creative self-realization in profession [3, p. 243].

Most scholars-axiologists (R. Prima [6], L. Homich [7]) in determining the hierarchy of values agree that a value exists by itself, regardless of whether it is perceived or not. A person defines his/her own ones. He/she does only what he/she or the society needs. It should be noted that modern Ukrainian education focuses on the professional training of future teachers on an axiological basis, since the system of values of the teacher – his/her inner world - is mainly the result of his/her professional and pedagogical training at a higher educational institution [6, p. 270]. According to L. Khomich [7], the system of values of a future teacher should be formed in the educational process of higher educational institutions: in the content of education, in teaching all disciplines at different educational levels, through the common human values (dignity, integrity, truthfulness, perfection, honesty, etc.). We believe that the axiological approach to

the process of professional training should cover all its components, in particular: the goals of training should be subjected to axiological guidance; the content of training should reflect modern values of a pedagogical action; the process of professional training should be based on axiological components and subject to the laws of formation of the value sphere of the individual; technologies of professional training should stimulate the acquisition of the axiological potential of the content of education; the pedagogical values of the future teacher to characterize the position of life and be realized in a pedagogical action [7, p. 271].

Pedagogical orientation of a future teacher, according to I. Lutsenko, is characterized, above all, by the presence of his/her interest in children, the creative approach to solving various pedagogical tasks, interest in the pedagogical profession, and the desire to be engaged in it. Pedagogical orientation greatly affects the level of current motives, increases the efficiency of a future teacher [1].

Under today's conditions, when a teacher is required to take an active position in the development of spiritual, humane values, the axiological attitude to a preschool child as a manifestation of the subject's activity must be fully realized in the educational process of a higher educational establishment. Therefore, the axiological approach is considered as an important component of training future teachers in the context of the formation of preschoolers' creativity, since its implementation contributes to the formation of positive motivation, conscious attitude, interest and a desire to carry out this activity.

An analytical description of the current state of the theory of values gives grounds to substantiate the axiological approach as a methodological benchmark for the training of future educators in the framework of the formation of preschoolers' creativity, which involves the transformation of purpose, content, educational technologies and pedagogical relations.

A. Maslow notes that the motives determine the choice of the future profession by a personality. The motives for choosing occupation also include the need to realize his/her abilities, interest in a particular profession [4, p. 205]. According to E. Panko, an essential part of the positive motivation of choosing the profession of a preschool teacher is taking interest in teaching, loving children and desire to communicate with them [5].

Consequently, positive motivation for the formation of children's creative individuality includes professional values, motives, interests, emotional and value attitude towards the child as a subject of professional interaction, personal skills of creativity formation [2].

One of the topical pedagogical conditions for the training of future educators in the context of the formation of preschoolers' creativity is the motivation of their educational and cognitive activity in a higher education institution.

Aim and Tasks

The study aims to present and test an experimental methodology for training future teachers in terms of the formation of senior preschool age children's creativity aimed at developing their value-motivational sphere within the framework of training.

The following tasks are set:

- 1) to investigate the peculiarities of the maturity of students' motivational sphere in carrying out activities on the formation of the preschoolers' creativity (to investigate the presence of positive motivation for its formation);
- 2) to verify the effectiveness of the methodology of increasing students' motivation for the formation of preschoolers' creativity.

Research Methods

The study involved 60 students majoring in Preschool education, who were divided into 2 groups: experimental (EG) and control (CG).

In order to assess the maturity of positive motivation for the development of preschoolers' creativity in the students, we chose a motivational-value criterion with the following indicators: the presence of a positive motivation for the formation of preschool children's creativity, interest in the process of learning the methods of its formation, the value hierarchy of meaningful personal qualities of the educator for the organization of the educational process on the formation of preschool children's creativity, axiological attitude to a child as a subject of creative interaction).

Future educators with a high level of skills in the formation of preschoolers' creativity have a steady interest in this issue and regard it as a priority for future work. They demonstrate axiological attitude to the child as a subject of creative interaction (44-47 points).

A sufficient level is peculiar for those future educators who are interested in the issue, interpreting it as a priority kind of work. Under unfavorable conditions, the axiological attitude towards the child as a subject of creative interaction is ignored by them (26-43 points).

The average level is characteristic of the teachers who show insignificant interest in the formatting of children's creativity, not always choose it as a priority area of their work. Under favorable conditions of interaction, this teacher treats the child as a partner, but in difficult educational situations there can be a noticeable change in the nature of the relationship between them, in which the child's creativity cannot be developed (12 - 25 points).

A low level is peculiar to those teachers who do not show interest in the mentioned issue, do not choose it as a priority direction of professional activity (11 points).

Research Results

The levels of the maturity of future educators' skills for the formation of preschoolers' creativity according to the motivational-value criterion are presented in Table 1.

Table 1.

Distribution of Future Educators According to the Maturity Levels of Skills for the Formation of Preschoolers' Creativity According to the Motivational-Value Criterion (in%)

№	Indices	high		sufficient		average		low	
		EG	CG	EG	CG	EG	CG	EG	CG
1	Hierarchy of values of teacher's meaningful personal qualities for the formation of children's creativity	-	-	22.3	21.5	60.4	59.2	17.3	19.3
2	Positive motivation to form children's creativity	-	-	19	22.8	56.5	55.9	24.5	21.3
3	Interest in the formation of children's creativity	-	-	24	25.7	59	58	17	16.3
4	Axiological attitude towards a child as a subject of creative interaction	-	-	19.5	23	56	55.3	24.5	21.7
	Mean value	-	-	21.1	23.3	57.9	57.1	21	19.6

According to the results of this stage of the assessment, the high level of maturity of skills according to the value-motivational criterion was not revealed. 21.1% of the EG students and 23.3% of the CG respondents have the sufficient level. But most students (57.9% in EG and 57.1% in CG), have an average level.

The analysis of the accomplished tasks has shown that the students' structure of professional motivation is not yet complete and hierarchical. In the answers, where one indicated one or two groups of motives, business and personal motives were dominant. The imperfection of this structure affects the manifestation of a formally pedagogical focus on the formation of children's creativity. The respondents showed unsustainable interest in this issue. The low level was found in 21.0% of EG students, and 19.6% of the CG ones. These students do not have motives for this work.

The Suggested Technique

The experimental work was based on the necessity of the development of the students' positive motivation for the formation of preschoolers' creativity in their future work. Consequently, the presence of a positive motivation to form the creative individuality of senior preschool children is determined by its motivational and value factor.

The process of forming a value-motivational sphere involved the following research directions:

- selection of a set of methods and techniques, educational and professional tasks, aimed at the development of value-motivational sphere, axiological attitude to the child as a subject of professional interaction.

- designing methodical methods of influencing the development of positive motivation of students to the formation of creativity in children of senior preschool age.

- development of trainings aimed at interaction with the child, mastering the subject-subject model of interaction, creating an atmosphere of friendly creative cooperation between the educator and a child.

The formation of students' pedagogical values has become the subject of purposeful influence according to such disciplines as: Child Psychology, Preschool Pedagogy, Pedagogy of Creativity, Psychology of Creativity, Fundamentals of Fine Art with Methods of Management, and other professional techniques which are included in the interdisciplinary system. The assimilation of values in the field of professional activity for the formation of children's creativity was carried out in the process of interaction of students with teachers and with one another during classes, in independent educational and cognitive activity.

When forming positive professional motivation at this stage, the research was aimed at provoking students' positive attitude toward work on the formation of preschoolers' creativity. To this end, there were two ways chosen: direct and indirect. The direct one involved the formation of motivation through the experience of creative collaboration with children. The main "educator" is a real situation of creative interaction, whose objective characteristics serve as the basis for the direct development of a new motivational attitude [2]. Consequently, this way presupposed engaging students into joint process of creative interaction with children, which took place at laboratory classes held at pre-school educational institutions.

The indirect way, as a preparatory one, provided for the formation of students' skills of emotionally colored intellectual selectivity of tasks, process and results of creative activity with children. A student adopted the system of values and professional beliefs in a specially created environment (interaction with educators in the process of creative activity, study of scientific and methodological sources with their subsequent discussion during practical classes, formation of conclusions made on the basis of solving problem pedagogical situations), and thereby laid the foundations of a new professional motivation.

In contrast to the direct way, an indirect one provided not a situation but a teacher to educate a student. In the framework of training a teacher caused the necessary

professional motivation and under its influence, introduced the future educator into simulated events.

In order to activate the axiological sphere of future teachers, we used problem pedagogical situations, interdisciplinary educational problem tasks, modeling experimental situations of professional interaction with children.

The formation of positive motivation of the students for professional activities related to the formation of children’s creativity was carried out in the course of mastering the disciplines that were included in the interdisciplinary system through solving problem situations. For this purpose, during practical classes we simulated experimental situations of inter-subject content, as close as possible to real interaction with children. Discussion of the position of an educator and the position of children in these situations, the search for ways out of these situations, and the ways of correcting the professional actions of the educator allowed us to show students the importance of professional pedagogical skills, aimed at forming senior preschool children’s creativity.

In order to develop the students’ positive motivation to form preschoolers’ creativity, the method of observation over children in creative activity was used. So, depending on the stage of the study, the purpose of observation changed. At the stage of knowledge formation observation served as a function of accumulation of empirical facts about the peculiarities of the formation of creativity in senior preschoolers. At the stage of the formation of a value-motivational sphere it performed a function of assimilation of values in the field of professional creative interaction with children of preschool age. When forming positive motivation to carry out activity on the formation of preschoolers’ creativity it revealed the emotionogenic influence of creative work on its participants. In order to make students’ observation activity positively affect their motivation, we used the following methods:

- triggering and directing necessary positive emotions to the object of observation (the situation of creative interaction between the educator and children);
- setting a task aimed at tracking the dynamics of a

positive emotional state of the educator and children during creative interaction; appreciation by the teacher and students of the pedagogically appropriate professional actions and attitudes of the teacher towards the pupils detected during the observation;

- drawing the students’ attention during the observation to the creative collaboration of the educator and the children to distinguish significant personality traits of the educator necessary for the formation of preschoolers’ creativity;

- individual assessment of the influence of observation on the formation of an axiological attitude towards the child and a positive motivation to the issue of forming preschoolers’ creativity;

The formation of the axiological sphere of future educators was due to the use of active teaching methods, among which business games of creative nature should be emphasized. With the help of business games, different aspects of future professional activities are reproduced. At the same time, being a reproduction of the context of professional activity in its substantive and social aspects, the course of the business game remains a pedagogical process aimed at achieving a higher level of creativity of the teacher.

Thus, in the course of experimental study, the following methods of work were used: studying and analyzing scientific and methodological sources, illustrative educational situations, modeling experimental situations with children, solving problem situations, business games, trainings, exercises, interpersonal educational tasks, individual tasks, observation for the creative activity of children, conducting a diary of observations.

Reassessment Results

In order to verify the effectiveness of the suggested technique, the initial and final (reassessment) assessments were performed.

For determining the maturity levels of future educators’ skills in the formation of preschoolers’ creativity, re-diagnostic methods were used [2].

The results are presented in Table 2.

Table 2.

Distribution of EG and CG Students according to the Maturity Levels of Their Skills for Senior Preschoolers’ Creativity Formation

Criteria	assessments	Number of students, %							
		EG				CG			
		Maturity Levels							
		high	sufficient	average	low	high	sufficient	average	low
Motivational-value	initial	-	16.9	59.1	24.0	-	17.6	58.4	24.0
	final	35.0	46.2	13.9	4.9	-	26.6	56.0	17.4

As we can see, before the implementation of the experimental methodology the high level was not peculiar for anybody of the respondents, but after its introduction, there have been significant shifts in increasing the level of EG students’ skills in the formation of children’s creativity. Thus, 35.0% of the EG students achieved the high

level. These respondents considered the formation of preschoolers’ creativity as a priority direction of future professional activity. They have a strong desire to work with children in this field.

The sufficient level was found in 46.2% of students of EG and 26.6% of CG. They did not always choose this

issue as a priority direction for future work. In the system of their motivational sphere, the motives for creative activity with children are poorly expressed. Most of the CG students (56.7%) have shown the average level of skills maturity, as for EG – there were 13.9% of the students with this level. 4.9% of the EG students and 17.4% of the CG respondents had no professional motives for this activity.

A comparative analysis of the results of the research after the introduction of the experimental technique proves the positive dynamics of the development of the EG students' skills of the formation of children's creativity according to all indicators of the motivational-value criterion, in contrast to the students of the control group, where there were insignificant positive changes.

Conclusions

The review of psycho-pedagogical literature, the generalization of the acquired experience and the conducted experiment have made it possible to conclude that the designed technique for the development of axiological sphere of students enabled teachers of the faculty of preschool education to enhance the motivation of students to form preschool children's creativity.

The assessment of the maturity level of the students' motivational-value attitude to the formation of children's creativity was carried out with the help of diagnostic tasks, which included the evaluation of their positive

motivation, interest in this process; axiological attitude to the child as a subject of creative interaction. The initial processing of the results has shown the lack of the high level of its maturity in both experimental and control groups.

The formation of students' positive motivation for the development of senior preschool children's creativity has been realized in the content of disciplines included in the interdisciplinary system in the process of simulation of problematic experimental situations of interdisciplinary content at practical classes, which were as close as possible to real interaction with children; in discussing the positions of a teacher and children in these situations; in finding ways to solve such situations, ways to correct the professional actions of an educator. A number of methods and techniques have been applied to increase their influence on the value-motivational sphere of future educators: purposeful observation over children's creative activity (short-term, long-term), diary of observations, inter-subject learning tasks, pedagogical situations, modeling of situations of interaction with children in the process of creative activity.

Thus, the suggested experimental methodology, the system of educational tasks, their sequence contributed to the actualization of the axiological sphere of future educators in the context of the formation of senior preschoolers' creativity.

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АКТУАЛІЗАЦІЯ АКСІОЛОГІЧНОЇ СФЕРИ МАЙБУТНІХ ПЕДАГОГІВ ДО ФОРМУВАННЯ ТВОРЧОЇ ІНДИВІДУАЛЬНОСТІ ДІТЕЙ

Стаття присвячена підготовці майбутніх педагогів до формування творчої особистості дитини дошкільного віку. Розв'язується актуальна проблема розвитку аксіологічної сфери майбутнього вихователя у підготовці до формування творчої індивідуальності дітей старшого дошкільного віку. Визначено необхідність забезпечення позитивної мотивації у підготовці майбутнього вихователя до формування творчої індивідуальності дітей старшого дошкільного віку. Метою дослідження є розробка й перевірка експериментальної методики підготовки майбутнього вихователя до формування творчої індивідуальності дітей старшого дошкільного віку, спрямованої на актуалізацію їхньої аксіологічної сфери у вищому закладі освіти. Процес формування ціннісно-мотиваційної сфери до передбаченого виду діяльності включав такі напрями дослідження, як розробка методичних способів впливу, комплексу методів і прийомів, навчально-професійних завдань, спрямованих на розвиток позитивної мотивації студентів. Формування у студентів позитивної мотивації до професійних дій із розвитку творчої індивідуальності старших дошкільників реалізовано у змісті дисциплін, які ввійшли до міжпредметної системи, у процесі моделювання проблемних експериментальних ситуацій міжпредметного змісту на практичних заняттях, максимально наближених до реальної взаємодії з дітьми. Організовано подальший диференційований розвиток аксіологічної сфери майбутнього вихователя (формування цінностей у сфері професійної взаємодії, творчої співпраці, ціннісного ставлення до дитини як до суб'єкта професійної творчої взаємодії). Обрано безпосередній (формування мотивації через здобуття досвіду творчої співпраці, залучення студентів до спільного процесу творчої діяльності з дітьми в дошкільних навчальних закладах) та опосередкований (викладач у навчальних умовах створює спеціальне оточення, уводить майбутнього вихователя до змодельованих подій і під їхнім впливом породжує необхідну професійну мотивацію) шляхи формування позитивної професійної мотивації. За результатами проведеного педагогічного експерименту було підтверджено ефективність запропонованої техніки підготовки студентів до формування творчої індивідуальності дітей старшого дошкільного віку.

Ключові слова: розвиток аксіологічної сфери, мотивація до професійної діяльності, міжпредметна система, активні методи навчання.

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