



CREATIVE PEDAGOGY: PROBLEMS, CONTRADICTIONS, WAYS TO SOLVE THEM

Kholmatov Farkhod

Teacher A. Qadiri Named J.S.P.I.

Abstract

The aim of the study is to investigate contradictions of freedom of pedagogical activity and their solutions via theoretical analysis and logical generalization as a method. As a result, the goal-orientation stage in the transformation of vocational and pedagogical activities is conditioned by the presence of value barriers in the definition of targeted guidance on the personal formation of junior pupils. In conclusion, the catalyst for ensuring the pedagogical freedom of the elementary school teacher should be the self-replenishment of its own capabilities and resources to solve educational problems.

Keywords: Elementary School, Vocational, Pedagogical Activity.

Introduction

At the present stage of civilization, education is positioned as an important strategic resource of social, economic, national-cultural and spiritual progress of Ukraine, growth of people's well-being, strengthening of the international authority of the state, which makes it possible to preserve and support national interests, creates favorable conditions for the self-realization of every citizen. At the state legislative level, a number of normative documents, declaring freedom of pedagogical activity, were adopted. Among the key components of the formula for a new Ukrainian school, the focus is on a motivated teacher who directs his or her own potential to find new ways of learning and upbringing students, ready for continuous professional self-improvement. Provision of pedagogical freedom is provided by the provisions of the draft Law on Education (Dryden & Voss, 2005). However, getting acquainted with the pedagogical practice of functioning of an elementary school in Ukraine testifies to the lack of implementation of the ideas of teachers' freedom of pedagogical activity and the emergence of external and internal barriers of professional self-improvement of subjects of educational institutions, which outlines the necessity of solving our scientific problem.

The personality of the teacher is a pivotal factor in the work of the teacher, determining his professional position in pedagogical activity and communication. Modern researchers are actively discussing the question of what the teacher as a





person should be in order to lead the child, to promote his intellectual and personal development. The personality determines the essence of pedagogical activity and communication: for what the teacher works, what goals he sets and what tasks he chooses and means of achieving goals and solving problems. Therefore, identity is the central factor in teacher labor. Human society, developing, periodically appeals to the ideas of humanism, refining and concretizing the meaning of these ideas in relation to a certain stage of its existence. The humanistic ideal of a person capable of positive self-expression seeks to improve personal and social life, modern pedagogical reality, highlighting the idea of human self-worth, the need for a full-fledged residence of various age periods of his life, the awareness of each particular person as a freecreative being. Freedom in the professional activity of a teacher is determined not only in the creation of conditions for the development of the pledged forces of self-manifestation and self-disclosure, but also recognition of an individual as a source of personal development. In this regard, one of the central ideas is a deeply humanistic position about the need to provide an opportunity for a person to independently form his morality, moving along the path of finding harmony between the goals of his life, modern culture, which is in keeping with his individuality.

The pedagogy of freedom is not a precisely defined pedagogical concept or a special branch of pedagogical theory. Rather, as a pedagogy of freedom, one can understand a certain cultural and educational impulse, a living trend in educational thought and educational practice, which manifests itself in various forms and sees the main value of education in the values of freedom. The ideas and values of freedom in the field of education on various options, and usually they are considered in aspects:

Freedom of the child's personality;

The freedom of teaching;

Freedom of the school as the main cell of the pedagogical community.

Since the teaching work and teaching creativity are synonymous, then it is necessary to consider ways to overcome the inertia and conservatism of our activities and ways of developing the creativity of each teacher. First of all, it is necessary to adapt to the implementation of educational programs creatively, because it focuses on the teacher's idea of the creative construction of the lesson. Pedagogical creativity of the teacher is also important in constructing the structure of the lesson. After all, while preparing for the lesson, each of us must clearly imagine whom we will teach. One and the same subject in different classes, the teacher must submit at several levels, relying not only on the classroom in general, but also on groups or individual pupils. Many teachers are creative in approaching the structure of the lesson, are looking for effective methods and techniques of learning that would encourage each student to





actively self-cognitive activity. Of course, even the most successful structure of the lesson cannot be established. The lesson is a pedagogical creation, and the teacher is its creator. However, choosing methodical techniques, it should be remembered that the teacher cannot but use pedagogical logic, and expediency and didactic principles. It is only scientifically that he verifies the correctness of his choice. Basic pedagogical conditions that promote creative activity, self-actualization of the teacher's personality:

Ensuring that teachers can realize their abilities in the most important area of his life - labor, namely: in the educational process, in cognitive work with students, in the system of professional development for the purpose of self-assertion of a teacher, the development of his sense of self-esteem;

Assisting self-determination of each teacher in all spheres of internal life through individual choice;

A detailed study of the most important types of social activities for teachers and the promotion of the personality of each teacher in a certain type of social activity for his self-determination, self-assertion and self-realization through them;

Formatting a creative atmosphere, healthy moral and psychological climate in the team;

The establishment in a collective democratic style of communication, freedom of criticism, creative discussions;

Provision of free time for the teacher (realization in the practical work of the ideas of labor intensification, optimization of the educational process, scientific organization of work) in order to create conditions for self-realization of the teacher's personality at leisure, increase of his general culture;

A timely, positive assessment of the teacher's activities to develop a sense of satisfaction;

Providing aesthetic working conditions.

Without creativity, neither educational nor educational processes are possible. For like the sculptor carve out his sculptures, the painter writes paintings, and the jeweler handles precious stones, the teacher creates a new person who lives in this society, will become an integral part of it. Children naturally have a powerful attraction to creativity and in conditions of creating an emotionally comfortable and developing environment, each child can rise to a higher level of their own achievements in the field of artistic creation. It is important for every elementary school teacher to remember that understanding and supporting a child is much more important than teaching and pointing to mistakes.





Only a humane teacher will be able to carry out a full-fledged education of the intelligent, spiritual and creative citizens of our country.

Literature Review

The various aspects related to the freedom of teaching and creativity of the teacher are researched in the field of philosophical, psychological, sociological and pedagogical sciences. In the scientific and educational space, the theoretical and methodological and methodical foundations of the formation of the image and development of teachers' teaching skills are determined and substantiated (Barbina, 1997; Frankl, 1990; Chebykin, 2008), essence and mechanisms of pedagogical creativity (Balke, 1997; Bohdanova, 2014), psychological and pedagogical factors of pedagogical freedom realization Parry (1996), Semychenko (2004), which enable self-actualization of teachers, promote their professional self-improvement. In the pedagogical practice were found interesting ideas in the organization of the educational process (training based on research, communicative-information, communicative-activity, role-play, game technologies, inverted learning, etc.), many methods that promoted development individual-personal qualities of students (Balke, 1997; Liang, 2018). What is relevant is Balke's general argument that:

Free exercise, the free behavior of the teacher, as well as any product of creativity, can serve as an example for imitation of the students ... The free man, which should be every educator, has its own established line of behavior, which is observed throughout all his life. With such a teacher, it is easy to communicate with both children and parents. His freedom is a professional duty, professional discipline, and citizenship (1997: 17).

However, on the basis of theoretical analysis and logical generalization of the results of comprehension of scientific works, normative and legislative acts of the functioning of the educational space in Ukraine, pedagogical observations, analysis of the perspective pedagogical experience of teachers in Kyiv, oral and written surveys of teachers, parents of primary school students, we have found contradictions, emerging between: the urgent need of society in motivated primary school teachers who have a pedagogical freedom and are aware of the need the essence of continuous professional self-improvement, and the lack of a scientifically sound system of training such specialists; the objective significance of normative and legislative provision of pedagogical freedom, support of teachers' innovative activity and lack of development of mechanisms for their implementation in the local educational space; the potential of pedagogical science and innovative educational practice and the real ability of





pedagogical workers to creatively and effectively carry out pedagogical activities, ensuring self-realization and self-improvement.

Materials and Methods

Solving these contradictions requires studying the problem of ensuring the freedom of teachers' teaching activity in the modern scientific and educational space and finding effective mechanisms for supporting creative professionals, which outlines the purpose of the article. The purpose of the article: to find out the contradictions in the professional and practical activities of primary school teachers in the framework of the implementation of the Conceptual Principles for the Reformation of Secondary Education New Ukrainian School and outline the effective ways of their solution. Achievement of a certain goal is ensured by the fulfillment of specific tasks: to clarify the essence of the concepts of pedagogical freedom, pedagogical creativity, freedom of pedagogical activity; to determine the realities of ensuring the pedagogical freedom of primary school teachers; to analyze the main obstacles that arise in pedagogical creativity of educators; to identify effective mechanisms for overcoming the barriers to the realization of teacher's pedagogical freedom.

Research methods: analysis of the regulatory and legislative basis for the implementation of the educational process in educational institutions of Ukraine, theoretical analysis and logical generalization in order to reveal the state of research of the problem in theory and pedagogical practice, refinement of the key scientific category, theoretical substantiation of the essence of teacher's pedagogical freedom; observation, oral and written selective surveys - to identify obstacles to ensuring the principles of pedagogical freedom in Ukraine, analysis and synthesis - to identify and substantiate effective ways to ensure the pedagogical freedom of primary school teachers within the framework of the Concept of a New Ukrainian School. In the course of the research, we analyzed the National Strategy for the Development of Education in Ukraine for 2012-2021, the draft Law of Ukraine On Education, letters from the Ministry of Education and Science of Ukraine: On Certain Issues of State Certification and Ratings of Educational Institutions, On the strict observance of the principles of guaranteeing the freedom of teachers' pedagogical activity, On the disclosure of certain issues of activity, Concerning the Withdrawal of Certain Issues, Daily on the implementation of a teacher of research and research activity and search work; Order of the Ministry of Education and Science of Ukraine on the termination of the practice of creation and extortion from preschool, general, professional, technical and non-educational institutions of documentation and reporting, not provided by the legislation of Ukraine and related regionalization documents





legitimizing implementation of educational process in educational institutions of Ukraine.

On the basis of theoretical analysis and logical generalization of scientific works of Yahupov (2002) and others, the idea of the necessity of studying the problem of pedagogical freedom of the teacher has been updated, the understanding of pedagogical freedom as a scientific category has been clarified, the essence of the theory has been substantiated, the probable ways of ensuring the principles of pedagogical freedom in Ukraine and effective mechanisms of supporting the professional self-improvement of creative motivated primary school teachers within the framework of the implementation of the Conceptual Principles of Mediumschools. The method of pedagogical supervision and questionnaires of pedagogical workers was used within the framework of organization of advanced training courses in Hrynchenko Postgraduate Institute, realization of the tasks of the All-Ukrainian contest Teacher of the Year in the nomination Primary Education (district and city stages). A survey of parents and children of junior school age was organized using online communication, social networks, during visits to educational institutions during the implementation of the pedagogical practice of the students of advanced training courses. In general, at the various stages of the study from September 2016 until March 2017, 986 respondents from Kyiv were involved, among them: primary school teachers - 521; parents of elementary school students - 465 people.

Results and Discussion

The reform of Ukrainian education involves the fundamental transformation of the educational process of the modern school, connected with the implementation of pedagogical freedom of teachers. Philosophers argue that freedom, on the one hand, is detailed by the self-determination of the human spirit, the freedom of its will, the ability to act concertedly, to be in harmony with oneself; and on the other - can be perceived as permissiveness, if a person does not realize his own responsibility (Fryer, 1996). In this regard, it is important to quote Freud's (2007) statement that people generally prefer to act according to standards, stereotypes and do not want freedom, because it interdepends with the sense of responsibility that they always try to avoid (Halliwell, 1993). Interpreting general philosophical theories, we summarize: freedom allows a person to be himself, and thus self-realization, self-development based on the actualization of internal potential. Therefore, a teacher of elementary school, which has pedagogical freedom, can successfully achieve self-realization, self-actualization, and professional self-improvement in pedagogical creativity.





Understanding scientific researches as Kurliand, allows asserting that in the scientific and pedagogical sources the category pedagogical freedom is positioned as an individual-personal entity, which provides initiative, activity in the creation and implementation of innovations, serves as a powerful source of improvement of the processes of providing quality educational services. In particular, Sysoieva (2006) argues that the essence of pedagogical creativity is in the person-oriented developmental interaction of subjects of the educational process (teacher and student), which is determined by the specific psychological and pedagogical relationship between them and is aimed at the formation of the student's creative personality and raising the level creative professional activity of the teacher (Freire, 2004). Yahupov (2002), characterizing the features of pedagogical creativity, points to the possibility of holistic self-expression of the teacher. Thus, maximal engagement of the individual-personal potential of teachers, professionally meaningful qualities transform them into effective means of developing the personality of the child. Thus, the professional development of specialists is conditioned by "the development of the creative potential of pupils" (Kurliand, 2011: 10).

At the current stage of reforming the educational system at the legislative level declared pedagogical freedom of teachers. In accordance with the current documents on educational policy, the Ministry of Education and Science of Ukraine has substantially reduced the lists and reporting volumes limited the number of national events and settled the issue of state attestation and rating assessment of educational institutions. The letter of the Ministry of Education and Science of Ukraine On the strict observance of the principles of guaranteeing the freedom of teachers' teaching activity legitimizes the work of pedagogical staff in the formulation of the calendar and pivotal plans in an arbitrary form. The text of the document emphasizes the legitimacy of the individual approaches of teachers to determine the format, volume, structure, content of the calendar and timetable planning, creation and filling of the portfolio, thematic folders, didactic materials, the terms of their storage, and expresses the reservation that the establishment of universal standards for such developments in the educational institution, populated area, district, region is unacceptable.

Thus, in accordance with the normative and legislative acts on educational policy, the teacher has the right to adjust the sequence of study and the content of the educational material, to choose the most effective forms, technologies, methods, techniques of education, teaching and development of junior pupils. It is these actions of the teacher that specify the essence of pedagogical freedom, which should be aimed at becoming a student as an active, creative person with a clear civic position. The realities of the





scientific and educational space show that freedom of pedagogical activity is realized in two forms. Absolute freedom ensures the right of teachers to freedom of thought and speech, deepening and disseminating information, and relative - on the choice of forms, technologies, methods, methods, techniques, teaching and methodological provision of learning processes, education and development of students, assessment of their activities and educational achievements, and is governed by the provisions of the relevant laws in the field of education and science, the statutes of educational institutions, the rules of internal regulations, etc. Additional duties of teaching staff are class management, participation in the social life of an educational institution, social projects, etc.

However, on the basis of the analysis of the polls of primary schoolteachers, external (economic, political, socio-cultural, informational, administrative, etc.) and internal (spiritual-emotional, value, psychological, operational-technological, professional-functional, etc.) obstacles on the way of the realization of pedagogical freedom are established activities in Ukraine. According to the scientific researches of modern psychologist Shakurov (2000), barriers in human life can have a negative and positive influence, being within the limits of "functions of stabilization, correction, energy, dosage, mobilization, development, inhibition, inhibition" (Huziy, 2015: 18). We will comment on this reasoning in the context of the problem we are investigating. The stabilization function provides the static of teacher's professional and pedagogical activity, forms stereotypes of thinking, actions, behavior patterns, and perceives the style of professional work, which, on the one hand, promotes the self-affirmation of young professionals in a new professional environment, clarity of predicted learning outcomes, revealing a high level of professionalism, and on the other hand - gives signs of mechanistic, routine and formalism to the processes of personal formation of students, the experienced teachers level the need for professional self-development, self-actualization, suppression out of pursuit of success, career growth, can eventually lead to emotional and professional burnout. The teacher does not reflect on the originality of the organization of the processes of education, upbringing, socialization, development of students, assessment of their educational achievements; professional-functional duties performs, using the same type of organizational forms, worked out technologies of pedagogical activity; over time, is convinced of the uniformity of his own work, is aware of the need for change and at the same time feels the state of apathy.

The implementation of the correction function implies appropriate changes and transformations in vocational and pedagogical activities, which can have both positive results and negative consequences. For example, the inadequacy of teaching and





methodological support may, firstly, lead to the need to search for original teaching and teaching materials, technologies, techniques, adapting existing provision to the newest learning conditions, motivating them for pedagogical creativity and author's development, and secondly, forcing formalism or reluctance of the teacher to effectively carry out his professional activity. In pedagogical practice it happens that teachers, clearly aware of the level of their own efforts, which must be applied for the qualitative organization of the process of personal formation of primary school students, present only the external aspects of professional activities. The function of energy activation means that in the professional-pedagogical activity the individual-personality and professional-activity qualities of the teacher are accumulated, and under the influence of obstacles to successful self-realization the energy of creative potential is accumulated, the appearance of which can also have positive and negative results. In accordance with the function of dosing, the barriers to vocational and pedagogical work of the teacher determine the modalities of his innovation activity. We will comment on the said statement. A motivated teacher with pedagogical freedom is able to carry out research and test new truths in the provision of educational services, captured by the idea of pedagogical creativity, may not take into account scientifically substantiated allegations and introduce alternative forms, methods, techniques, methods and means of teaching, education, socialization unconfirmed by practice, development of pupils, assessment of their educational achievements, etc. Such activity is likely to impede the administration, parents, students, which will encourage teachers to determine certain criteria and norms of creative activity, and may lead to the emergence of internal-personality or external conflicts.

The functions of mobilization and development include maximal concentration and activation by the teacher of individual and personal and professional-activity qualities, energy potential to overcome the barriers of creative professional self-realization, promote formation of new qualities, professional self-improvement. However, in the implementation of the identified functions, there are certain risks to the subjects of the educational space, such as: the emergence of depressive states, stressful situations, aggression, etc. The functions of skidding and inhibition in teachers' professional and pedagogical activity prevent the fatigue, the manifestation of chronic fatigue syndrome, emotional and professional burnout, etc., but also reduce their activity in creative self-dispensation, block individual-personal inquiries, weaken intellectual and creative potential, operationally -functional displays of professionally meaningful qualities.





It is noteworthy that the positive/ negative impact of obstacles to the provision of pedagogical freedom is reflected in the level of consciousness of primary school teachers, which is confirmed by the results of surveys and analysis of their written creative work. In discussing issues concerning the provision of the freedom of the professional activity of the teacher, almost all respondents emphasize the need to reduce the list of accounting documents - 98.39%, to weaken administrative pressure in fulfilling public orders, research and other tasks unforeseen by the official instruction of the teacher of elementary school - 97, 34 %, providing self- selection of study books and textbooks - 76, 12%, curriculum - 53,39%, providing the opportunity to independently make educational programs - 28,12%. In the course of pedagogical polygons, the significance of the obstacles faced by teachers in providing high-quality educational services received the following empirical results: insufficient level of material and technical equipment and teaching and methodological support (29.3%), excessive workload in the performance of professional functions, public duties (25.1%), lack of / insufficient provision of pedagogical freedom from the administration, parents (21.4%), imperfect approaches to payroll (7.5%), insufficient level of professional training (6.5%), other.)%20.1 (The obtained empirical results suggest that often teachers who are not well-informed about the essence of pedagogical freedom, their implementation at the legislative level, do not have full information about stimulating creative professionals and supporting innovation, complain about the need for excessive documentation, which in many cases is not stipulated by regulatory acts, on the strengthened requirements of the administration of educational institutions for calendar and quarterly planning. Undoubtedly, the excessive bureaucratization of education reduces pedagogical creativity, leads to dispersing the teacher's attention to the personal formation of schoolchildren, impedes professional self- improvement, self-actualization, and professional work acquires signs of mechanical routine, planning and accountability, since it is constantly controlled by managers, especially at the end of the semester and academic year. However, the solution of this problem in the conditions of reforming the educational system is provided by the autonomy of educational institutions, the de-bureaucratization of the professional activities of teachers, the introduction of the latest models of management on the ideas of leadership, public-state interaction, and pedagogy of partnership.

Consequently, the provision of pedagogical freedom depends primarily on the following factors: first, the perception of the essence of the teacher and the mechanisms of realization of the phenomenon identified; and secondly, the personal responsibility of the subjects of the educational process for professional actions or





inaction; and thirdly, the need for professional self-improvement on the basis of self-education. In this context, it becomes necessary to comment on the value-ideological positions of primary school teachers, who, acting as barriers to the exercise of the freedom of teaching, contribute to their promising development, enhance the value of specific pedagogical and educational objects. Hence, the value obstacles become the means of creating personal and professional self-development of primary school teachers. According to the scientific researches of Wilson (2009), Wood (2005), Sawyer (2004) and others a feeling of emotional imbalance, discomfort encourages teachers too actively search and creative activity. Such activity, as confirmed by the results of long-term and selective observations, takes place at appropriate stages, in the names of which the essence of actions and processes is represented: objective-orientation, design-programming, praxeological-activity, and reflexive-corrective. Briefly describe them.

The goal-orientation stage in the transformation of vocational and pedagogical activities is conditioned by the presence of value barriers in the definition of targeted guidance on the personal formation of junior pupils caused by inaccessible target guides of state programs (for example, ensuring a coherent, harmonious and comprehensive development of the student's individual), the idealization of a certain scientific concept (problem, interactive, competency training, etc.), the state of inertia and apathy teachers' answers: There is not enough time to mastering/ implementing new technology/ methodology, using the traditional scheme to work much easier and faster, not so important, which methodology for teaching students, the main thing is the result, and high level of educational achievements can be provided only by proven methods. The overcoming of the identified barrier involves the definition of clear, achievable, vital, equivalent goals for the personal formation of primary school students, as well as indicative actions to achieve the stated goals.

The designing-programming stage is due to structural and informational obstacles lack of information and professional support, clear guidelines, strategies, algorithms for action in achieving targeted guidance, fragmentation of information, etc.). In practice, teachers often rely on incomplete competencies, but rely on typical patterns of behavior and stereotypes of the professional profile of the teacher, using images of childhood, which negatively affects their professional self-improvement as professionals, reduces the criticality of perception of information and suppresses the processes of professional reflection, causes copying the experience of colleagues, the emergence of misconceptions about adequate and successful vocational and pedagogical activities teachers' answers: there is no educational institution necessary conditions and opportunities to use alternative methods, in the educational





institution work according to the established standards, then why should I stand out, if colleagues do not do something, why should I do it? If I work not like colleagues, everyone will think that I am going against the team. The overcoming of the identified value barriers is possible on the basis of actualization of the project activities of the teacher, activating the appropriate mechanisms for designing and compiling optimal programs, road maps, algorithms for achieving the set goals.

The isolation of the practice-activity stage in the process of active searches and implementation of creative activity is determined by the professional-transformational barriers associated with the deformation of professional values, the feeling of professional fatigue, psychological complexes, general decline in disability, dissatisfaction with professional activities, loss of professional interest of teachers due to an inadequate assessment of the results of their work teachers' answers: I do not value me at this institution, what do I need - everyone else? The overcoming of the indicated obstacles is possible on the basis of stimulation of executive actions of teachers in the implementation of complex programs, developed road maps, algorithms for achieving the identified goals of vocational and pedagogical activities. The reflexive and correctional stage is caused by the inconsistency of performance with program requirements. In the educational space of the elementary school, situations are encountered with the transfer of individual-personality or professional-activity qualities of teachers in the context of ideological ideas, beliefs or judgments about others teachers' answers: a colleague responds to my ideas as a child/ leader, and attempts by teachers to classify new phenomena on the basis of admission to scientifically substantiated concepts or known categories leads to pedagogical errors and the identification of essentially different objects, processes, mechanisms, etc. Often, there are cases when the teacher is incapable of self-analysis of vocational and pedagogical activities, to evaluate the results of his work from the position of other colleagues, administration, parents, children, which leads to self-confidence, mistakes in the personal formation of students teachers' answers: I am a successful/ideal teacher, I do everything right, lazy pupil is not able to study well, a good performer cannot be a successful leader, etc.

Thus, in the process of overcoming the value barriers considered on the way to realization of freedom of pedagogical activity in the context of reforming the elementary school in Ukraine there will be professional self-improvement of teachers, their activity will be gradually shifted to a qualitatively new format characterizing the essence of the professional work of teachers - agents of change since the overcoming of difficulties contributes to the personal and professional development of a person.





Conclusion

Based on our research, we came to the conclusion that the catalyst for ensuring the pedagogical freedom of the elementary school teacher should be the self-replenishment of its own capabilities and resources to solve educational problems. Effective mechanisms that help overcome obstacles to the pedagogical freedom of a modern specialist, we define the following:

- Raising the awareness of pedagogical staff about the essence and normative and legislative provision of pedagogical freedom;
- The actualization of the needs of pedagogical workers creatively to model the pedagogically advisable process of productive interaction with students on the basis of ideas of goal determination and goal-setting and professional self-improvement and at the same time increase of personal responsibility of teachers for performing functional duties;
- Coordination of actions of teachers with the administration, parents in the choice of effective forms, technologies, methods, teaching and pedagogical materials;
- Involvement of students in the process of determining the prospects of individual and personality formation on the basis of providing quality educational services to individual students, pupils or even an educational institution;
- Stimulation of pedagogical creativity of specialists in a specially created educational-developmental space of an educational institution for the self-actualization of each pedagogical worker, implementation of the idea of personalized education.

Promising areas of research include the study of the latest scientific approaches and psychologically sound methods of creative pedagogical activity in primary school that will promote the professional self-improvement of teachers and will encourage students to actively engage in cognitive and creative activity, effective interaction with the parents' community on the basis of partnership pedagogy; carrying out a comparative analysis of the implementation of the principles of pedagogical freedom in Europe and the United States; development and experimental realization of psychological and pedagogical support for ensuring freedom of teachers' teaching activity.

References

1. BALKE, E. 1997. Play and the arts: the importance of the unimportant. *Childhood Education*. Vol. 73, No 6: 353–360. UK.
2. BARBINA, E. 1997. Forming pedagogical mastery of the teacher in the system of continuing teacher education. Kyiv: Vyscha shkola. Ukraine.
3. BOHDANOVA, I. 2014. Pedagogical energy as an integral component of





- pedagogical interaction. Proceedings from International Scientific and Methodological Conference: Theory and Practice of Pedagogical Process Management. Odesa: Atlant. VOI SOHU. pp. 28–32. Ukraine.
4. CHEBYKIN, O., & KOVALOVA, O. 2008. Peculiarities of professional image and conditions for its forming. *Nauka i osvita*. N° 4/5. pp. 48–55. Ukraine.
 5. DRYDEN, G., & VOSS, G. 2005. *The learning revolution*. Lviv: Litopys. Ukraine.
 6. FRANKL, V. 1990. *Man's Search for Meaning*. Moscow: Progress.
 7. Russia.
 8. FREIRE, P. 2004. *Pedagogy of Freedom: Ethics, Democracy and Civic Courage*. Kyiv: Vyd. Dim KM Akademiia. Ukraine.
 9. FREUD, S. 2007. *Jokes and Their Relation to the Unconscious*.
 10. Saint Petersburg: Azbuka-klassika. Russia.
 11. FRYER, M. 1996. *Creative teaching and learning*. London: PCP.UK.
 12. HALLIWELL, R. 1993. *Teacher creativity and teacher education*. *Developing Teachers Professionally*, D. Bridges, T. Kerry (Eds). London: Routledge. UK.
 13. HUZIIY, N. 2015. *Pedagogical creativity, mastery, professionalism in the system of educators' training: achievements, pursuits, perspectives*. Kyiv: Vyd-vo NPU im. M. P. Drahomanova. Ukraine.
 14. KURLIAND, Z. 2011. *Pedagogical support for professional development of a future teacher under the concept of multiplicity*. *Nauka i osvita*. N° 9. Pp. 140–143. Russia.
 15. LIANG, S. 2018. *A comparison of American-born Chinese and Taiwanese college students in approaches to studying*. *Humanities & Social Sciences Reviews*. Vol. 6, N° 2: 01-09. India.
 16. PARRY, S. 1996. *The quest for competencies*. *Training Magazine*.
 17. Vol. 33, N° 7: 48–56. Russia.
 18. SAWYER, R. 2004. *Creative thinking: collaborative discussion as disciplined improvisation*. *Educational Researcher*. Vol. 33, N°1: 12–20. USA.
 19. SEMYCHENKO, V. 2004. *Psychology of Pedagogical Activity*.
 20. Kyiv: Vyscha shkola. Ukraine.
 21. SHAKUROV, R. 2000. *Barrier as a category and its role in the activity*. Retrieved from <http://www.hr-portal.ru/article/barer-kak-kategoriya-i-ego-rol-v-deyatelnosti>. Ukraine.

