



## **CREATIVE SKILLS AND CAPABILITIES OF TEACHERS TEACHING ADULT CLASS**

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<p><b>Received:</b> 22<sup>th</sup> August 2023 <b>Accepted:</b> 22<sup>th</sup> September 2023 <b>Published:</b> 26<sup>th</sup> October 2023</p>	<p>In order to meet the new socio-cultural order, the modern teacher must be ready for innovative activities. At the same time, according to experts, the organization of training subjects of innovative educational activities should have its own characteristics depending on the level of fundamental changes.</p> <p>The main rules of training senior teachers for the introduction of educational innovations will be effective if they are based on a targeted approach and aimed at mastering the methods of developing and implementing an innovative development program of an educational institution.</p>

**Keywords:** logical thinking, development, heuristic ability, methodology, activity, result, ability.

**INTRODUCTION.** Among the factors that determine the need to consider national priorities in the system of training teachers for innovative activities based on creative abilities, three groups can be distinguished.

Another group of reasons for the modernization of education is socio-pedagogical changes in the higher education system, which occur in the context of changes caused by the new socio-technological revolution. Modern education faces a number of challenges, one of which is that national education systems must be innovative and their teachers must be prepared for innovative lifestyles[1].

In such conditions, the willingness of teachers to accept progressive innovative changes in culture, society and education is of particular importance. Only a teacher with high creative potential can educate a person capable of successful and productive life in a rapidly developing society.

**ANALYSIS AND RESULTS.** Currently, many educational teams of educational institutions are actively testing domestic and foreign educational technologies. Therefore, an important component of the teacher's professional skills is the readiness to evaluate the effectiveness of new pedagogical technologies. A modern teacher should be able to determine whether the proposed new technologies match the needs and capabilities of a particular educational institution.

Some aspects of the problem of directing high school teachers to innovative activities based on a creative approach by Russian researchers-scientists A. Boyko, A. Alexiuk, theoretical study of the personal approach to pedagogical activity, integrative effective education of the talented young generation of teachers qualities are covered in the works of V. Bondar, S.

Goncharenko, VIYevdokimov, L. Kadchenko, V. Kovalev, A. Lipenko, OR Penkova, BVShcherbina, Slastenin and a number of other scientists.

However, in the mentioned works, only certain issues of training senior teachers for innovative professional activities are considered[2].

Based on the relevance of the problem under consideration, it can be said that the theoretical and methodological aspects of the innovative activities of senior teachers based on creative approaches are not sufficiently developed, as well as the need to improve the modern teaching system.

Taking into account the complexity and variety of the problem under study, this idea can be implemented only within the scope of creative ability through the following theoretical recommendations[3]:

1. The teacher's readiness for innovative activity is his integrative quality, which is manifested in the dialectical unity of all structural components, features, connections and relationships.

2. It is logical to consider the system of formation of readiness of senior teachers for innovative activities as a sub-system of general pedagogical training aimed at forming teachers as subjects of educational innovations in pedagogical educational institutions[21].

3. The process of preparing senior teachers for innovative activities will be effective if it is carried out in the conditions of a technological approach[4].

4. The conceptual basis of the technology of developing the preparation of pedagogues for innovative activities based on creative approaches is the basic rules of the innovative and person-oriented approach to the professional and pedagogical training of teachers.

5. The technology of forming the readiness of



senior teachers for innovative professional activity should be implemented in pedagogical universities in accordance with the principles of integrity of professional activity, individual approach and step-by-step development in the conditions of their general pedagogical training[5]. This is achieved by individualizing the innovative training of senior teachers, separating the cycle of interrelated stages in it, each of them having a specific purpose and appropriate content, methods and forms of work.

The process of preparing senior teachers for innovative activities should function as an acceptable integrated system in the educational process through the development and implementation of modern technologies[6].

The subjective character of the cooperation between the senior teacher and students, the individualization of the teaching process, the creation of conditions for the formation of the critical, creative thinking and worldview, creative professional thinking of the senior teachers, and the achievement through the use of interactive pedagogical technologies possible

The preparation of senior class teachers for the selection of educational innovations and their implementation in practice allows solving identified problems, ensures the formation of their critical thinking[7]. The process of introducing educational innovations of senior teachers should be planned as follows:

- development of the concept of innovative development of education in universities;
- development of a strategic plan for the introduction of modern teaching technologies in the practice of a higher educational institution;
- development of measures for the implementation of the training process[8].

The main difference between the innovative activity of the teacher and the traditional activity is to be ready for any, even unexpected, situation, to be able to adapt, to create appropriate conditions for the comprehensive development of the potential of the

student. The novelty of the teacher's educational activity is how much he understands the meaning of using certain innovations in practice, he should search for them before using them, and make the right choice[9].

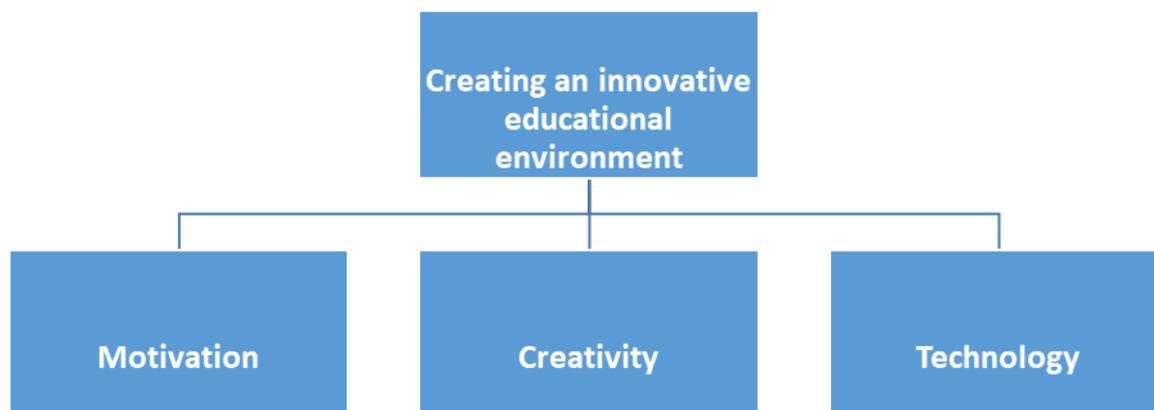
The following indicators of innovative activity should be noted in the literature analyzed during the research:

- updating the educational content, teaching methods and forms, self-control, analysis and evaluation of their activities, cooperative teaching activities, etc. in the higher education institution;

- comparing the compliance of the final results with the planned ones when evaluating the effectiveness of the educational process. Practical work shows the greatest difficulty in evaluating the criteria and indicators of innovative activity and forming incentives for the innovative potential of the teacher. A criterion is a judgmental tool, a characteristic on the basis of which an assessment is made[10].

The criteria for evaluating the innovative activity of the teacher serve as a specific condition for the effectiveness of the educational process. The use of innovations in the educational process is considered as a method of solving problems in the process of non-traditional situations during the operation and development of the educational process. Evaluation criteria help to transfer innovative changes from the organizational level to the content level, that is, to acquire new qualities for innovative technologies, to change their essence[11].

The concept of innovative pedagogical activity means a new approach to teaching and learning. This is primarily the use of new methods of effective interaction between students and teachers, leading to the achievement of the intended results, innovative education includes the search for and application of new ideas, o The teacher develops and implements new methods and independently chooses solutions[12]. Creation of an innovative educational environment in higher education institutions is carried out as follows:



**Figure 1. Scheme for creating an innovative learning environment.**

Motivation is the achievement of innovation as well as their stimulation: recognition in society, financial incentives and the need for self-realization at work, and the desire to profit from one's work are internal motives[13].

Creativity - this component refers to the teacher's ability to create and implement new ideas. The development of creativity goes from imitative activity in the creation of projects to real creativity, as a result of which the teacher creates a new method of education and upbringing.

Technology - this component includes analysis aimed at searching for information and getting to know the available news, setting goals and means to achieve them, developing basic ideas, implementing and monitoring them, in other words, evaluating the positive and negative features of the work performed[14].

There are following types of educational news:  
 - national and universal;  
 - combined (old and new) and completely new, based on the modification of existing methods in education;  
 - modular, differentiated, advanced education organized on the basis of the project, as well as oriented to the methodology using modern technologies.

Except for ideological innovations, all types of innovative activities are secondary, they require time and arise from the desire of educational institutions for new educational opportunities.

One of the necessary conditions for the implementation of the principle of development of innovative activity is a set of measures to stimulate the innovative activity of teachers. The content of these measures can be defined as follows[15]:

No	Type of incentive	Implementation mechanism
1	<b>Material encourage</b>	Material support of innovative activity , material stimulation of its introduction;
2	<b>Spiritual encourage</b>	Public recognition of the problems indicated in the innovative activity; the opportunity to realize oneself as a creative person working in the pedagogical-professional process in mutual cooperation;
3	<b>Professional encourage</b>	The possibility of teaching within educational programs, active participation in spiritual and educational events, special attention to innovative activities.

**Figure 2. Measures to encourage innovative activities**



One of the important areas of work on the management of innovative activities is to provide specially focused support to teachers and help teams to solve typical problems of organizing creative work. Among these problems, it is necessary to identify the main ones and determine ways to solve them. Usually, innovation occurs when an idea with a new content is born, as a result of attempts to solve a traditional problem in a new way, as a result of a long process of gathering facts and understanding, encouraging its participants and from a creative position. involves changing[16].

In the process of higher education, innovations are divided into two main types, corresponding to the reproductive and problem orientation of activity:

1. Innovations are modernizations that change the educational process, aimed at achieving guaranteed results within its traditional reproductive direction.

2. Innovations in education are changes aimed at changing the process, ensuring the nature of research, organizing educational activities[17].

The conducted studies show that in order to effectively ensure the process of implementation of the teacher's pedagogical activities, as a teacher-expert, as a teacher-pedagogue, as a teacher-researcher, and finally, as a teacher-innovator must rely on at least the following two main factors:

1) The teacher's psychological readiness for innovative activities and acquisition of reflexive-analytical and active-practical skills and qualifications[18].

2) To reorient all forms of professional education to the task of supporting him as a specialist-teacher in the pursuit of continuous professional growth, to improve the regular qualification of the teacher[20].

The achievements of the teacher in his educational activities are a significant factor in the development of a person. In the process of engaging in innovative activities, developing innovative activities, creating important, new, noteworthy things, the teacher himself grows, because the growth of a person in the process of creative activity is considered the most important situation[19].

**CONCLUSION.** In other words, the more simple and uniform the activity performed by the teacher, the smaller the field of manifestation of his activity, the less developed his personality. After all, as a result of using his mental abilities throughout his life, he himself develops and improves his work by performing creative processes.

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