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Реуцкий Р.С. Креативность и компетентность как факторы профессионального развития студентов

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Creativity and competence as factors in the
professional development of students

В статье производится анализ на основе современной психолого-педагогической литературы соотношения креативности и компетентности в аспекте вузовской подготовки будущего специалиста. В современном обществе, образование претерпевает качественные изменения; значение, которое придается формированию творческой личности, готовой к саморазвитию, к самостоятельному добыванию знаний для эффективного использования. Профессиональное образование ориентировано на подготовку специалистов, обладающих соответствующим опытом, которые способны к творческой деятельности

Ключевые слова: компетентность, конвергентное и дивергентное мышление, креативность, педагогическая креативность, творчество

The article describes the relationship between creativity and competence in the aspect of university training future specialists on analysis which based on modern psychological and educational literature

Key words: competence, convergent and divergent thinking, creativity, pedagogical creativity

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In modern society, education (including University) undergoes a qualitative change; the importance attached to the formation of a creative person, ready to self-development, to self-extraction of knowledge to effective use. Professional education is oriented on preparation of specialists with relevant expertise, who are capable of creative activities.

The purpose of this article is to discuss on the basis of modern psychological-pedagogical literature the ratio of creativity and competency in the aspect of University training of the future expert of a pedagogical profile.

A competent knowledgeable, specialist, “an informed, authoritative in some area”. Competence – “the value property of the adjective competent”. In professional activities competently review “as an evaluation category, which characterizes the person as a subject of professional activity, its ability to successfully perform his duties”. In the materials of UNESCO competence is defined as “the ability to apply knowledge and skills efficiently and creatively in interpersonal relationships – situations involving interaction with other people in a social context as well as in professional situations”. Highlighted key competencies: modern specialist should possess a set of competencies, known as key (enable personality to function effectively in different social spheres, to improve the quality of society and encourage personal success), and when their formation should be considered current philosophical actions in relation to society and the individual and their interaction”.

In domestic science there are such key competencies as ability to learn, social, cultural, health, civil, business, information and communication technologies. Special attention is paid to professional, including pedagogical competences. Thus, examining the prerequisites for successful professional activity of a teacher, V. N. Vvedensky calls five key competences: 1) communication, 2) information, 3) regulatory, 4) intellectual-pedagogical, 5) operating.

In the educational process is an important creative aspect of key competence the ability to learn is associated with the development of creativity of a future specialist, which is “not lost in new cognitive and life situations, does not stop if there is no ready-made solutions, not waiting for prompts, and independently seeking information sources, ways of solving, because learning changes the style of thinking and life of the individual”. The question arises about the relationship in the learning process (including academic) competence and creativity.

Creativity is actively studied by psychologists since the second half of the twentieth century. In foreign literature there are many definitions of it; this “multiplicity” can be illustrated in such a generalizing statement G. Hollmann: “Creativity is a fusion of the perceptions made by the new method, able finds new links, the emergence of new relations, new essays, a predisposition to commit and learn innovations, the activity of the mind, leading to new insights, transformation of experience into a new organization, the imagination of new constellations of values”.

In “Modern Psychological Dictionary” creativity is defined as “creative ability (ability) of a person, which can be shown in thinking, feelings, communication, certain types of activity, to characterize the personality as a whole or its separate part, the products work, the process of their creation”. Speaking about the traditional views on creativity, reflected in modern studies, it was seen as a personal category, and disputes were mostly about the clarification of its interpretation, namely: creativity as divergent thinking or intellectual activity or as an integrated quality of the personality”. Currently it is possible to speak about a tradition understanding of creativity as an ability that reflects a deep characteristic of individuals to create original values, to make unconventional decisions, go beyond the known; as an integral quality of personality, embodying its creative possibilities.

Modern science recognizes that the concept of creativity as a General ability to be creative became popular after they were published by J. Guildford, which pointed

to a fundamental difference between the two types of thinking: convergent and divergent. Convergence and divergent thinking differ from each other in relation to the nature of the tasks. Convergent thinking is associated with problems having a single correct solution which is using learned algorithms. Divergent thinking is connected with solving problems that have many creative and original solutions; it allows multiple correct answers. On the theory of Guilford, "creativity is localized primarily in the factors of divergent thinking".

Modern studies suggest that the traditional indicators poorly predict divergent abilities and creative achievements of man in his ordinary and vocational activities. In this regard, in addition to the characteristics of divergent thinking as creative abilities and psychological characteristics such as abilities to intuition, to transform, forecasting, associativity. Allocate in addition to other kinds of intellectual creativity, in particular professional, including teaching. Comparing intellectual creativity with teaching, intellectual creativity is associated with solving theoretical and practical problems and is manifested at the opening, creating a "potential-new, where new is understood in its subjective and in its objective sense". Teaching creativity he considers as a component of social (professional) creativity: "it is a psychological and social readiness of a teacher to change the situation of communication so that the teacher and student achieve effective understanding in the pedagogical process".

Teaching creativity consists of communicative and didactic. Communicative creativity is based on dialogue and improvisation; didactic includes accumulated knowledge and traditions, the ability to be creative.

V. A. Kan-Kalik, N. D. Nikandrova "Pedagogical creativity" emphasize: "Creativity in the knowledge of the identity of the second person is always the solution of complex cognitive tasks designed to detect clearly not data of the internal connections between the essential characteristics of the personality, to the opening of the internal connections between the genuine motives of actions. Creativity is the ability to anticipate the actions and concessions of the individual, on the basis of separate facts of behavior to make logical reasoned conclusions about the characteristic traits of a person". It is true that the study of psychological mechanisms for the development of creativity of a teacher, necessary for the formation of knowledge of a student and to develop his or her communicative and behavioral skills.

According to the observations of psychologists, the solution of creative tasks is important "readiness" of knowledge for their use, and their reconstruction, home bookkeeping without registration intelligence in the process of transformation of information. Relationship of competence and creativity are evaluated as probabilistic: on the one hand, the more one knows, the more varied the approaches he owns when solving new problems. On the other hand, knowledge can limit a person's desire for the destruction of stereotypical patterns, to search for new solutions. In particular, according to the American sociologist R. Merton: "the Scientist must make every effort to learn the work of their predecessors and contemporaries, but too much reading and too much knowledge leads to decreasing creativity of scientists". Famous Russian psychologist N. Cold, considering the interconnectedness of knowledge and ways of learning (cognitive-intellectual competence), notes that in teaching it is not in the scope of knowledge (their failure may be the impetus for the search), not in strength, not in

depth (too big for the recess prevents the emergence of a new view). The thing is, how individual knowledge and to what extent they are reliable as a basis for effective decision making.

Thus, evaluating the ratio of the creativity and competence of probability mean intellectual creativity. E. P. Il'in says: "Preliminary extensive knowledge is necessary for the scientist's creative activity as a building material for the erection of a new building, but in thinking they tend to harden into dogma". As for pedagogical creativity in the aspect of its relationship with competence, obviously, we can talk about interdependence. Skilled teacher creates the basis for realization of its potential creativity when finding innovative optimal solutions in "extraordinary" situations, for the manifestation of pedagogical creativity, the self-extraction of knowledge and effective, creative application in social and professional situations.

In its turn, creativity compels a teacher to explore innovative approaches in the educational process, to independent mastery of a hierarchy of professional competencies (or competences). Teaching creativity requires a certain high level of teacher competence in interpersonal perception, interpersonal communication, interpersonal interaction. Creative decisions of the teacher based on the relationship of intellectual and pedagogical creativity: high creativity level over "adequate not only adapts to various innovative educational systems, but also itself actively participates in their formation, development, and implementation into pedagogical practice".

Creative educational process enables each participant at each educational level not only to develop the initial creative potential, but to generate a need for further self-knowledge and creative self-development, objective self-assessment. Modern University education is aimed at creating conditions conducive to the manifestation of creativity of the student, and this is associated with the development of professional competences in the hierarchy. Further work on creation of conditions for realization of creative potential of future specialist in the context of University education, it is necessary for the formation of the competence, and to development its communicative skills.

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