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DEVELOPMENT OF STUDENTS' CREATIVE POTENTIAL: INTERNATIONAL METHODS AND PEDAGOGICAL STRATEGIES

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Abstract

The article examines the social, cultural, and individual factors influencing the development of students' personal and creative competence based on international experience. It explores the concepts of creativity and competence, as well as their role in higher education. The importance of the educational environment and pedagogical support in fostering students' creative potential is emphasized.

Keywords: Creativity, competence, personal and creative competence, students, higher education, creative thinking, educational environment, innovative teaching methods.

Introduction

The world of humanity has always strived for the new; new ideas and innovative activities are important not only in everyday life but, above all, for the education and upbringing system. Creating innovations in education and science is a challenging task that requires significant effort, diligence, continuous exploration, a broader perspective than that of others, and creativity. In today's rapidly developing world, a creative individual and their ideas are undoubtedly essential for all spheres of real-life activity.

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In the course of our study, drawing on international experience, we will provide definitions and an analysis of the terms “creativity” and “competence.”

Researcher T.B. Mikheeva defines competence as “the ability to establish a connection between knowledge and a situation or, in a broader sense, the ability to create and discover actions suitable for solving a problem.”^[1]

In the Oxford Dictionary, competence is defined as “the ability to perform something successfully and most effectively.” In English, the term “skill” refers to the ability to carry out a task with a predetermined outcome and is considered conceptually close to the notion of “competence.”

The “concept of competence” includes components such as knowledge, skills, and personal qualities (initiative, determination, goal-setting ability, responsibility, tolerance, and others), social adaptation (the ability to work both within a team and beyond it), critical thinking ^[2], as well as professional experience in the chosen field.

The application of 21st-century competencies in the education system is being developed simultaneously by several organizations. Among international projects, our study highlights the following:

The OECD (Organisation for Economic Co-operation and Development) competencies (DeSeCo – Definition and Selection of Competencies: Theoretical and Conceptual Foundations) define a key competency as the ability to interactively use technical means. This competency encompasses not only cognitive abilities and knowledge but also reflective thinking and actions. OECD competencies emphasize knowledge and understanding of global and intercultural issues. Intercultural, civic, social, and transversal competencies cover values, attitudes, skills, knowledge, and critical concepts.^[3]

In the era of globalization, effective personal performance requires more than just the use of information technologies; it is necessary to master 21st-century competencies, including critical and creative thinking, initiative and responsibility, flexibility, entrepreneurial skills, and emotional intelligence.

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These competencies can be conventionally divided into three types (see Figure 1).

Figure 1. Singapore: 21st-Century Competencies

Digital Competencies	Initiative and Entrepreneurial Competencies	Soft Competencies	Skills
<ul style="list-style-type: none"> Working with information and communication technologies, acquiring and confidently, effectively using them 	<ul style="list-style-type: none"> Ability to transform ideas creatively and innovatively, information actions, as well as planning and managing projects 	<ul style="list-style-type: none"> Ability to build intercultural networks (social and professional), observe, study, and improve skills, and more 	

S.A. Khazova presents the structure of competence in two forms: **Psychological:** allows for precise identification of indicators and criteria for competence development; it includes a cognitive complex, an intellectual component (knowledge, abilities, skills), and an activity-behavior component (communication experience);

Functional-content: a set of competencies for a specific type of activity (various kinds of professional activities, subject areas of social interaction)^[4].

In the course of the study, based on the analysis and synthesis of the reviewed scientific literature, it was decided from a pedagogical perspective to identify the components of the structure of students' personal-creative competence (see Figure 2).

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Motivational	Reflects skills, abilities, and readiness for independent practical activity in the learning process.
Reflective	Expresses the assessment of one's own capabilities, confidence in one's strengths and abilities.
Informational	Expresses curiosity about information and the desire to work with information systematically.
Spiritual and cultural	Reflects the possession of high spiritual and cultural qualities and their manifestation in social activities.
Aesthetic	Practical activity aimed at the aesthetic enhancement of personal life and society.
Acmeological	The potential for self-improvement, creative perspectives, and activity.
Technological	Expresses the ability to effectively use innovative tools, equipment, and technologies.
Declarative	Means the formation of ideas and the proper setting of goals.

Figure 2. Components of students' personal-creative competence

Understanding the importance of personal-creative competence for 21st-century students, it can be said that in a rapidly changing society and its ongoing processes, the ability to effectively solve problems, create, and implement socially significant ideas directly depends on the personal-creative competence of future specialists.

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When organizing a student's creative activity, the teacher must be able to properly use problem-based tasks and situations, paying special attention to creating an environment for pedagogical creativity. When a student solves problem-based tasks, their creative approach to solutions contributes to the development of emotional and volitional qualities.

The development of students' personal-creative competence is also viewed as a process dependent on the teacher. Individual teacher factors influencing the development of these qualities in students were analyzed (see Figure 3).

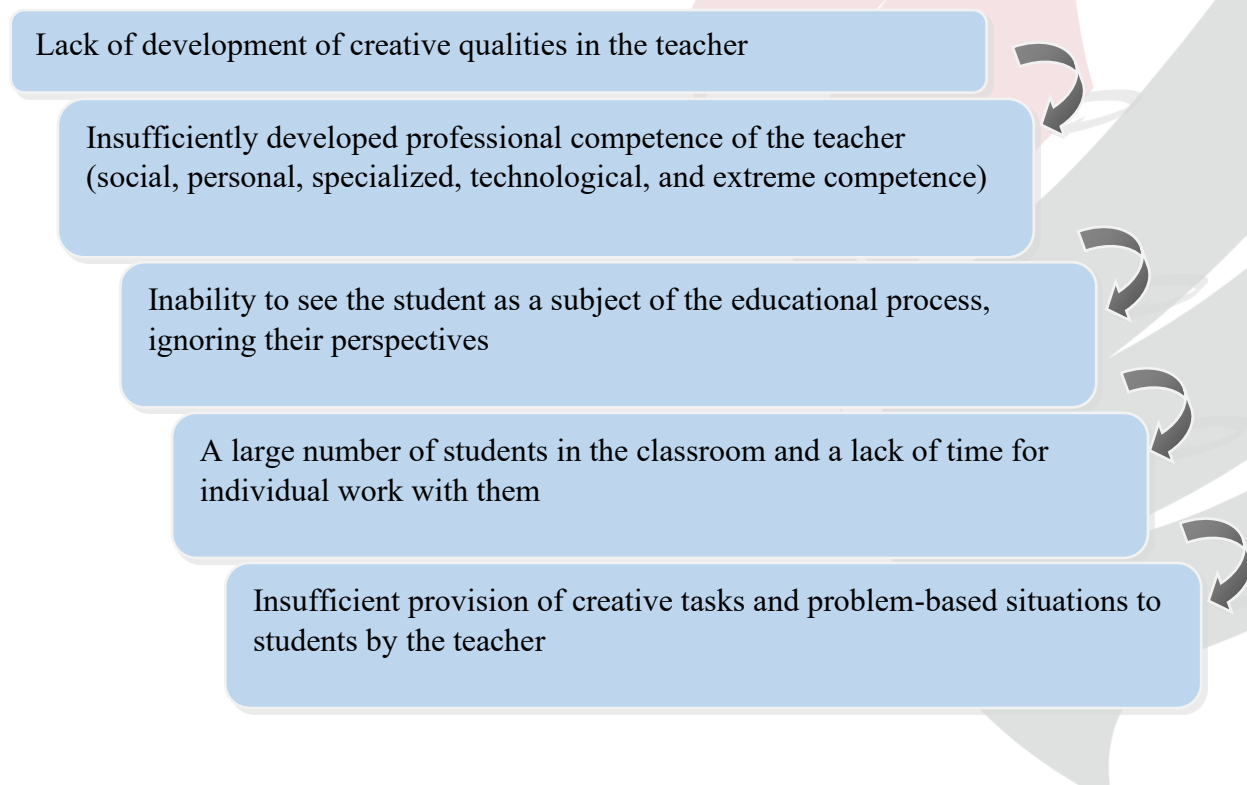


Figure 3. Individual pedagogical factors contributing to the development of personal-creative competence

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Based on a comparative analysis of the aforementioned foreign sources, recommendations have been developed to address the social, cultural, and individual factors and challenges arising in the development of students' personal-creative competence:

- Updating the academic literature currently used in higher education, developing textbooks for the new generation, improving the source base aimed at developing personal creativity, and integrating them into educational practice;
- Enhancing the teacher's motivational activities in the process of developing students' personal-creative competence;
- Diversifying the teacher's approaches when assigning tasks to students, i.e., directing assignments toward the development of the student's personal-creative competence (including sometimes hidden creative qualities);
- Organizing the learning environment in a way that promotes the development of students' creativity (classroom equipment, carpets, colors, plants, smart screens, innovative information technologies, etc.);
- Developing special project-based assignments for students whose personal-creative qualities are insufficiently developed;
- Creating an environment that encourages students to approach tasks from their own perspectives and propose creative solutions (collaborative activity between the teacher and students).

The development of students' personal-creative competence is an essential condition for their professional and personal growth. Creating a creative educational environment and applying modern teaching methods contribute to the formation of creative thinking and an active student stance.

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