**Abstract**

The current stage of the society development is characterized by actively ongoing processes of modernization where the most important success factor is a personality focused on innovation, capable of self-improvement and self-development. The idea of ​​the creative development need is embedded in a number of government initiatives. One of the main requirements for education is its humanistic orientation, where a person is the main value and focused on personal development. Therefore, the role of self-education in the learning process, the demand for a creative person, for a creative product, and the development of creative competence are increasing. At the same time, the amount of learned information is not considered as a result of learning, but the ability of a person to act in various problem situations, not only in classrooms, but also outside the academic institution. Also, the transition from the knowledge paradigm to the competence-based approach focuses on the result of education. And in this paradigm, creative competence is one of the key competences of the 21st century. This article discusses the structure of creativity, indicators of creative competence. An analysis of scientific sources shows that today there are unexplored gaps in science: there is no clearly formulated definition of the essence of the concept of "creativity"; there is no consensus on the structure of creativity, represented by a different number of criteria and indicators; there are no studies of the dynamics and nature of the development of creativity in the process of ontogenetic development of a person; there are few developed methods for the development and diagnostics of creativity at various stages of ontogeny. All this gives rise to many approaches, directions and theories of creativity in world science. The study is aimed at studying the phenomenon of creative competence, considered by scholars around the world. The analysis of theoretical literature serves as research methods. The author critically analyzes the components and indicators of creative competence.

**Key words:** competence, creative, education, indicators, creativity.

**Introduction**

In the new economic conditions, the prosperity of the country and the influence of the development of science impose the task of improving the structure and content of education. From this point of view, education is entering a creative pedagogical civilization. One of the most important requirements is the high level of professional creativity and creative potential, individuality and creativity of the future specialist as a competitive person in the new direction of education development, innovative renewal strategy. This is one of a number of regulatory and legal documents that provide for the regulation of the renewal of the educational process at the higher educational institution - in the concept of innovative development of the Republic of Kazakhstan until 2030: "the main capital of the society is the person and the opportunities for his creative activity should be created" . In this regard, the role of students as the main carriers of all types of innovative resources and technologies, subjects of social changes in the social establishment of society is growing. The development of students' unique abilities, such as extraordinary thinking, clear social orientation, ability to show creativity through professional activity, and creativity allows to raise socio-economic relations to a new level. Today, there are views and opinions on defining the concept of "creativity". Since this is an interdisciplinary concept, many definitions are given from the point of view of different scientific fields. In general, creativity means the level of creative potential, creative ability, which is a relatively stable characteristic of a person. Therefore, the concept of "creativity" is original creativity; means creative activity. Therefore, creativity as a creative process is a personality trait. At the same time, creativity is also used in the "intention - thought - invent - use" diagram to describe the creative process in making an innovative decision. Here, the main idea should become a successful activity - innovation, as a demonstration of creative ability. Thus, creativity is interpreted as a person's ability to invent new ideas, make unique decisions, and depart from the traditional thinking system, that is, the ability to be creative and act creatively.

**Main part**

At present time, the priority in the system of Kazakhstan education is the development of a system supporting talented children. In accordance with the requirements of national state educational standards, an educational organization must create “conditions that provide the opportunity to work with gifted children, organize intellectual and creative competitions, scientific and technical creativity and design and research activities”.

D.B. Bogoyavlenskaya, V.I. Panov, V.D. Shadrikov, V.N. Druzhinin and other psychologists singled out the signs of giftedness and outlined the ways and directions of work with gifted children, presented a methodology for identifying gifted children. However, the question remains about the qualities of a teacher needed to work with creatively gifted students of different ages.

Only a creatively thinking and acting teacher is capable of bringing up a creative personality in a student, therefore the role of a teacher in the development of a student's creative potential differs from the traditional role of a teacher as a carrier and conductor of information. Each child is gifted in some area; only a creative teacher can find this area and help him to realize himself. The search for individual strategies and tactics of teaching becomes the main task of the teacher.

The concept of "creativity" (from Latin creatio- creation) - this is what helps a person not to be satisfied with the available answers, but encourages them to find new, original solutions, formulate unusual ideas, - was first used in 1922 by D. Simpson. Creativity means creative human abilities, human capabilities that can be manifested in activities, in communication, in thinking, in feelings.

Creativity is giftedness, receptivity to new ideas, the ability to solve problems in an extraordinary way. A creative person has great advantages, compares favorably with colleagues in the service, he is a more interesting interlocutor, and he knows how to find a way out of the most difficult situation. A creative person is more tolerant of others and is balanced.

At the everyday level, creativity is ingenuity, the ability of a person to use the prevailing circumstances, objects, environment and conditions in the most unusual way, finding a witty and non-trivial solution to a problem.

Creativity is the inspiration of the individual, his abilities; creative people create their masterpieces, guided only by their own mood and emotions. And the creative process has a pragmatic element, pragmatic goals. The activity of a creative person is based not only on inspiration and spontaneity. His work is always focused and practical.

He creates a product of creativity not for the sake of the product itself, but for solving a problem or obtaining a benefit. A creative person, creating his product, already initially knows why he creates it, who will need it, how it needs to be done and what exactly is needed for this.

Igor Lyadsky, genetic scientist, writer, business coach, Doctor of Philosophy (PhD), defines creativity as the ability to make unexpected decisions based on existing knowledge or experience, as a person’s creative potential that helps him create something new.

According to Abraham Maslow, creativity is a universal property of people who are prone to self-actualization, that is, the full development of their personal capabilities. In creativity, a person gains the opportunity to open up completely, acting in an original way, and not in a stereotyped way.

Creativity in psychology and pedagogy means:

* creating something new from the familiar;
* problem solving in unusual ways;
* rejection of stereotypes;
* originality and flexibility of thinking;
* unusual analysis and synthesis;
* intuitive choice of the only correct solution;
* generating a huge mass of ideas.

Thus, it can be assumed that creativity is a person's predisposition to creativity, and the process of creativity is a real manifestation of creativity. The term “creativity” means creation, creation and implies an activity of an innovative nature aimed at creation, creation.

Candidate of Psychological Sciences I.V. Terelyanskaya in her article “Psychological analysis of the phenomenon of creativity as a characteristic of personality” [2012] identified four main approaches to the study of the phenomenon of creativity in modern psychology

**Approaches to the study of the phenomenon of creativity**

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| First approach | It is based on the idea of ​​the absence of creative abilities as such. According to its supporters, there is only the creative behavior of the individual, which is based on personality traits, leading motives and human values. The main characteristics of a creative personality, the authors of this approach include cognitive talent, sensitivity to problems, independent behavior in complex and unpredictable situations (A. Maslow, A. Oloh, A. Tannenbaum, etc.). The ideas of D.B. Bogoyavlenskaya, who understands creativity as a situationally unstimulated activity, manifested in the desire to go beyond the limits of a given problem. |
| Second approach | Within the framework of this approach, creativity is considered as an independent factor independent of intelligence (J. Gilford, G. Gruber, Ya. A. Ponomarev, K. Taylor, E. P. Torrens). In the studies of E.P. Torrance found that the relationship between creativity and intelligence is observed up to a certain level of development of the latter. However, if the level of intelligence continues to rise, there is no relationship between creativity and intelligence [Torrance, 1981]. |
| Third approach | Representatives of this approach deny the creative process as a special form of mental activity, and recognize its existence as a structural component of the intellect (G. Eysenck, D. Wexler, R. Sternberg, L. Theremin, R. Weisberg, etc.). Thus, creativity and intelligence are directly related. |
| Forth approach  | Proponents of the fourth approach to creativity (P. Vernon, M. Vollach, I. Kogan, D. Hargreaves), agreeing with representatives of the second approach regarding the independence of creativity from intelligence, however, as a criticism of the representatives of the second approach, they note the ability of the creativity tests they use to diagnose only the level of intelligence. In their opinion, tight time frames and the only correct answer must be excluded from creativity tests. |

The main criteria that form creativity:

* ***Fluency*** - speed, productivity - reflects the ability to generate a large number of ideas, expressed in verbal formulations or in the form of drawings, and is measured by the number of results that meet the requirements of the task; is the ability to generate as many ideas as possible in a given amount of time
* ***Flexibility*** - characterizes the flexibility of creative thinking, the ability to quickly switch: - the ability to act not in a straight line, adapting to changing task conditions, but to find new solutions to standard problems, - to change behavior depending on the situation, to find compromise solutions
* ***Originality*** - the ability to produce ideas that differ from the generally accepted ones: - the ability to issue non-standard solutions; - to put forward unexpected unusual ideas; - find as many relationships and associations as possible.
* ***Elaboration*** - detailed study of ideas: 1) development of existing solutions to problems; 2) the use of visual images (schemes) when providing information; 3) consideration of problem situations from different points of view.
* ***Metaphor*** - figurative and associative thinking. It is understood as the ability to create new, non-conventional metaphors based on a non-standard vision of an object or situation; - a complex of intellectual properties, manifested in the willingness to work in a fantastic, "impossible" context; - the tendency to use symbolic, associative means to express one's thoughts; - the ability to see the complex in the simple, the simple in the complex
* ***Susceptibility*** - the ability to notice unusual elements and contradictions: - sensitivity to unusual details, contradictions and uncertainty; Willingness to flexibly and quickly switch from one idea to another.
* ***Resistance to closure*** - reflects the ability to remain open to novelty and variety of ideas for a long time, to postpone the final decision long enough in order to make a mental leap and create an original idea
* ***Abstractness*** - the ability to turn images into clear forms: - to express judgments that precede the formation of the final version of the abstraction product as a mental operation. Abstract thinking is a type of thinking that allows you to abstract from small details and look at the situation as a whole. The abstractness of the name expresses the ability to highlight the main thing, the ability to understand the essence of the problem, which is associated with the thought processes of synthesis and generalization.

The presence of these skills in a person indicates his creativity or creative potential. Creativity is a powerful competitive advantage that helps you outperform rivals in all areas of life. The development of creativity is an important condition on the path to success.

Creativity can be manifested in creative competence. Creative competence is defined as a set of knowledge, skills, experience, attitudes, personal qualities and characteristics. On the one hand, they are expected and can be formed as part of the educational process, and on the other hand, they will allow the holder of competence to actively engage in innovative processes taking place in the media environment, to correlate their professional activities with social demand.

The basis for the description of competencies is a behavioral indicator - an observable element of a person's behavior, indicating the presence of certain knowledge, skills, abilities, experience and beliefs. Behavioral indicators are determined by the standards of behavior that are observed in the actions of a person with a particular competence, and each competence is a set of related behavioral indicators.

***Behavioral indicators "Creative competence".***

1. Curiosity - Shows an active interest in the world around him and a desire to learn as much as possible about the world around him (about various aspects of the task situation; pronouncing the association). He searches independently for answers to his own questions. Conducts an active search for new information (including in unexpected sources).
2. Creation of ideas (imagination) - Actively produces own ideas, where two aspects stand out: - originality of the proposed ideas; - flexibility or mobility, the ability to produce a large number of ideas.
3. Development of the proposed ideas - Evaluates the proposed ideas from different positions and searches for their strengths and weaknesses in order to improve the idea or abandon it. Shows the ability to quickly rebuild their activities in changing conditions and with the advent of new information about the object of study. Develops alternative courses of action in case of unforeseen situations.

In order to describe the quality of a student's action, set reference values ​​and be able to compare the behavior shown with them, there is a scale for the development of competencies. Indicators are combined into one or more blocks, depending on the semantic scope of competence, are summarized in separate lists or divided into "levels". These are levels that describe the quality of behavior. The level scale may vary. For example:

1 – the level of basic development of creative competence

2 – the level of confident possession of creative competence in standard situations

3 – the skill level or advanced level (broadcast capability)

Each skill level has its own description:

The skill level 3 - All indicators are manifested in behavior, both in standard conditions and in complex, atypical situations

The level of confident possession - Demonstrates most of the indicators of assessed competence in all work situations

The level of basic development - Fully manifests at least one indicator, some indicators appear incompletely or unstable

***An example of a possible distribution of behavioral indicators of creative competence according to the scale of its development***

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| **Creative competence** |
| ***Behavioral indicators*** | ***Level of development*** |
| Recognizes the need for new approaches. Open to new ideas. Challenges traditional approaches and seeks alternatives. Understands when a new approach is needed; quickly takes into account new information when considering different options. | 1 |
| Introduces new approaches. Looks for ideas or solutions that have worked in other circumstances and applies them to the proposed situation. Uses existing solutions in an innovative way to solve problems. Sees the long-term consequences of possible decisions. | 2 |
| Develops creativity. Creates an environment that supports creative thinking, curiosity and experimentation. Prefers challenges to traditional approaches. Supports experimentation to maximize innovation potential. | 3 |

**Conclusion**

An analysis of approaches to the definition of creativity revealed that some scientists understand it as a specific ability due to the presence and combination of various personal qualities; general ability to transform previous experience; integral quality of personality, uniting cognitive and personal spheres; a specific form of mental activity, a complex and multidimensional phenomenon that has its own structure. Also, creativity is identified with the maximum level of development of mental (intellectual) abilities.

Creative competence, being one of the key ones, develops in the learning process. Since the creative potential of students should be formed without a break from academic abilities. The main criteria for creativity are flexibility, originality, fluency and accuracy. The main components of creative competence are curiosity, the creation of ideas and the development of proposed ideas. These indicators can be measured on a development scale of competencies which consists of 3 levels: basic, confident and advanced level.

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