



## **Training the creative competence of future teachers**

## **Formando la competencia creativa de profesores de futuro**

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**Abstract:** The new realities of the world, of society and of the state make it necessary to reform the education system by taking into account newly emerging values. Kazakhstan has an objective necessity and a prerequisite for the further development of the national education system, the needs of the labor market and its integration into the world educational space. At the same time, the higher education system in Kazakhstan contains sufficient requirements for international education. The new approach to organizing the educational process into global practice is embodied in a competency-based teaching model. The need for its development in Kazakhstan in the context of profound organizational, structural and ideological transformations, updates the content of education, imposes increasing demands on the quality of training according to the stage of socio-economic and political development of the country. country and globalization. integration phenomena in the global educational space. A key figure in the field of education has always been and remains a teacher: - a competent specialist, who has all the arsenal of funds, a creative personality, who aspires to professional perfection and professional growth. The new conceptions of higher education are based on the targeted development of the creative potential of the future specialist. The most important social function of higher education is to train creative professionals capable of developing professional activities, to improve and not only to replicate the social experience in order to create new knowledge and values

**Resumen:** Las nuevas realidades del mundo, de la sociedad y del estado hacen que sea necesario reformar el sistema educativo teniendo en cuenta los nuevos valores emergentes. Kazajstán tiene una necesidad objetiva y un requisito previo para un mayor desarrollo del sistema educativo nacional, las necesidades del mercado laboral y su integración en el espacio educativo mundial. Al mismo tiempo, el sistema de educación superior en Kazajstán contiene suficientes requisitos para la educación internacional. El nuevo enfoque para organizar el proceso educativo en la práctica global está incorporado en un modelo de enseñanza basado en competencias. La necesidad de su desarrollo en Kazajstán en el contexto de profundas transformaciones organizativas, estructurales e ideológicas, actualiza el contenido de la educación, impone demandas crecientes sobre la calidad de la capacitación según la etapa de desarrollo socioeconómico y político del país. País y globalización. Los fenómenos de integración en el espacio educativo global. Una figura clave en el campo de la educación siempre ha sido y sigue siendo un maestro: un especialista competente, que tiene todo el arsenal de fondos, una personalidad creativa, que aspira a la perfección profesional y al crecimiento profesional. Las nuevas concepciones de la educación superior se basan en el desarrollo específico del potencial creativo del futuro especialista. La función social más importante de la educación superior es formar profesionales creativos capaces de desarrollar actividades profesionales, mejorar y no solo replicar la experiencia social para crear nuevos conocimientos y valores

**Keywords:** Innovation; Teacher preparation; Creativity; Innovative phenomenon; Pedagogical process

**Palabras clave:** Innovación; Preparación docente; Creatividad; Fenómeno innovador; Proceso pedagógico

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## 1. Introduction

In the context of the transformation of Kazakhstan society due to the strategy of entering Kazakhstan in 50 most competitive countries in the world and demanding world labor market training becomes an actual problem of creative, professional mobile, competent professionals. An important requirement for the educational sphere in the society is to provide high quality education. In this aspect of education is defined as one of the key moments in the development strategy of Kazakhstan in the XXI century (Sulkarnayeva-Raphailova, 2017).

Kazakhstani teachers, as their colleagues around the world, responding to the challenges of the XXI century, are actively searching for original approaches to the organization and development of the education system on a new methodological platform, the essence of which is to create conditions for students in the organizations “*existing knowledge*”, as knowledge, skills, experience, suitable for use in everyday life, in solving real problems of today (Tacman & Comunoglu, 2015; Beresova, 2016).

Under the influence of the growing rate of changing ideas, ways of thinking, ways of life dramatically changed the place and role of education in society. International Commission on Education for the XXI Century, UNESCO pays special attention to four fundamental values of education: learning to live together, to acquire knowledge, learn how to work, and learn to live. We must learn to live together, developing knowledge of other countries and peoples, their history, traditions and way of thinking (Aerila, Ronkko & Gronman, 2016). On this basis, it is necessary to develop a new approach that is through awareness of the growing interdependence will lead to joint analysis of risks and challenges awaiting us in the future, and will enable us to carry out joint projects or come to a reasonable and peaceful solution to the inevitable conflicts (Demirok, Baglama & Besgul, 2015).

XXI century will require learning to live, that is, greater independence and ability, combined with an increased personal responsibility within the framework of collective project. In learning should pay particular attention to the acquisition, updating and use of the knowledge gained. In this education must constantly adapt to changes in society, without neglecting the transfer achievements of human experience and knowledge (Ozcan & Katlav, 2016). The problem of increasing intellectual and creative potential of the country, improving the competitiveness of the nations more insistently pushed into the category of the most topical problems of modern Kazakh society. It is connected with the need to modernize of education in accordance with the new goals and objectives of the Development of Kazakhstan, as articulated in the Strategic Development Program “*Kazakhstan – 2050*”, “*Concept of Education Development of Republic of Kazakhstan till 2015*” and the “*State Program of Education Development of Republic of Kazakhstan for 2011-2020 years*”.

Reliance on the education of society, the quality of human capital will allow Republic of Kazakhstan to take place on the world stage, enter the number of highly developed countries. In the Message to people of Kazakhstan “*Kazakhstan's way-2050: The overarching goal, common interests, common future*” President of Kazakhstan Nursultan Nazarbayev said:

*"Our way of the future is linked to the creation of new opportunities for realizing the potential of Kazakhstan. Developed country in the XXI century is active, educated and healthy citizens. What we need to do for that? First, all developed countries have a unique quality educational system. We should work hard to improve the quality of all parts of national education".*

One of the major problems is put forward improving education as a factor in the competitiveness of a nation in the world economic space. Therefore, the relevant problem of creation a national system of education, corresponding to modern requirements advanced market economies.

Modern education in the age of information, relying more on the formation of creative personality with qualities that allow invent, make discoveries, originally to solve problems, to see

the contradictions become the creator of your own life (Hosseini, 2016;). "Portrait" of the creative person is multifaceted; its characteristic features are:

- Perception of the world as an open, multi-polar phenomenon, creative attitude to the world and themselves, openness to new experience (sphere outlook);
- A variety of interests, desire for creativity, passion process of creative activity, creative activity (creative motivation);
- The ability to associate, a sense of form, style and sense of humor, commitment to excellence, ability to improvise (creative aesthetic properties);
- Emotional responsiveness, expressive emotionality (the ability to express the emotional content); empathy (the ability to emotionally spiritual attainment emotional world of another person), the richness of emotional experience (emotional and creative properties);
- Ability to transformations, variability, thinking; ability to predict (intellectual and creative abilities);
- Ability to produce images, integration of disparate elements into a single system image; spirituality real images and realistic unrealistic; going beyond the ordinary (departure from reality); ability to symbolize and visually imaginative presentation of ideas - the creation of the internal problems of the pictures (creative imagination);
- Ability to work collaboratively in a creative activity (communicative and creative abilities).

Today in Kazakhstani society occurs the historical process of steady increasing the role of education. A key link of the modernization processes became high school education. The success of the reforms will depend, undoubtedly, the quality of teacher training rigor selection of personnel for teaching and the status of teacher. Therefore, the State Program of Education Development of Kazakhstan for 2011-2020 focuses on the process of preparation the teacher to satisfy needs of modern society. Occurring changes in educational system of Kazakhstan caused appearance of new ideas about the teacher of the modern school. Need a quality teacher for the new school: educator who not only give schoolchildren the new knowledge, but also teaches children to learn, organize the process and, most importantly, make knowledge itself interesting, attractive, and necessary throughout life (Danju & Uzunboylu, 2017).

The meaning of modern higher pedagogical education is becoming a competent specialist capable to guide freely in complex socio-cultural circumstances, to act responsibly and professionally in rapidly changing conditions of science and education. competence model of teacher the new formation assumes the following important targets for the design of the educational process in high school:

- Student-oriented focus of the educational process;
- Organic inclusion of the educational environment of the university in all kinds of life of its subjects, leading to activation of the internal resources of the individual;
- The development of the creative person professional development of students;
- Focus on "competence" as "outcomes of education" with regard to market of educational services and international trends;
- Saturation of personal meaning and humanization of educational content.

The competence includes an individual's ability to independently find and use has already accumulated knowledge in different situations and walks of life, different from those in which they were acquired.

In many investigations of creativity, the emphasis falls on the identification of psychological mechanisms of creative potential available to each personality but in different quantities and qualities. This problem occurs only in the difference in their level and degree of development and manifestation.

In traditional psychology and pedagogy creativity was seen as a personal category, and disputes were largely about the clarifying of its interpretation, namely creativity as divergent

thinking or intellectual activity or as an integrated personal quality (Uzunboylu & Kocakoyun, 2017). Each position of the scientist-reasoned and deserves more detailed recognition. However, in the professional pedagogy of higher school (Creative androgogics) insufficient to determine its qualitative indicators and basic levels of exposure. If creativity is understood only with one of the described positions then its problems is extremely impoverished and considered one-sided, especially it concerns Pedagogy of Higher Education, including the problems of education not only as a result-but also, and especially, as an organization to manage the creative process of training and education, during and the creativity in general. That's why today is so necessary to explore the possibility of developing personal of creativity as a category in the process of creative learning in education.

From the above the conclusion is that by the end of the XX century - The beginning of XXI century the interest of researchers on the problem of creative associated with finding an answer to the question: Can creativity be massive and in what way? Besides the fact that creativity is studied as an activity, process or product, the greatest attention in science is paid for the creative abilities and their relation to intellectual. The problem of the relation of intellectual and creative abilities rises in a very large number of studies.

These studies show that the intelligence and creativity have different bases and different functions in adaptation to the environment. An optimum variant is a combination thereof. This combination is the basis of creativity as a personal education. And the object should be the criterion and the development of creative abilities.

They identified a large range of qualities that define the content of preparedness specialist for creative work, the conditions for its development. And while discussing the issue of readiness for professional creativity, all the authors proceed from the fact that it is the creative work is the highest measure of professionalism. Moreover, some of them trying to compensate the limitations of the procedural approach to this problem, introduced a special term - the professionalism of person. With its help the individual qualities are considered as an integral and carried out their professional activities. Before disclosing, the structure and content of creativity in the meaning that it will have in our work, we consider some of the approaches to the interpretation of the concept.

According to Gilford's point of view, the ability to create is multi dimensional and includes the ability to take risks, flexible thinking and quick thinking, imagination, perception of ambiguous things, high aesthetic values, and developed intuition (Mednick, 1962). Taylor as Gilford is risen creativity not as a single factor, but as an aggregate of different abilities, each of which can be represented in different degrees. These scientists are allocated 52 criterion of giftedness (Torrance, 1974; Ozcan & Genc, 2016).

American psychologists: Torrance, Getzels, Jakson conducted researches on children's creative abilities. For Torrance, the creativity is the ability to heightened perception deficiencies, gaps in knowledge, missing elements, disharmony, etc. Torrance proposed a model of creativity, which includes three factors: fluency (productivity), flexibility, originality. In this approach, the criterion of creativity is not the quality of the result, and the characteristics and processes that activate the creative productivity (Torrance, 1974). Renzulli has the same approach to understanding creativity. Creativity as the behavior of the person, expressed in the original ways to obtain the product, achievements and solve the problem, of new approaches to the problem from different perspectives. Mednick (1962) postulates that, in the basis of creativity is the ability to go beyond the stereotypical associations, work with a wide semantic field. He views creativity as a process redesign of elements in new combinations that meet the requirements of utility and some special requirements. This scientist developed a test outlying association reveals the ability of the test to the determination of appropriate associative connections (Mednick, 1962).

In addition to theories that produce creativity as an independent phenomenon, there are views that deny the phenomena of creativity as such. Supporters of such approaches tend to look for explanations of the creative process or in high level of intelligence, or the difference between

certain personality traits and especially motivation (Uzunboylu, Hursen, Ozuturk & Demirok, 2015). Indeed, it is impossible not to note the relationship of creativity with features of both cognitive and emotional sphere. Such a relationship exists. Referring to the research of cognitive components of creativity and creativity. So, many authors highlight the relationship of creativity with the peculiarities of perception. Barron, Dzons, Kropley, Ligton etc. Considers perception mostly mental process governing creative activities. Identify the following features of perception characteristic of creatives: high sensitivity to stimuli subsensornym, the ability to perceive mistakes, deviations, unusual and unique properties of objects, the ability to notice the connection between the signs are not formally have this connection, the ability to perceive complex, is synthetic, noting importantly, the ability to see significant potential, not yet manifested, the ability to get rid of the fixed installation and constancy, have a "*spontaneity of perception*", to perceive yourself and impartially. It is noted that for the perception of the creative person have the greatest appeal vague, randomly-complex objects, from which the desired self-selected and meaningful, it is stressed that "*perceptions in the material prepared for the future work of thinking and perception itself has all the primary characteristics of creativity*" (García Esteban, & García Laborda, 2018; Garcia Laborda 2017).

## 2. Results

Thus, in contrast to the rational, distinguishing the (a term other researchers more conscious, verbalized) holistic vision of the world and its direct perception largely determines the manifestation of creativity. Interconnection ways of perceiving and presenting the world with the creativity reflected in many studies. Closer in content leading research ideas submitted consideration creativity in four aspects:

- The creative process,
- Creative product,
- Creative personality,
- Creative environment (scope, structure, social context, shaping the product requirements of creativity).

In this regard, the theoretical analysis of Development Studies creativity reveals the following highlights:

Creativity is the ability to adaptively respond to the need for new approaches and new products. This ability allows you to also be aware of the new into being, although the process can be both conscious and unconscious nature.

Creating a new creative product depends largely on the personality of the creator and his strength of intrinsic motivation.

Specific properties of the creative process, product and personality are their originality, consistency, validity, adequacy problem and another property, which can be called fitness - kinds of intelligence, it "*corresponds with the shorter types of giftedness*", and so, and creativity, as mean by intelligence view creative achievements.

## 3. Conclusions

New views on higher education is the purposeful development of the creative competence of the future specialist. Today an important part of the educational process is the study of future teachers of creative activity, knowledge of its mechanisms and methodology, the formation of the skills necessary for it. In this regard, it requires the radical changes, both in the scheme of cognitive activity, as well as in the content, methods, and means of the learning environment, taking into account the psychological characteristics of the personality of each student. Therefore, it seems reasonable from the logical-historical positions to affirm the regular change of the traditional system to the personality-oriented education. It is based on the methodological

principle that a student should become a subject of study. This means, it is necessary to take into account, first of all, his needs, motives, goals, abilities, activity, intelligence and other individual psychological features, as well as creative abilities.

Personality-oriented education is based on the following principles:

- 1) Recognizes the priority of individuality, self-worth of the learner, which is initially a subject of the pedagogical process;
- 2) As much as possible directed towards the student's need for self-realization, self-determination and self-development;
- 3) Higher education has a leading character, which is ensured by the formation of competence and the development of the creative qualities of the future teacher in the process of professional activity.

The priority of the higher education system of Kazakhstan is to achieve such a quality of specialist training, which will enable them to compete in the international labor market. From this point of view, the goal of training and education is the formation of creative competencies as an integral quality of a person, which will open up to a specialist the ability to generate new ways and types of activities, enter new professional fields for him, and in a short time will overestimate the direction of his work.

Thus, the modern graduates of higher education should adapt to the conditions of a market economy, be flexible and mobile in their professional activities. He should be familiar with the latest technology, be able to use a computer, databases and data banks, summarizing all international experience. But most importantly, he must develop the features of a creative personality over the years of study at the university, develop the skills of an investigator, learn to think critically and find new ways to solve professional problems.

The main task of higher education is to develop the ability to perceive and process new scientific ideas, analyze and apply them in conditions of independent professional activity. Higher education can remain effective in seeking the reserves of improvement in the very nature of knowledge, in methods of teaching and studying university courses of science. More than ever before, the tasks of vocational training come closer to the goals of personal development, the formation of the creative competence of the future teacher.

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