

PREPARING FUTURE TEACHERS TO DEVELOP CHILDREN'S CREATIVE ABILITIES THROUGH THE INTEGRATION OF VARIOUS TYPES OF ACTIVITIES

PREPARAR FUTUROS PROFESSORES PARA DESENVOLVER A CAPACIDADE CRIATIVA DAS CRIANÇAS MEDIANTE A INTEGRAÇÃO DE DIVERSOS TIPOS DE ATIVIDADES

Alla Zubalii

ORCID 0009-0009-1071-1256

Pre-school Educational Institution (Nursery-Kindergarten) of Compensatory Type for Children with Musculoskeletal Disorders No. 22 "Olenka" Kropyvnytskyi, Ukraine
alla.zubalii@gmail.com

Nataliia Sulaieva

ORCID 0009-0009-1071-1256

Poltava V.G. Korolenko National Pedagogical University Poltava, Ukraine
sula_polt@ukr.net

Olena Horska

ORCID 0000-0002-5432-398

Volodymyr Vynnychenko Central Ukrainian State University Kropyvnytskyi, Ukraine
O.O.Horska@cuspu.edu.ua

Yulia Demchenko

ORCID 0000-0002-2247-7470

Volodymyr Vynnychenko Central Ukrainian State University Kropyvnytskyi, Ukraine
guliya81@ukr.net

Natalia Androsova

ORCID 0000-0002-2247-7470

Volodymyr Vynnychenko Central Ukrainian State University, Kropyvnytskyi, Ukraine
n.m.androsova@cuspu.edu.ua

Abstract. The role of teachers in developing students' creative abilities is pivotal. The demand for teachers equipped with effective strategies for nurturing creativity emphasizes the need for continuous self-improvement. The aim is to investigate the formation of future teachers' professional identities with an emphasis on fostering children's creative abilities. The research employs qualitative analysis. The criteria for the inclusion of literature were diverse, for instance: relevance, accessibility and methodological rigor. The exclusion criteria were based on the following parameters: the study does not concern education and pedagogy, does not describe methods of maintaining interest and has not methodology. Thematic categorization and synthesis are conducted to identify key aspects of teacher preparation, with a focus on the theoretical readiness of future educators. Comparative analysis was performed between literature, legislative documents, and educational programs to draw implications for effective teacher preparation. The results underscore the multifaceted role of a creative teacher, emphasizing the importance of functional competence in understanding socio-cultural and pedagogical functions. Individualized approaches, especially for artistically gifted students, are highlighted. The interdisciplinary approach to teacher training, incorporating normative educational disciplines and teaching practice is deemed crucial. The conclusion note that the preparation of future teachers for nurturing children's creative abilities requires a multifaceted approach, integrating theoretical knowledge, practical skills, and the development of professional-personal qualities. Recommendations include aligning educational programs with the state standard of higher education and ensuring comprehensive coverage of psychological-pedagogical disciplines in training.

Keywords: teacher training; creative development; future educators; professional identity; activity integration; pedagogical competence.

Resumo. O papel dos professores no desenvolvimento das capacidades criativas dos alunos é fundamental. A demanda por professores equipados com estratégias eficazes para fomentar a criatividade sublinha a necessidade de uma constante evolução. Este artigo tem como objetivo investigar a formação das identidades profissionais dos futuros professores, enfatizando o desenvolvimento das capacidades criativas das crianças. A pesquisa utiliza análise qualitativa, examinando literatura relevante, documentos legislativos e programas educacionais. A categorização temática e a síntese são realizadas para identificar os aspectos-chave da preparação do professorado, com especial atenção à preparação teórica dos futuros educadores. Foi realizada uma análise comparativa entre a



literatura, os documentos legislativos e os programas educacionais para extrair implicações para uma preparação eficaz do professorado. Os resultados destacam o papel multifacetado de um professor criativo, enfatizando a importância da competência funcional para compreender as funções socioculturais e pedagógicas. São ressaltados os enfoques individualizados, especialmente para os alunos com habilidades artísticas. Considera-se crucial a abordagem interdisciplinar na formação dos professores, incorporando as disciplinas educativas normativas e a prática docente. As conclusões indicam que a preparação dos futuros professores para fomentar as capacidades criativas das crianças requer uma abordagem multifacetada, que integre conhecimentos teóricos, habilidades práticas e o desenvolvimento de qualidades profissionais-pessoais. Entre as recomendações, inclui-se a adaptação dos programas educacionais às normas estaduais de educação superior e a garantia de uma cobertura abrangente das disciplinas psicológicas-pedagógicas na formação.

Palavras-chave: formação do professorado, desenvolvimento criativo, futuros educadores, identidade profissional, integração de atividades, competência pedagógica.

1. INTRODUCTION

In the dynamic landscape of contemporary education, the preparation of future teachers plays a pivotal role in shaping the intellectual and creative development of the next generation. One crucial aspect of this preparation lies in fostering children's creative abilities through the integration of various types of activities. The relevance of this topic is underscored by the growing recognition of creativity as a key skill in the 21st century, essential for navigating an increasingly complex and rapidly changing world.

Numerous studies in the fields of education, psychology, and pedagogy have explored the intricate relationship between various types of activities and the enhancement of children's creative capacities (Nyshanova et al., 2014). In particular, Kurlind and Osypova (2019) investigate the formation of future teachers' creative pedagogical positions during professional training, aligning with the broader theme of teacher preparation for creativity. Krymets (2022) explores philosophical and educational traditions of the future, indicating a focus on forward-looking perspectives in philosophy and education.

The literature reveals that a holistic approach, integrating diverse activities such as arts, sciences, physical exercises, and collaborative projects, is instrumental in nurturing a child's creativity (Öberg, 2013; Rakhimov & Mukhamediev, 2022). The interdisciplinary nature of these activities not only stimulates cognitive processes but also fosters a well-rounded development that is essential for adaptability and innovation.

Despite the wealth of research supporting the integration of diverse activities for the development of children's creative abilities, there exists a gap in understanding the specific methods and strategies needed to prepare future teachers for effective implementation. The challenge lies in bridging the theoretical knowledge about the importance of integration with practical training that equips educators with the skills to seamlessly incorporate various activities into their teaching practices.

The overarching aim of this research is to contribute to the refinement of teacher preparation programs, with a focus on enhancing future educators' capacity to foster children's creative abilities through the integration of diverse activities. To achieve this aim, the study will undertake the following tasks:

1. To carry out a critical review of modern literature on the training of future teachers
2. To evaluate the content of educational and professional programs for the preparation of future teachers for the development of creative abilities
3. Describe the main means of integration of various types of activities and their influence on the formation of creativity.

By addressing these tasks, this research aims to provide practical insights and recommendations for refining teacher preparation programs, ensuring that future educators are well-equipped to facilitate the holistic development of children's creative capacities through

the integration of diverse activities. The scientific novelty of the study will consist in a comprehensive approach to the characteristics of the training of future teachers by means of creativity support.

2. LITERATURE REVIEW

The preparation of educators and the cultivation of their creative teaching abilities stand as crucial challenges within the contemporary discourse on education. The significance of these issues is underscored by their centrality in current scholarly discussions. The landscape of teacher education is evolving rapidly, requiring an exploration of innovative approaches to equip future teachers with the skills necessary to foster creativity in their students (Traver et al., 2012). In this context, the integration of various activities emerges as a promising avenue. The study by Báñez and Lukáčová (2023) addresses the specific domain of preparing future teachers to develop technical skills, aligning with contemporary demands for technical proficiency in education.

However, further investigation is needed to understand how this technical focus integrates with broader pedagogical and creative aspects in teacher preparation. Bilous (2022) focuses on the didactic conditions fostering creative formation activities among future teachers within personally oriented learning systems.

The study offer insights into effective didactic strategies for promoting creativity among future educators. Bramwell, Reilly, Lilly, Kronish and Chennabathni (2011) explore the characteristics and practices associated with creative teaching, offering valuable insights into defining creative pedagogy. It contributes significantly to the broader discourse on preparing future teachers for creative and innovative teaching methods. In addition, Cai, Shafait and Chen (2022) delve into teachers' adoption of emotions-based learning outcomes, emphasizing the significance of teachers' competence and creative performance. The findings contribute to understanding the multifaceted role of emotions and creativity in teaching, impacting future teachers' preparation.

Davydiuk's (2022) work focuses on pedagogical storytelling in preparing future teachers, highlighting the role of narrative techniques in teacher education. This source contributes insights into the use of narrative methods for developing creativity in future teachers. Mereniuk and Parshyn's (2024) work focuses on analyzing modern paradigms in Ukrainian school textbooks. The contextual analysis of educational materials is crucial for understanding the representation of historical and cultural elements in education. This source contributes to the discussion on the shaping of future perspectives through educational materials, shedding light on the potential impact of curriculum content on students' worldview.

Petlak (2015) explore the possibilities for improving the preparation of future teachers. This source provides insights into practical strategies and considerations for enhancing teacher education. Rakhimov, Jabborova, Khudayberdieva, Omonboev, Kurbanov and Khayitov (2023) delve into the psychological fundamentals of forming creative thinking in future teachers. This work connects creative thinking with sustainability, exploring how educators can contribute to sustainable development through creative pedagogical approaches.

The integration of psychology adds depth to the understanding of creativity in teaching. Finally, Sale's (2020) contribution focuses on creative teaching competence, emphasizing the shape of creative teachers. This book chapter, part of a larger work on creative teaching, delves into the components and characteristics that define creative teaching competence.

In conclusion, the preparation of future teachers for fostering creativity through diverse activities is a pressing concern within the contemporary educational landscape. The literature analysis reveals diverse perspectives, emphasizing technical skills, personally oriented learning, characteristics of creative teaching, emotions-based learning outcomes, and pedagogical storytelling. Together, these studies contribute valuable insights that can inform

the development of effective strategies in teacher preparation programs, ensuring educators are equipped to nurture the creative capacities of their students.

3. MATERIALS AND METHODS

The primary objective of this research is to explore and analyze the existing literature and legislative documents related to the preparation of future teachers for fostering children's creative abilities through the integration of diverse activities. The research aims to provide a comprehensive understanding of current practices, identify gaps, and propose recommendations for enhancing teacher preparation programs. The research adopts a qualitative approach, relying on the analysis of scientific literature and legislative documents. Qualitative methods are appropriate for exploring complex phenomena and understanding the nuances of educational practices.

3.1. Data collection

The work uses 2 types of materials: scientific literature and legislative documents.

A) Scientific literature

The stages of inclusion of the literature involved searching for keywords such as "teacher training", "creativity development", "children's creative abilities", "integration", "technology", etc. Accordingly, authoritative scientometric databases were searched, including but not limited to ERIC, JSTOR, PubMed, and Web of Science. The publication date should have been in the recent years range (2011-2024) to ensure the inclusion of recent and up-to-date information.

Regional restrictions will be applied to focus on the context of Ukraine and practice in the European Union, in particular the experience of individual EU countries.

Thus, the criteria for the inclusion of literature were diverse, which provides an assessment of different points of view of scientists (See Table 1).

Table 1. Inclusion criteria for literature

Criteria	Description
Relevance to the topic	The literature must directly address the preparation of future teachers through the integration of various activities.
Publication source	Sources should be published in reputable, peer-reviewed journals, conference proceedings, or academic books to ensure the credibility and reliability of the information.
Publication Date	Literature published within the last years (2011-2024) is prioritized to incorporate recent advancements and contemporary perspectives in teacher preparation.
Methodological Rigor	Preferential inclusion of studies with robust research methodologies, including empirical studies, case analyses, and experimental designs, to ensure the validity of findings.
International and Regional Diversity	A balanced inclusion of literature from various regions, with a focus on studies conducted in Ukraine and European Union countries, to capture diverse perspectives and practices.
Pedagogical and Educational Context	Literature should discuss pedagogical and educational aspects related to the integration of activities, considering different educational levels and contexts.
Practical Implications	Preferential inclusion of literature that provides practical insights, recommendations, or successful case studies with tangible implications for teacher training and implementation in educational settings.
Recognition of Creativity	Literature should recognize and discuss creativity as a crucial aspect of teaching, with a focus on how future teachers can be equipped to nurture creative abilities in students.
Accessibility	Preference for literature that is widely accessible, ensuring that other researchers and educators can easily access and review the materials.

Source: Author's development



By applying these inclusion criteria, the research will be structured to provide a comprehensive and up-to-date understanding of the preparation of future teachers in fostering children's creative abilities through the integration of various activities.

At the same time, exclusion criteria were based on the following parameters:

The study does not concern education and pedagogy

Does not describe methods of maintaining interest

Does not characterize innovative methods

Has no advanced methodology

B) Documents

The work used such documents as: the Law on Higher Education of Ukraine (On Higher Education, 2021), the Standard of Higher Education of Ukraine (015 Professional Education) of the field of knowledge 01 "Education/Pedagogy" (Ministry of Education and Science of Ukraine, 2019) and Educational and Professional Training Program "Primary Education" (*Educational and professional program "Primary education"*, 2019). The selection of these documents was based on established criteria, including relevance, accessibility, comprehensive coverage, and geographic focus (See Table 2).

Table 2. Inclusion criteria for documents

Criteria	Description
Relevance to Teacher Preparation Educational Context	The legislative document must directly pertain to policies, guidelines, or standards related to the preparation of future teachers, with a specific focus on fostering children's creative abilities through the integration of various activities.
Geographical Relevance	The document should be situated within the field of education, particularly in the context of teacher education programs or curriculum development for future educators. Priority will be given to legislative documents originating from relevant institutions in Ukraine aligning with the regional focus of the study.
Comprehensive Coverage	Inclusion of documents that comprehensively cover aspects of teacher preparation, including curriculum development, pedagogical strategies, and guidelines for integrating diverse activities.
Accessibility	Preference for documents those are publicly accessible, ensuring that researchers, policymakers, and educators can easily retrieve and review the legislative materials.
Impact on Sustainable Development	Inclusion of documents that highlight the role of teacher preparation in contributing to sustainable development goals through the promotion of creativity in education.

Source: author's development

These inclusion criteria will guide the selection of documents, ensuring that the chosen materials are pertinent, regionally relevant, and contribute substantively to the investigation of teacher preparation for fostering children's creative abilities.

Data analysis

The process of data analysis will involve a systematic and comprehensive study of both literature and legislative documents, in order to obtain meaningful findings about the preparation of future teachers for the education of children's creative abilities through the integration of various types of activities (see Table 3).

Table 3. Steps of analysis literature and legislative acts

	Literature analysis		Analysis of acts
1. Thematic Categorization	It was conducted a thematic analysis to identify key concepts, trends, and recurring themes within the literature.	1. Identification of Key Provisions	It was systematically identified the key provisions related to teacher preparation from the legislative documents.



2. Synthesis of Findings	It was synthesized findings from the literature to develop a comprehensive overview of the state-of-the-art practices in preparing future teachers for integrating diverse activities.	2.Cross-Referencing	Cross-reference legislative findings with literature findings to contextualize the legislative implications. It was identified the areas of alignment between theoretical concepts and the practical considerations.
3.Comparative Analysis	A comparative analysis was conducted across different studies to identify patterns, contradictions, or divergent perspectives. It was examined the consistency of findings and explore variations in approaches to teacher preparation for creative abilities.	3.Comparative Analysis	Conducted a comparative analysis between legislative documents to identify similarities and differences in approaches to teacher preparation for creative abilities.

Source: Author's development

After that, a comprehensive comparative analysis of both literature and legislative sources was carried out. It included such aspects as:

Identification of alignment

Identified the areas where the literature and legislative documents align in terms of recommendations, standards, and best practices for preparing future teachers.

Identification of discrepancies

Explored discrepancies or gaps between the theoretical discussions in the literature and the practical considerations outlined in legislative documents.

Implications for teacher preparation

Drew implications for teacher preparation programs based on the comparative analysis. It was identified the potential areas for improvement to better align theoretical ideals with practical considerations.

Therefore, this research aims to provide a rigorous examination of both the literature and legislative documents, facilitating a comprehensive understanding of the current landscape and offering insights for enhancing the preparation of future teachers for fostering children's creative abilities through the integration of various activities.

4. RESULTS

The key figure in implementing tasks for developing the creative abilities of students is the teacher. The necessity for the teacher to be armed with the technology of effective development of students' creative abilities prompts them to self-improvement as a personality and a professional – their ability to apply modern methods and means of educating students, to activate the personal potential of children, taking into account their capabilities, preferences, interests, and desires; to cultivate in them a creative attitude towards life, to develop the inclinations of creative thinking, the ability to propose new ideas, formulate original ideas, perform certain activities in a non-standard way, achieve unusual results (Sulaieva et al., 2020).

Therefore, one of the main tasks of preparing such a specialist in higher education is to form the personality of a professional capable of building their own professional activity, the value and meaning basis of which is the unique individuality of a preschooler. A creative teacher is, first of all, a mature master of their craft, educated and competent, enlightened and developed. Functional competence is part of the creative characteristic of a modern teacher and signifies their conscious understanding of the socio-cultural functions in the system of

professional education, pedagogical, purely specific functions in the process of teaching, and mastering the techniques and methods of successful interaction with students and colleagues.

During their studies at a higher education institution, future teachers should understand the prerequisites for the development of students' artistic activities. One of the conditions for forming a harmonious personality is an individual approach to children, which is especially significant for gifted students due to their specific characteristics (Zhukova, 2022). These are students who differ from their peers. Teaching and educating them should be done taking into account their individual characteristics.

Preparation to work with artistically gifted students requires teachers to have professional knowledge in pedagogy, psychology, physiology, teaching methods for artistic subjects, and so on. Education at a higher education institution ensures the formation of readiness for future professional activities for each graduate, and it only develops and shapes professional consciousness when cognitive activity is carried out at the intersection of professional, that is, cognitive actions are compared with professionally oriented actions (Gejdoš, 2019). Therefore, during their studies at a higher education institution, students need to consider the relationship between professional knowledge, skills, and the development of professional-personal qualities; the main types of activities of future teachers and the functions of specialists in this context; the principles of artistic-aesthetic interaction. An interdisciplinary approach is crucial: integrating and structuring the content of future teachers' training using the means of normative educational disciplines and teaching practice.

Theoretical readiness involves the student's knowledge of the psychological-pedagogical essence of creative abilities, the laws of the learning process and creative activity within it, and methods of developing creative abilities (Imamova, 2022). This knowledge can be obtained by future teachers through studying the theoretical aspects of creativity in classes on psychological-pedagogical disciplines. To clarify the conditions that ensure the formation of theoretical readiness of future teachers of Ukraine, it is important to analyze:

- the state standard of higher education;
- educational-professional programs;
- programs of psychological-pedagogical disciplines;
- educational manuals on psychological-pedagogical disciplines.

The main regulatory document that defines the requirements for the preparation of future teachers in Ukraine is the state educational standard, which guides higher education institution teachers on the requirements for students' professional training (Ministry of Education and Science of Ukraine, 2019). According to the Standard, an educational-professional program is developed, which became the object of research to determine the potential for ensuring the readiness of teachers to develop the creative abilities of young students.

Thus, the state educational standard, on the one hand, guides higher education institution teachers in forming components of readiness of future teachers to develop students' creative abilities, as it serves as the basis for creating educational programs. On the other hand, the educational standard obliges the teacher to fulfill its requirements, which entails organizing the future teacher's learning process in such a way that the student's ability to develop students' creative abilities is formed.

Educational programs have been created based on the Standard. For example, in the educational and professional program "Initial Education" of Vasyl Stefanyk National University, among the learning outcomes it is stated: the ability to create a safe, psychologically comfortable, tolerant, health-preserving educational environment, focused on the personal, creative and spiritual development of students, taking into account their age, individual characteristics and regional factors of development. Such results are quite typical for Ukrainian university courses (Educational and professional program "Primary education", 2019).

Practical readiness (the ability to apply methods of developing creative abilities in practice) of future teachers to develop students' creative abilities is formed in the process of students acquiring experience of creative activity during their university studies. To clarify the conditions that ensure the formation of practical readiness of graduating students for the development of students' creative abilities in the learning process, an analysis was conducted of:

- □ the content and nature of tasks for students during pedagogical practices from the first to the fifth year;
- □ the ratio of reproductive and creative situations in educational activities at the university.

Modern concepts of developing, problem-based, and personality-oriented learning technologies and systems are aimed at developing students' personal qualities, particularly their creative abilities (Ille, 2021; Shpykuljak & Mazur, 2014; Kuzheliev et al., 2023). These approaches are based on classical didactic principles: scientific nature, accessibility, systematic and sequential presentation, visualization, consciousness, and activity, as well as the connection of learning with real life. It is recognized that to develop creative abilities, teachers need to organize a developmental learning process, incorporating elements of developmental teaching technologies. Creative activity of the individual and their need for creative work are crucial for developing creative abilities.

The following conditions are essential for developing students' creative abilities in the learning process: taking into account the individual psychological characteristics of each student; considering the age-related characteristics of students' learning activities; taking into account the child's interest in the subject, their activity, and positive attitude towards it; the presence of certain knowledge, skills, and abilities in students regarding the subject; the presence of a creative nature in the learning process; fostering active personality traits in students: independence, organization, perseverance, self-criticism, and so on (Gaiduk, 2012; Turchyn et al., 2023). The process of preparing teachers in higher education institutions involves adhering to certain objective conditions for effectively developing future educators' ability to develop the creative abilities of students.

Each higher education institution teacher should creatively organize the teaching process of their discipline. It is also crucial to systematically work on developing the creative activity of both students and teachers across all courses. This includes fostering the motivation of future teachers to master the pedagogical profession creatively (Marchuk et al., 2021).

Furthermore, involving students in creative activities during classes should occur within the zone of their proximal development. Research on teacher preparation suggests implementing the following stages for effectively developing future teachers' readiness for fostering students' creative abilities:

- Orienting future teachers toward the creative nature of the chosen profession;
- Involving future teachers in creative activities during their professional training;
- Consolidating the knowledge and skills of future teachers regarding the development of students' creative abilities;
- Engaging in professional activities aimed at developing students' creative abilities.

Creativity is a vital skill for both teachers and students. By integrating creative approaches into teaching and learning processes, educators can enhance students' engagement and critical thinking skills, preparing them for success in a rapidly evolving world.

The next steps in the development of teachers' skills are also related to the specifics of practical activity. For effective work and development of creative talents of students, teachers need certain conditions. First of all, the following points can be highlighted:

1. Involvement of teachers in all forms of methodological work. This means that teachers should participate in various methodological events, trainings, seminars, and other forms of professional development.
2. Stimulating the creative self-realization of educational workers, creating conditions for self-education. Teachers should have the opportunity to develop their creative abilities and improve their professional skills through self-education and self-development.
3. Use of active, interactive forms of methodological work, innovative pedagogical technologies. Application of modern technologies and methods that promote active student participation in the learning process and stimulate their creativity.
4. Conducting diagnostics of the level of development of the teacher's creative potential. Determining and assessing the readiness and possibilities of the teacher for creative development and self-realization in professional activities.
5. Creating a favorable psychological climate in the team. Establishing an atmosphere of understanding, support, and assistance in the teachers' team to stimulate their creative development are very important for the next development.

Researchers often overlook these elements because they focus on the specifics of teacher training in higher education institutions (Stakhova et al., 2021). Instead, modern realities are associated with lifelong education. However, the teacher can influence the work environment, but the work environment also has an influence on the teacher. For this reason, it is important to take into account the peculiarities of professional formation, not only theoretical, but also practical.

5. DISCUSSION

The preparation of future teachers for the formation of children's creative abilities by means of integration of various types of activities is an urgent problem for research. The results established that the main document that determines the formation of creative abilities for future application in practice is the Educational Standard. Thanks to his interpretations, university curricula are formed. Among the typical educational results of pedagogical mastery, the question of the development of creative abilities of schoolchildren is an extremely important point (Parshyn, 2024).

Usually, such a vector is proposed to be developed through the creativity of future teachers, the development of their practical activities. The proposed results confirm the researchers' conclusions regarding the importance of an effective combination of theoretical and practical skills in teacher training. In particular, Petrovych and Lebed (2017) using specific examples of educational activities indicated the importance of using a combined approach to the training of future teachers, because a comprehensively developed teacher will be able to work correctly on the formation of creative abilities among students.

At the same time, the views of Sale (2020) regarding the fact that the main factor for revealing creative abilities among students is theoretical knowledge, while practice is recognized as a secondary, auxiliary element, seem to be less relevant. The obtained results contradict this view, since practical activity is an integral part of the theoretical training of future teachers. The proposed study talks about a combination of these elements, which, in addition to Petrovych and Lebed (2017), was also emphasized by other researchers (Traver et al., 2012; Rakhimov et al., 2023; Hurska & Parshyn, 2023;).

The conceptual foundations should be supplemented with the perspective of another direction, which will provide a different approach to understanding the preparation of future teachers for developing students' creative abilities in the educational activities of primary school, considering the professional mobility of the future specialist. The proposed study supports the conclusions of other scientists. For example, according to Riabov and Riabova

(2021), a person with innovative thinking, of an innovative cultural type, capable of innovative activity, is the only one who can be competitive; such people can create a mobile society, a mobile nation. Therefore, the formation of an innovative person is an urgent task of education.

In this regard, the importance and relevance of Sokolenko's (2022) idea should be noted, that the higher the level of development of social-professional mobility of teachers, the more intensively they are involved in the innovation process, since innovations and mobility in modern educational institutions are two factors that are interconnected and mutually influencing each other. At the same time, social-professional mobility can be considered as a means, a way, and a result of a teacher's mastering of innovations, who consciously engages in innovative pedagogical activity and is fundamentally prepared for this process.

At the same time, there is a somewhat different view. In the scientific publication Zhernoklieiev (2017) thought that social-professional mobility of a teacher is considered as a personal dynamic quality based on a person's readiness to carry out scientific-pedagogical activity at a high level, ability for social activity, continuous self-development, and forecasting of professional self-realization. Therefore, the issue of the influence of mobility on the ability of future teachers to develop creativity in schoolchildren will still require additional research.

It is important to consider methodological limitations in the proposed work. First of all, authors are talking about the geographical factor. When considering methodical standards, Ukrainian models were taken into account, which reflect the advanced pedagogical thought of Ukraine, but may differ from European, American or other world practices. It is also worth considering such a factor as the limitation of language search: first of all, modern English-language scientific literature was considered, which somewhat narrows the effectiveness of searches.

It is likely that the foreign language publications contained relevant opinions that were outside the content analysis of specialized literature. For this reason, it is premature to talk about the full disclosure of the topic, and ways of teaching the formation of creative abilities in children will require further clarification. In particular, the use of digital tools in the training of future teachers can be considered a rather promising direction for further study.

Considering the gradual integration of the Internet into all spheres of social life, the use of digital tools will make it possible to reassess the possibilities and prospects for their use in teacher training. Empirical verification of the effectiveness of creativity formation methods based on surveys among students and teachers is also an important direction for further research.

6. CONCLUSION

The general goal of education in higher educational institutions is the formation of teachers who are able to effectively develop the creative abilities of students. The main figure in this process is the teacher, who must be equipped with technologies for the effective development of students' creative abilities. This requires self-improvement as a person and a professional, the ability to apply modern methods and means of learning, to activate the potential of children, considering their abilities, preferences, interests and desires.

Therefore, one of the main tasks of training such a specialist in a higher educational institution is the formation of the personality of a professional capable of building his own professional activity, the valuable and meaningful basis of which is the unique individuality of a students. A creative teacher is, first of all, a mature master of his craft, educated and competent, enlightened and developed. Functional competence is part of the creative characteristics of a modern teacher and indicates his conscious understanding of sociocultural functions in the system of professional education, pedagogical, purely specific functions in the learning process, as well as mastery of techniques and methods of successful interaction with students and colleagues.

While studying at a higher educational institution, future teachers must understand the prerequisites for the development of students' artistic activity. One of the conditions for the formation of a harmonious personality is an individual approach to children, which is especially important for gifted students due to their specific characteristics. Their training and upbringing should be carried out taking into account their individual characteristics.

Preparation for work with gifted students requires teachers to have professional knowledge in the field of pedagogy, psychology, physiology, methods of teaching art subjects, etc. Education in a higher educational institution ensures the formation of readiness of each graduate for future professional activity.

REFERENCES

- Bánesz, G., & Lukáčová, D. (2023). Preparation of future teachers for measuring technical quantities. *R&e-Source*, 21–29. <https://doi.org/10.53349/resource.2023.is1.a1187>
- Bilous, O. S. (2022). Didactic conditions of creative formation activities of future teachers in the system personally oriented learning. *Educational Dimension*, 7, 17–24. <https://doi.org/10.31812/educdim.5626>
- Bramwell, G., Reilly, R. C., Lilly, F. R., Kronish, N., & Chennabathni, R. (2011). Creative Teachers. *Roepers Review*, 33(4), 228–238. <https://doi.org/10.1080/02783193.2011.603111>
- Cai, B., Shafait, Z., & Chen, L. (2022). Teachers' adoption of emotions-based learning outcomes: Significance of teachers' competence, creative performance, and university performance. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.812447>
- Davydiuk, H. (2022). Pedagogical storytelling in preparation future teachers. *Pedagogy of the Formation of a Creative Person in Higher and Secondary Schools*, (80), 138–141. <https://doi.org/10.32840/1992-5786.2022.80.1.26>
- Educational and professional program "Primary education"*. (2019). https://nmv.pnu.edu.ua/wp-content/uploads/sites/118/2020/01/013-Osvitnia-prohrama_bak.pdf
- Gaiduk, A. (2012). The main trends of distance education in ukraine. *Journal of Technology and Information*, 4(3), 67–70. <https://doi.org/10.5507/jtie.2012.053>
- Gejdoš, M. (2019). Modern trends in education. *International Journal of New Economics and Social Sciences*, 10(2), 223–233. <https://doi.org/10.5604/01.3001.0013.8099>
- Ille, C. (2021). Trends and perspectives on entrepreneurial education in romania and the EU. *The Annals of the University of Oradea. Economic Sciences*, 30(2), 54–64. [https://doi.org/10.47535/1991auoes30\(2\)006](https://doi.org/10.47535/1991auoes30(2)006)
- Imamova, N. Z. (2022). Developing the creative qualities of future teachers. *European International Journal of Multidisciplinary Research and Management Studies*, 02(04), 317–321. <https://doi.org/10.55640/eijmrms-02-04-60>
- Hurska, O., & Parshyn, I. (2023). Textbooks on the history of ukraine as an element of the formation of historical memory 1991–2001 (using the figure of king Danylo Romanovych as an example). *Humanities Science Current Issues*, 2(60), 13–18. <https://doi.org/10.24919/2308-4863/60-2-2>
- Krymets, L. (2022). Philosophical and educational traditions of the future. *Futurity Philosophy*, 1(1), 4–18. <https://doi.org/10.57125/FP.2022.03.30.01>
- Kurlind, Z. N., & Osypova, T. Y. (2019). Formation of future teachers' creative pedagogical position in the process of professional training. *Innovate Pedagogy*, 19(2), 17–21. <https://doi.org/10.32843/2663-6085-2019-19-2-3>



- Kuzheliev, M., Zherlitsyn, D., Nechyporenko, A., Lutkovska, S., & Mazur, H. (2023). Distance learning as a tool for enhancing university academic management processes during the war. *Problems and Perspectives in Management*, 21(2), 23–30. [https://doi.org/10.21511/ppm.21\(2-si\).2023.04](https://doi.org/10.21511/ppm.21(2-si).2023.04)
- Marchuk, O., Melnychuk, L., & Shkabarina, M. (2021). The preparation of future educators for the formation of creative abilities of preschool children. *Humanities Science Current Issues*, 2(37), 246–252. <https://doi.org/10.24919/2308-4863/37-2-36>
- Mereniuk, K., & Parshyn, I. (2024). MEDII AEFI in Ukrainian School Textbooks: Modern Paradigms and Contextual Analysis. *Futurity of Social Sciences*, 2(1), 4–27. <https://doi.org/10.57125/FS.2024.03.20.01>
- Ministry of Education and Science of Ukraine. (2019). *Professional education* (015 Professional education). https://nubip.edu.ua/sites/default/files/u284/015_profesiyna_osvita.pdf
- Nyshanova, S. T., Baimukhanbetov, B. M., Abdigapbarova, U. M., & Mukhamedzhanov, B. K. (2014). Developing future teachers creative abilities in competence – oriented educational process of high school. *Procedia - Social and Behavioral Sciences*, 116, 4287–4292. <https://doi.org/10.1016/j.sbspro.2014.01.933>
- Öberg, C. (2013). Competence integration in creative processes. *Industrial Marketing Management*, 42(1), 113–124. <https://doi.org/10.1016/j.indmarman.2012.11.009>
- On Higher Education, LAW OF UKRAINE № 37–38 (2021) (Ukraine). <https://zakon.rada.gov.ua/laws/show/1556-18?lang=en#Text>
- Parshyn, I. (2024). Gamification in teaching the history of the middle ages: creating an interactive school textbook. *Collection of Scientific Papers «SCIENTIA»*, (May 10, 2024; Stockholm, Sweden), 157–158. <https://previous.scientia.report/index.php/archive/article/view/1814>
- Petlak, E. (2015). About possibilities of better preparation of future teachers. *Slavonic Pedagogical Studies Journal*, 4(2), 190–196. <https://doi.org/10.18355/pg.2015.4.2.190-196>
- Petrovych, O., & Lebed, Y. (2017). Formation of future ukrainian language and literature teachers' readiness to creative professional activities. *Zhytomyr Ivan Franko state university journal. Pedagogical sciences*, (2(88)), 219–223. [https://doi.org/10.35433/pedagogy.2\(88\).2017.219-223](https://doi.org/10.35433/pedagogy.2(88).2017.219-223)
- Rakhimov, T., & Mukhamediev, M. (2022). Implementation of digital technologies in the medicine of the future. *Futurity Medicine*, 1(2), 14–25. <https://doi.org/10.57125/FEM.2022.06.30.02>
- Rakhimov, B. K., Jabborova, D. D., Khudayberdieva, D. B., Omonboev, B. I., Kurbanov, E. E., & Khayitov, S. T. (2023). Psychological Fundamentals of Formation of Creative Thinking of Future Teachers. *Journal of Law and Sustainable Development*, 11(12), Стаття e2704. <https://doi.org/10.55908/sdgs.v11i12.2704>
- Riabov, I., & Riabova, T. (2021). Development of the creative sector of the world economy: trends for the future. *Futurity Economics&Law*, 1(4), 12–18. <https://doi.org/10.57125/FEL.2021.12.25.02>
- Sale, D. (2020). Creative Teaching Competence: The SHAPE of Creative Teachers. In *Creative Teachers* (p. 155–206). Springer Singapore. https://doi.org/10.1007/978-981-15-3469-0_5
- Shpykuljak, O. & Mazur, G. (2014). Institutional Principles of the Formation of Social Capital in the Mechanism of Development of Rural Territories. *Ekonomika APK*, 8, 63–68. http://nbuv.gov.ua/UJRN/E_apk_2014_8_12
- Sokolenko, O. (2022). Future PE Teachers' Creative Personality Formation Features. *Bulletin of Luhansk Taras Shevchenko National University*, (3 (351)), 346–355. [https://doi.org/10.12958/2227-2844-2022-3\(351\)-346-355](https://doi.org/10.12958/2227-2844-2022-3(351)-346-355)
- Stakhova, I., Shikirinska, O., Demchenko, O., Groshovenko, O., & Imber, V. (2021). Formation of readiness of future primary school teachers for environmental activities: Creative aspect. *SOCIETY. INTEGRATION. EDUCATION. Proceedings of the International Scientific Conference*, 1, 642–655. <https://doi.org/10.17770/sie2021vol1.6279>



Sulaieva, N., Hnizdilova, O., & Palekha, O. (2020). Formation of future kindergarten teachers' ethnocultural competence in non-formal artistic and creative groups. *SOCIETY. INTEGRATION. EDUCATION. Proceedings of the International Scientific Conference, 2*, 364. <https://doi.org/10.17770/sie2020vol2.4960>

Traver, J. A., Moliner, O., Llopis, E., & Candela, I. (2012). Preparing the future of schooling. In *Preparation, practice, and politics of teachers* (p. 17–30). SensePublishers. https://doi.org/10.1007/978-94-6209-077-4_2

Turchyn, I., Zaitseva, S., Rudenko, N., Saienko, V., Kuzemko, N., & Denefil, O. (2023). Using distance learning models as opportunities for blended learning for foreigners. *Revista Romaneasca pentru Educatie Multidimensionala, 15*(4), 178–191. <https://doi.org/10.18662/rrem/15.4/787>

Zhernoklieiev, I. (2017). The readiness formation of future technology teachers to organise the creative activity of pupils. *Edukacija – Technika – Informatyka, 21*(3), 179–185. <https://doi.org/10.15584/eti.2017.3.25>

Zhukova, D. V. (2022). The components of creative competence of future teachers. *Innovate Pedagogy, 1*(49), 114–118. <https://doi.org/10.32843/2663-6085/2022/49.1.23>