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CREATIVITY AS A COMPONENT OF PROFESSIONAL ACTIVITY OF ELEMENTARY SCHOOL TEACHERS

Abstract

Based on the analysis of regulatory documents in the field of education and the works of pedagogical scholars, this article reveals the relevance of the creative activity of the teacher, the significance and features of the pedagogical activity of elementary school teachers. The authors analyzed the descriptions of the directions of labor activity of elementary school teachers, reflected in the professional standard of the teacher, and considered ways of their implementation. The article also presents the content of the main functions of the teacher. It was found that in the process of implementing each function, the teacher performs creative work. Pedagogical creativity is explained as the presence of personal qualities and corresponding properties in the teacher, the awareness of oneself as a creative personality, the need for creative interaction with specialists, the presence of reflective, managerial, design abilities and skills in organizing and managing the educational process. And the creative activity of elementary school teachers is defined as a special type of activity of a teacher who has his/her own goals, values, and beliefs, who is able to independently solve life and educational problems, possesses skills of self-realization, self-development, non-standard thinking, self-determination, intellectual self-education, and can create new material and spiritual values.

The article states that in the structure of the pedagogical activity of the teacher - in the activity of organizing and conducting the educational process - there are cognitive actions that require special creativity, such as planning, setting goals, developing students' cognitive interests and abilities, monitoring and evaluating their achievements, and so on. Therefore, it is concluded that the pedagogical activity of the teacher contains a creative component as a component of professional activity of the teacher.

Keywords: elementary school teacher, teacher's functions, creativity, professional creativity, pedagogical activity.

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ШЫҒАРМАШЫЛЫҚ БАСТАУЫШ СЫНЫП МҰҒАЛІМІНІҢ КӘСІБИ ІС-ӘРЕКЕТІНІҢ КОМПОНЕНТІ РЕТІНДЕ

Аңдатпа

Мақалада білім саласындағы нормативті-құқықтық актілерді, педагог ғалымдардың еңбектерін талдау негізінде педагогтың шығармашылық іс-әрекетінің өзектілігі, бастауыш сынып мұғалімінің педагогикалық іс-әрекетінің мән-мағынасы мен ерекшеліктері қарастырылған. Авторлар «Педагогтің кәсіби стандартында» көрсетілген бастауыш сынып мұғалімінің еңбек қызметінің бағыттарының сипатамаларына талдау жасап, оларды жүзеге асыру жолдарына тоқталған. Сонымен қатар мұғалімнің негізгі функцияларының мазмұны баяндалған. Әр функцияны жүзеге асыру іс-әрекеті барысында мұғалім шығармашылық жұмыстар атқаратыны анықталған. Педагогикалық шығармашылық мұғалімнің тұлғалық қасиеттері мен оған сәйкес сапаларының болуы, өзін шығармашыл тұлға ретінде саналы сезінуі, мамандармен шығармашылық өзара әрекетті қажетсінуі, рефлексивтік, басқарушылық, құраушы қабілеттерінің болуы және оқу тәрбие үдерісін ұйымдастыру мен басқару бойынша іскерлігінің болуы деп түсіндіріледі. Ал бастауыш сынып мұғалімінің шығармашылық іс әрекеті – өз мақсаты, құндылықтары мен сенімі бар, өмірлік және педагогикалық мәселелерді өз бетінше шеше алатын, өзін-өзі жүзеге асыруға, өзін-өзі дамытуға, стандартты емес ойлау, өзін-өзі анықтау, интеллектуалдық өзін-

өзі тәрбиелеу іс-әрекетінің дағдылары бар, жаңа материалдық және рухани құндылықтарды жасауға қабілетті мұғалімнің іс-әрекетінің ерекше түрі деп анықталады.

Мақалада мұғалімнің педагогикалық іс-әрекетінің құрылымында: білім беру процесін ұйымдастыру мен жүргізу бойынша бірнеше танымдық сипаттағы ерекше шығармашылықты талап ететін әрекеттер, мысалы, күтелетін нәтижелерді жоспарлау, мақсат қою, оқушылардың танымдық қызығушылығы мен қабілетін дамыту, олардың жетістіктерін бақылау мен бағалау және т.с.с. болатыны баяндалған.

Яғни педагогикалық іс-әрекет құрылымында мұғалімнің іс-әрекетінің бөлінбейтін бөлігі ретінде шығармашылық компонент айқындалып, қорытындылады.

Түйін сөздер: бастауыш сынып мұғалімі, мұғалімнің функциялары, шығармашылық, кәсіби шығармашылық, педагогикалық іс-әрекет

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ТВОРЧЕСТВО КАК КОМПОНЕНТ ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ УЧИТЕЛЯ НАЧАЛЬНЫХ КЛАССОВ

Аннотация

В статье на основе анализа нормативно-правовых актов в сфере образования, трудов ученых педагогов раскрыты актуальность творческой деятельности педагога, значение и особенности педагогической деятельности учителя начальных классов. Авторы проанализировали описания направлений трудовой деятельности учителя начальных классов, отраженных в профессиональном стандарте педагога и рассмотрели пути их реализации. В статье также изложено содержание основных функций учителя. Установлено, что в процессе реализации каждой функции педагог выполняет творческую работу. Педагогическое творчество объясняется как наличие у учителя личностных качеств и соответствующих ему свойств, осознание себя как творческой личности, потребность в творческом взаимодействии со специалистами, наличие рефлексивных, управленческих, конструкторских способностей и умений по организации и управлению учебно-воспитательным процессом. А творческая деятельность учителя начальных классов определяется как особый вид деятельности учителя, имеющего свои цели, ценности и убеждения, умеющего самостоятельно решать жизненные и педагогические проблемы, обладающего навыками самореализации, саморазвития, нестандартного мышления, самоопределения, интеллектуального самообразования, способного создавать новые материальные и духовные ценности.

В статье изложено, что в структуре педагогической деятельности учителя – в деятельности по организации и проведению образовательного процесса имеются действия познавательных характера, требующие особого творчества, например, планирование, постановка целей, развитие познавательных интересов и способностей учащихся, контроль и оценка их достижений и т.д.

Таким образом, делается вывод, что в структуре педагогической деятельности содержится творческая составляющая как компонент профессиональной деятельности учителя.

Ключевые слова: учитель начальных классов, функции учителя, творчество, профессиональное творчество, педагогическая деятельность

Introduction. In the current state of society, the requirements for vocational training that contribute to personal readiness for life and promote social changes are increasing, particularly in terms of vocational education that prepares individuals as skilled professionals capable of participating in the society's transformation. One aspect of educational reforms is the ability of teachers to develop the

personal and professional qualities of students, as well as their creative abilities and key psychological characteristics. The new goals of pedagogical services are aimed at developing the professional creativity of teachers to foster educational advancement, which in today's circumstances can be expressed in different meaningful contents, complex structures, and descriptive representations.

In the current era, the social responsibility of educators who are based on normative-legal acts and the demand for their professional services from stakeholders require the development of a paradigm that is designed for the future.

Several studies have been conducted on the development of a teacher's professional competence. It is clear that pedagogical work should always be productive, as every child, every teacher, and every pedagogical situation is unique. Therefore, any pedagogical decision must take into account these individual factors and cannot be based solely on standard norms. That is, the profession of a teacher always requires productivity and responsibility.

The current work of a teacher is seen in the practical and methodological development of the pedagogical technology of teaching and education. The advantages of developing a teacher's professional competence in improving their work are also highlighted through methodological knowledge. Pedagogical theory and practice indicate that a teacher's true professional development and growth are only possible when the teacher is able to integrate the necessary skills and knowledge into their work. It is necessary to focus on the effective development and improvement of a teacher's professional competence.

The main part. Materials and Methods. During the research, theoretical methods were used. In order to determine the compliance of the content of pedagogical education with the requirements of social order, an analysis was carried out of the normative legal acts of the Republic of Kazakhstan and psychological-pedagogical literature, which determine the system of education.

Results and discussion of research. A person who has chosen the path of a teacher and has become a carrier of scientific achievements of past eras is required to possess professionalism and pedagogical details. The content and methods of pedagogical activity were developed by many educators and experienced teachers. The pedagogical content component of the teacher's work is fully reflected in its qualifications in terms of the integral quality characteristics of the subject of pedagogical

activity. In the works of many scholars, the teacher's work is focused on the general goal of developing a child's personal identity, shaping his worldview, beliefs, culture, and upbringing based on new pedagogical tasks [1-11]. L. Mitina, T.A. Levchenko, V.A. Slastenin reveals the professional competence and high level of service of the subject who solves pedagogical tasks in the context of pedagogical obligations [9, 12, 13].

Pedagogical activity is the professionalism of a teacher in shaping the content of education and the students' activities, which ultimately contributes to the socio-cultural development of a person, his socialization and development of the individuality.

• The meaning of the teacher's pedagogical activities includes the following:

• Identifying the characteristics of general school students;

• Setting educational or educational obligations based on the characteristics of specific classroom or individual students;

• Planning various classroom and extracurricular activities with students;

• Organizing the implementation of the educational plan;

• Gathering information about the students' personal activities, how to assist them, and so on;

• Refining established plans, introducing changes, providing consultations, and conducting additional classes;

• Analyzing and evaluating the results of the work done, comparing them with the goals and objectives set;

• Developing the student's personality and so on.

One of the conditions for the implementation of the personal development system is the availability of pedagogical competence, which is certified in accordance with the normative documents of the education sector of the Republic of Kazakhstan and the certification requirements aimed at improving the qualification of teachers.

According to the Order No. 133 [14] of the Head of the Administration of the National Chamber of Entrepreneurs of the Republic of Kazakhstan "Atameken" dated August 8, 2017, which approved the "Professional

Standards for Teachers,” it states: “Pedagogical professionalism depends on the teacher’s ability to empathize with people. Pedagogical activity is not just one person’s actions towards another, it is their interaction. Therefore, the object of pedagogical activity is a pedagogical process, but the subject of action is the learner who is involved in the pedagogical process.”

Based on this, the pedagogical profession’s values are clarified, and the professional skills are identified through the professional qualifications card.

“The card of the Bachelor who has completed the service of a teacher of the initial class corresponds to 5 types of labor service, which include teaching, upbringing, methodological, research, and socio-communicative skills.

As for the 1st type of teaching labor service, the teacher provides educational information, teaches how to learn, and needs to cultivate knowledge, skills, and attitudes that are required for future teachers.

Knowledge:

- The conventional rules of school didactics;
- The latest developments in the field of psychological and pedagogical sciences;
- Conventional technology of teaching and didactic tools, including ACT;
- The physiological and psychological characteristics of children in the initial school stage;
- Pedagogical technologies for differentiation and individualization of teaching, as well as the characteristics of the method of problem-solving;
- The methods of developing linguistic proficiency, and techniques for developing students’ research skills;
- Methods and procedures for shaping students’ ecological, occupational, legal, informational, and communicative competencies;
- Pedagogical objectives for planning the strategies and models of teaching, and the regulations and mechanisms of primary, secondary, and higher education.
- The rules and theoretical interpretations in the field of applied linguistics (for teachers working with various programs);

- Teaching paradigms, language and culture (for teachers working with various programs);

Business and skills:

- Paying attention to the linguistic needs and demands of students and planning lessons accordingly;
- Using new teaching technologies, including ACT technology;
- Preparing methodological guidelines and recommendations for teachers, taking into account their advice;
- Creating conditions for communication in target languages (Kazakh (T2), Russian (T2), English (T3)) for primary school children (for teachers working with various programs);
- Collaborating with experts to develop and analyze teaching methodologies at all levels of education (primary, basic, general).

The 2nd professional service of the educational work is aimed at introducing students to the system of social values, i.e. the formation of the next generation in the future primary school teacher with the following knowledge, skills, and attitudes:

Knowledge:

- Pedagogy of primary school;
- Pedagogical psychology; Innovative technology of upbringing of primary school children;
- Pedagogical approach to the education of academic disciplines;
- The unification of the national values and the content of education of Independent Kazakhstan;
- The methodology of self-assessment, language learning objectives, and the formation of intercultural tolerance in students.

Business and skills:

- Observance of pedagogical discipline, adherence to pedagogical ethics;
- Respect for the student as an individual;
- Establishment of a democratic style in communication with students;
- Indication of the availability of higher social values and ideas of humanistic pedagogy;
- Instilling a sense of belonging to the general system of human and national values;
- Developing the ability to resist any forms of discrimination and extremism;

- Providing pedagogical support for special categories of children who need special education (orphans, non-resident children of Kazakhstan, children of minority groups, disabled children).

- Implementing diversity in teaching and education;

- Developing tolerance towards other lifestyles and cultures.

According to the 3rd methodological work plan, a teacher's methodical work in promoting educational development should focus on developing knowledge, skills, and values related to the future starting class, including creativity and critical thinking.

Knowledge:

- Methods for introducing additional knowledge;

- Developing a plan for personal development and the methods for its implementation;

- The methodology and rules for creating pedagogical situations;

- Methodologies and rules for preparing educational programs and documents.

Business and skills:

- Planning to increase professional knowledge;

- Identifying information from internet sources;

- Identifying the methods and means of developing creativity and critical thinking among students through the teacher's guidance;

- Preparing educational materials based on the designated objectives or syllabus in collaboration with the teacher.

- Providing quality education for students by collaborating with educators.»

The 4th research work focuses on improving the quality of education content and exploring the educational environment, which is essential for the future primary school teacher to learn the next level of knowledge, skills, and attitudes.

Knowledge:

- Principles and methods of studying educational practices and practical learning.

- Methods of research in pedagogy.

- Psychological and pedagogical methods for assessing the activities of students.

Business and skills:

- Uses self-analysis to identify the individual characteristics of students.

- Collaborates with educators to identify educational needs and challenges.

- Uses reflection methods to collaborate with researchers during experience-based research.

- Plans and implements educational environments with the guidance of educational leaders.

The 5th social-communicative work promotes professional collaboration and mutual action among all stakeholders in education, which is essential for the future primary school teacher to learn the next level of knowledge, skills, and attitudes.

Knowledge:

- Professional communication and the psychological foundations of communication.

- The methods and types of collaboration in professional communities, including teamwork.

- Interaction with various social groups and their methods and types (back-end education stakeholders);

- Basics of the professional leader

Business and skills:

- Engaging learners in additional education;

- Initiating innovative ideas that bring together education stakeholders (various production associations, associations, etc.).

The educational process involves the pedagogical activities of the teacher and the student's activity. All three parts of teaching in the pedagogical and educational process: formation - development of knowledge and experience in the form of education; the formation of the intellectual and creative potential of the individual in the context of the mutual development of mind and body (development of technologies); training is carried out through the education process, aimed at developing the personality of the educator and the learner by combining their strengths and improving the person's behavioral qualities.

All types of the teacher's pedagogical activity are influenced through the functions expressed

in the works of some scientists [9, 10, 15, 16].

For example, the pedagogical activity aimed at achieving pedagogical objectives is based on the system of the teacher's actions aimed at solving certain pedagogical tasks. Y.V. Gorokhova identifies the five components of the pedagogical activity that are closely interrelated:gnoseological, design, constructive, organizational, and communicative [6].

In the structure of the pedagogical activity, A.I. Shcherbakov distinguishes two types of functions: general-purpose (gnostic, design, constructive, organizational and communicative) and general pedagogical (informative, developmental, design and organizational). According to the first group of functions, an optimal condition is created for the implementation of basic pedagogical functions, as determined by the opinion of the group [16].

In the book "Elementary School Pedagogy," I.P. Podlasy [15] specifies the characteristics of the teacher's pedagogical activity and lists the following functions: management, informational, organizational, evaluative, monitoring, correction and analysis. According to I.P. Podlasy, pedagogical activity consists of three stages. The first is the preparatory stage, which includes setting goals, diagnosis, planning and design. The second is the implementation stage, where the teacher performs informational, organizational, evaluative, monitoring and correction functions. The final stage involves analysis. This function is performed by analyzing the results of the main content of the task, which includes studying the problem of efficiency, identifying the reasons for insufficient results and finding ways to solve them, etc.

The peculiarity of the pedagogical activity of the teacher of the primary grades lies in the peculiarities of his or her mentality, that is, in the psychological and pedagogical characteristics and qualities of primary school students. The success of a student's learning and upbringing, as well as their future in the school, depend on such humanistic values as humaneness, altruism, friendliness, knowledge, skill, and the foundation of morality, which are related to the psychological and pedagogical characteristics of the students. For example, in

the primary grades, children are first counted and introduced to the daily study routine, and they start working with books. Therefore, it is important to help students acquire knowledge correctly, which will help them to make the right decisions throughout their lives.

The educational function of upbringing, first of all, is determined by the joint efforts of the teacher and the student in their work. In teaching students, it is necessary for the teacher to have a good understanding of their psychology. If a student asks a question during a lesson, the teacher can develop their answer into a game, but it may not be possible to develop the answer in the same way for another student.

The main functions of the teacher's activity have been identified in the above-mentioned psychological and pedagogical characteristics of the teacher, as well as in other theoretical studies. The teacher's basic functions stem from their pedagogical activity. Let us examine the contents of these functions.

The implementation of the informational function. The teacher engages students in various activities in order to develop their knowledge, skills, attitudes, and values related to various subjects and to integrate them into a coherent and meaningful system. All of these tasks are related to the teacher's informational function. Here, the term "information" is broadly understood, and it includes not only the amount of knowledge communicated to students but also the communication process itself, the necessary skills and competencies for processing and analyzing information, and the demonstration of creativity in managing and developing knowledge, skills, and values.

The implementation of the developmental function. Since the work of the teacher is closely related to the student's learning, which is based on the interaction of the student's intellectual, moral, and aesthetic development, the teacher's activities aimed at developing the student's knowledge, skills, and abilities in processing information are closely related to the student's developmental function. The teacher's work involves the selection of information that is to be communicated, its processing through instructional design, and the facilitation of

personal learning through individual work with students. These tasks help to clarify the student's abilities, to respond to their requirements, and to find new ways of developing their knowledge in different fields. Here, the teacher utilizes the experience of the students and takes into account their psychology. The contemporary student faces various challenges related to their learning and requires answers to questions related to various fields. The teacher here utilizes the experience of students themselves and pays attention to their psychology. Today's student must be able to answer questions related to various fields of knowledge and the teacher must develop the student's cognitive abilities, memory, observation skills, imagination, games and language. Developing logical thinking is an integral part of the teacher's work in developing the student. Effective teaching with creativity - using tools that promote students' thinking and abstract thinking.

The teacher must enhance the students' understanding of their cultural identity, encourage them to explore and synthesize the attitudes they are taught (by considering their age and individual characteristics), and help them learn acquired knowledge. If the students' emotional and mental well-being, each child's level of development, and their life experiences are taken into account, these goals can be achieved.

Activating motivational function. The universality of the educational and upbringing impact on students is often identified with the quality of the teacher's work. If the teacher does not convey any information, then the students' awareness does not increase, and they do not engage in any activities. One of the key manifestations of the teacher's motivational function is to increase the students' desire to learn, as students' lack of motivation and negative development often prevent them from being interested in the study materials in many situations. In other words, the motivational function is based on the interaction between the participants in the pedagogical process, and is related to the need to prepare students for future activities. The teacher must support the student's indicators of competence. This is one

of the most difficult aspects of the pedagogical process, and can be identified with the following activities:

1. Identifying the genesis of ideas and making student participation in this process ineffective;
2. Identifying the need to introduce ideas based on scientific knowledge;
3. Creating opportunities for students to learn new things, etc.

The implementation of gnosiological functions. The main duty of the primary school situated in front - to develop the formation of mental discipline. Therefore, in order to implement the gnosiological function, it is necessary for the teacher to teach students the theory of the basics of the knowledge that he teaches, the methods and methodology of this knowledge, as well as the psychological-pedagogical characteristics of the assimilation of students who receive this subject, and the ways to identify the effectiveness of their own activities. If so, the constructivist functions are identified by the following actions:

1. Logical analysis of the content (topic, section, course);
2. Selection of methods, techniques and approaches to teach, taking into account the characteristics of the assimilation of new material by students;
3. The use of diagnostic tools to assess the level of a student's cognitive abilities, as well as knowledge and educational level to plan their education.

The implementation of constructive functions is based on the teacher's assessment of the success and failure of each student in the quality of education and upbringing, taking into account the attention paid to each student. It is necessary to provide special support to students with learning difficulties, help them in a timely manner and not leave them behind.

The teacher's constructive function in managing the students' activity is aimed at organizing and implementing purposeful and effective work during the lesson and all its stages, as well as planning their own activity, based on the ability to see the constructive function in action. Therefore, the teacher's constructive function is identified by the following actions:

1. conducting logical-didactic analysis of the content, determining the role of the topic in the teaching system, identifying professional and interdisciplinary connections, and identifying the relationship between students' experiential activity and learning;

2. recognizing the uniqueness of the content, selecting the types, methods, techniques and tools for teaching;

3. clarifying the specific methods and techniques of understanding, and exploring opportunities and resources for students to acquire knowledge.

Organizing and managing functions are activities that implement specific rules, regulations and procedures of the educational system, and are aimed at achieving specific results. During the lesson, the teacher organizes the students' activity, promoting their interests, increasing their knowledge and contributing to the formation of their attitudes, in line with the pedagogical opinion that is based on the precise implementation of the rules, regulations and procedures of the educational system. Therefore, the teacher's activity in organizing and managing the teaching process can be summarized as follows:

1. Developing the right motivation for learning;

2. Setting goals and objectives for learning;

3. Organizing the activities of students who are learning new material;

4. Creating opportunities for students to understand the significance of the tasks related to the learning objectives;

5. Identifying how to use the new material and its connection to the material that has already been learned;

6. Evaluating the progress of students.

The management of the educational process is based on the possibilities of students, their level of preparation, their interest in learning, and so on. Pedagogues know all these aspects and use them during the process of exploring the students.

After setting the goals and defining the requirements, the teacher enters the curriculum, which is the plan of the educational process.

Curriculum planning is a pedagogical function that is carried out during each new cycle of the

teacher's educational activities. Its function is to define the final objectives and to determine the subject matter learning objectives, as well as to plan for the future. A good teacher has carefully considered and developed a detailed plan, using all the necessary tools, in order to avoid entering the classroom without a proper plan. Here are some of the main activities of a teacher in this regard:

1. Establishing the system of learning objectives and specifying them for each phase of teaching;

2. Setting the objectives of education and describing them through actions taken by students;

3. Developing a curriculum and technology for achieving the goal of learning.

Furthermore, in order to manage the process of teaching effectively, all factors that affect the general education system must be taken into account and active measures should be taken.

These actions will contribute to the structure of the professional activities of the teacher in terms of their cognitive, constructive, organizational-planning, motivational, and management functions. These actions are aimed at achieving the goal in conjunction with specific situations and tools. In addition, the teacher's actions provide opportunities for organizing their pedagogical activities in a more effective manner. Thus, analyzing the results of these actions at each stage of the teaching process helps to identify the effectiveness of the teacher's professional activities, their distinctive features, and develop measures to achieve educational outcomes. These parameters are indicative of the teacher's pedagogical characteristics in the implementation of their professional activities. These characteristics help to develop a more efficient educational system. Moreover, the teacher's analysis and evaluation of their own actions contribute to the improvement of the learning process, and the assessment of student progress and achievements.

The implementation of communicative functions is an operational activity that relates to the interaction of teachers with their students, the classroom atmosphere created by their mutual relationship, and the interactions between

children. The interpersonal communication in the classroom, mutual assistance between students, and friendly, supportive relationships all contribute to the teacher's positive influence.

The communicative function largely depends on the personal style of the teacher. It involves a collaborative and supportive approach to teaching that is based on the new paradigm of education, mutual assistance, planning for success, and social-pedagogical and productive communication. This type of communication is essential for effective teaching, as it focuses on the spiritual aspect of the educational process and fosters positive relationships between teachers and students, grounded in empathy and understanding, which ultimately promotes student learning and development.

Monitor and evaluation functions are essential for teachers to facilitate student engagement in learning, and the development of the process depends on the identified changes in this process. During monitoring, identifying the reasons for discrepancies can be helpful. The compiled information enables the process to be adjusted, and effective methods can be used during evaluation.

Monitoring can be divided into external (teacher-led) and internal (student-led) monitoring. External monitoring is usually related to the teacher's monitoring function. It provides an opportunity for the teacher to understand how much attention the students paid to the learning process through the results of the students' learning activities. The objectives of monitoring include determining the level of understanding of students in the learning material, their overall and specific learning methods, their order, and changes in their progress.

Analyzing the results of the work done by the educational subjects allows identifying the reasons for the discrepancies in the educational system fully. Comparing the planned results of the teacher and the results achieved by the students at each stage of the educational process, understanding them, collecting statistical data during the process of checking the various activities of the students, and evaluating them, as well as analyzing the changes in the results of the system's evaluation, are all essential aspects

of the educational process. The effectiveness of the educational process depends on the teacher's individual efforts in the monitoring and evaluation functions.

Gorokhova Y.V. analyzed the importance of the practical aspects of pedagogical activity for the professional work of a teacher. According to scholars, the model of pedagogical activity that teaches future professionals to prepare for life and subsequent activities, acquire knowledge independently, organize and monitor themselves is the basis of pedagogical activity. In this context, the effectiveness of the pedagogical activity is close to the optimization category of pedagogical activity, as proposed by Babansky Yu.K. [17].

Kraevsky V.V., Borisenkov V.P., and others suggested that pedagogical activity is implemented in two forms: by using specific tools in pedagogical situations related to teaching and using new tools in previously encountered situations [18, 19].

Shakirova N.M. analyzed the pedagogical qualities and competencies necessary for a teacher to engage in practical activities in her work "Preparation of a teacher for practical activities" and discussed the formation of their characteristic qualities and abilities as a practical trainee, the need for future professionals to engage in practical activities together and the development of their perceptual-reflective and creative-constructive abilities to manage and organize pedagogical activities in teaching and educational activities [20].

The article by Akpur, U. examines critical thinking, reflexive thinking and creative thinking as an interconnected system. «The findings from the data revealed that critical thinking, reflective thinking and creative thinking correlated with each other in a positive and significant way and these variables all predicted academic achievement positively and significantly» [21, p. 1]

F. Orazbayeva et al. investigated the creative thinking of high school students and in the course of the study, tasks were prepared specifically for the language approach. «In the course of practice, to comprehensively prepare a linguistic personality for linguistic communication in later life, we tried to create

conditions for creative thinking, free linguistic communication, creating an impressive, lively, interesting, emotional atmosphere that will be well preserved in the memory of every successful student» [22, p.12].

Turghynbayeva B.A. collects many translations given to literary works and contributes to pedagogical practice by “helping to develop pedagogical competence in finding answers to future professionals’ own questions in the process of acquiring knowledge, thinking critically, analyzing, and synthesizing, and creating opportunities for them to explore, experiment, and reflect on their actions.” [23].

Pedagogical creativity is the individual creativity of each educator and future professional. Thus, pedagogical creativity is mutual creative activity, during which the teacher establishes pedagogical tasks (not only from textbooks but also from books) in conjunction with future professionals [23].

Morozov A.V. and Chernilevsky D.V. organize pedagogical creativity into several levels [24]:

1st level: Complete and active engagement in the teacher’s activities;

2nd level: Heuristics;

3rd level: Ability to plan goals in a specific way;

4th level: Establishing communication with the audience.

The characteristics of pedagogical creativity for future professionals are subjectively considered as “development.” It is closely related to finding solutions to emerging problems, accepting them, and recognizing oneself. This has been proven by the research of many scientists. Scientists analyze the teacher’s integrity and divide their main components into innovative and research methods, style of leadership, professional competence, creativity, and discipline.

Conclusion. In the structure of the teacher’s pedagogical activities, there are several special

actions aimed at organizing and conducting the educational process, such as planning expected outcomes, setting goals, developing students’ understanding and abilities, monitoring and evaluating their achievements, etc.

These actions are integrated into all functions of the teacher. The practical activities of the teacher play a significant role in each stage of education.

In other words, the practical component is an integral part of the teacher’s activities in the structure of pedagogical activities.

The practical competence of the primary school teacher is one of the factors that affects the effectiveness of pedagogical activity, as it influences the level of the pedagogical activity development. The teacher’s practical competence is characterized by his/her professional and personal qualities, which require close attention in research. In the system, it includes the humanistic orientation, motives, goals, value orientations, knowledge, skills, and the forms and methods of the practical interaction of the teacher with the primary school students. The professional competence of a teacher is an integral part of their vocational competence. One of the main criteria for identifying a professional teacher is the consistent success in their work, which is achieved through the ability to solve professional and personal issues, self-development, continuous improvement, self-expression, self-identification, and the implementation of intellectual and educational activities, as well as the ability to create new materials and spiritual values.

Therefore, the primary job function of a classroom teacher is to solve professional and personal issues, self-development, self-expression, self-identification, and the ability to implement intellectual and educational activities, as well as the ability to create new materials and spiritual values, which require the ability to think outside the box and self-identify as a teacher.

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