TECHNOLOGIES FOR DEVELOPING CREATIVITY AND COMPETENCIES OF FUTURE PEDAGOGUES IN THE PROCESS OF PRACTICE

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Abstract: This study investigates teachers' views on the role of technology in building their creativity and competencies during teaching practices.The findings revealed that teachers are aware of the importance of technology in creativity. Technology appears to help them explore their creativity and encourages learners' creativity and competencies in a way that it helps transfer their creativity into reality, makes the activities more authentic, and provides teaching materials on various topics. However, there is no clear evidence about how these teachers use technology in their actual classrooms.

Key words: technology, practice, competencies, future pedagogues, creativity, process.

The interview data indicated that teachers acknowledged the use of technology in their teaching with different purposes: to complement their teaching, to create real-life activity, to communicate and discuss, to encourage students in learning, and to find resources or teaching materials. Two teachers reported that technology was complementary to teaching and that technology did not do the teachers' job. Any technology teachers used only helped and facilitated the teaching and learning process. Researchers gave an example of what she meant by complementary to teaching. Technology helped transfer her ideas into reality particularly when she asked students to do 'virtual travelling'. This example has

been described previously for identifying how teachers use ‘Google’ in teaching; however, this section highlights the function of technology as part of the teaching process.

Successful design and organization of the educational process of future teachers. In order for them to have the experience of learning, first of all, social, which is ahead of education Order: its general and private goals, scientific and technical achievements, society's needs, They should have well mastered the laws of personal development. For this they have stable qualities such as creativity, analytical thinking, inclination to the teaching profession, humanitarianism, the ability to create a cooperative environment, and respect for collective opinion. Scientific preparation of future teachers to design the educational process. A number of problems are required to be solved in order to create pedagogical foundations: Didactic features of designing a person-oriented educational process. Determination; value of future teachers towards students in the educational process. To decide on the experience of dealing with the level; future teachers. Multi-directional education taking into account the individual characteristics of students Preparation for process design; such as equipping future teachers with the conceptual foundations of the educational process and person-centered educational technologies. In short, our practical observations, pedagogical and social cultural experiences show that the development of creative abilities in future professionals. On the basis of which they can be taught to be creative. For this, the educational process is independent It should become a process of acquiring knowledge, development, and creative maturity. That is why, independent creative development of the future physical education teacher in higher education. It is required to start from the initial stage of the process.

The research was conducted in two stages. At the first stage the process of developing professional research competence on the basis of the development of students' research abilities was monitored; student survey; determination of the level of formation of professional research components was carried out; the approbation of the research topic at the initial stage of the ascertaining experiment was

conducted. At the second stage the theoretical concept of the study was specified and corrected; a mass learning experiment was conducted; analysis, synthesis and systematization of the data; research design; the approbation of the research topic in publications and speeches of authors at scientific conferences was carried out.

The study developed specific evaluation criteria for determining the level of mastery of the main components of professional research competence: scale of preliminary competence-research orientation; methodology of typology of educational research; research methodology of awareness of the integrity of the interaction and the relationship between the development of research abilities and research potential of educational resources; methodology of research integration in professional activities.

For the development of research competence of students the following methodological guidelines were used:

- Practice-oriented systematic multidimensional cognitive activity with students, aimed at mastering the necessary and sufficient components of research professional activity;
- Research technology of professional and personal orientation;
- Pedagogy and psychology in the context of the integration interaction of deducing the potential for the development of multifunctional research competence;
- Pedagogy of professional and research support of students, focused on creative, intellectual productive activity;
- The method of self-activation and research self-realization based on cognitive- integration intensification and systematization of the gained knowledge;
- The method of motivational orientation and individual interest;
- Method of situational conditionality and communicative event;
- Conducting specialized types of research activities based on integration and interactive interaction [1]

Before addressing the meaning of teacher competence, we must first establish the meaning of competence. Competency is a term used extensively by different people in different contexts; hence, it is defined in different ways. Teacher education and job performance are two contexts in which this term is used. Competencies are the requirements of a “competency-based” teacher education and include the knowledge, skills and values a teacher-trainee must demonstrate for successful completion of a teacher education program [2].

Some characteristics of a competency are as follows:

1. A competency consists of one or more skills whose mastery would enable the attainment of the competency.

2. A competency is linked to all three of the domains under which performance can be assessed: knowledge, skills and attitude.

3. Possessing a performance dimension, competencies are observable and demonstrable.

4. Since competencies are observable, they are also measurable [3].

It is possible to assess a competency from a teacher’s performance. Teaching competencies may require equal amounts of knowledge, skill and attitude, but some will not. Some competencies may involve more knowledge than skill or attitude, whereas, some competencies may be more skill or performance based. Some scholars see "competence" as a combination of knowledge, skills and behavior used to improve performance, or as the state or quality of being adequately qualified and capable of performing a given role

This finding confirms the qualitative results which indicated that teachers acknowledged the use of the Internet in their creative practices. However, they did not use the Internet live in the classroom, instead, they used the Internet outside the classroom to prepare their teaching. For this reason, the Internet becomes the least common technology use in the classroom. Any technological tools these teachers used seem to bring a positive effect on their practices, audio-visual materials and

hardware assist teachers to transform the information easily. The Internet allows teachers to obtain additional materials for their creative practices, such as video recordings of native speakers.

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A competency is more than just knowledge and skills; it involves the ability to meet complex demands by drawing on and mobilizing psychosocial resources (including skills and attitudes) in a particular context. Competency is essential to an educator's pursuit of excellence. Teachers need a wide range of competencies in order to face the complex challenges of today's world. Teaching competency is an inherent element of an effective training process, one that aspires to contribute to the welfare of a particular country or the world, itself. The central figures in the educational process are teachers. The success of training and education depends on their preparation, erudition and performance quality.

The teaching skills and life-long learning competencies of professional teachers comprise the following: to perform complex pedagogical duties; to be well-spoken, in good mental and physical health, stable and tolerant; to have a propensity to work with the younger generation, good communicative and observational skills, tact, a vivid imagination, and leadership.

Ideally, then, educators should demonstrate the following competencies and ***creativity***: *effective classroom management*, maximizing efficiency, maintaining discipline and morale, promoting teamwork, planning, communicating, focusing on results, evaluating progress, and making constant adjustments; effective teaching

practices, representing differing viewpoints, theories, “ways of knowing” and methods of inquiry in the teaching of subject matter concepts; technology skills, knowing when and how to use current educational technology, as well as the most appropriate type and level of technology to maximize student learning.

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