

TRAINING TECHNOLOGIES AS A MEANS OF INCREASING MOTIVATION FOR CREATIVE ACTIVITY OF FUTURE NURSERY TEACHERS

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Received in:
2021-06-10

Approved in:
2021-07-20

DOI: <https://doi.org/10.24115/S2446-622020217Extra-E1184p.254-261>

INTRODUCTION

The current state of higher education in Ukraine involves reforming the approach to the organization of the educational process. The key goal today is not to provide the necessary amount of knowledge to students for professional activities, but to educate individuals who can professionally improve themselves, learn throughout life, develop creative products. The driver of this process is motivation, the professional orientation of which is formed in the higher education institution.

Motivation of educational activity and creativity belong to the list of professionally significant personal characteristics of the teacher. Motivation, which is associated with interest in the chosen profession, to carry out creative activities serves as a resource and foundation necessary for the development of professionalism.

The study of the problem of creativity of the teacher is relevant in connection with the quantitative and qualitative growth of the tasks faced by the modern teacher. The work of teacher involves a great variety of situations, the ready solution of which does not exist in principle. Researchers of professional pedagogical creativity (ABRAMO, REYNOLDS, 2015; MCWILLIAM, DAWSON, 2008; ZIVITERE, RIASHCHENKO, MARKINA, 2015) note that modern pedagogical activity rejects

simple diligence, passivity and adjustment for the normative attitude to professional duties, which is characterized by a set of specific features, including: the intensity of pedagogical activities, methodology, dynamic content. The creative activity of a modern teacher is associated with ways of forming a dominant motivation, focus on solving original tasks, persistence in achieving goals, purposefulness, stability and breadth of cognitive interests.

The purpose of this study is to substantiate and experimentally test the effectiveness of training technologies to increase motivation for creative activity of future teachers. The main issues that arise from the relevance of the topic, which must be solved, are:

1. Is the training technology effective for increasing the motivation of students to be creative?
2. What motives can be strengthened with the help of trainings?
3. What are the features of the use of training technologies in the educational process? What types of trainings are most effective for increasing the level of motivation for creative activity of future teacher?

LITERATURE REVIEW

Today, training is a common method of active learning (READ, KLEINER, 1996; MARTIN, KOLOMITRO, 2014; SCOTT, GINAMARIE; LERITZ, LYLE.; MUMFORD, MICHAEL, 2004). The main feature and at the same time the advantage of trainings is that they help quickly and effectively achieve the desired result (RITTER, MOSTERT, 2017; PUCCIO et al., 2020). The basis of the training session on the development of creativity is overcoming psychological barriers that prevent the expression of creativity; stereotypical thinking, which does not allow the individual to "go beyond;" objectively assess themselves, namely their strengths, potential and obstacles. Among the positive aspects of the training for the development of creativity of future teachers are the development of communication skills (ULISKINA, AGINSKAYA, KARPUKHINA, 2018), conflict competence (KASHAPOV, 2010), improvisation (MANNUCCI, ORAZI, DE VALCKA, 2020), self-motivation, (MIRZAGITOVA, 2015). Trainings are an interesting and exciting method of learning, helps to improve relationships in the group, creates a relaxed creative atmosphere. There are different types of training, but the development of creativity requires to determine their potential to increase the motivation for creative activity of future teachers.

Table 1. Potential of trainings to increase the motivation to creative activity of future teachers

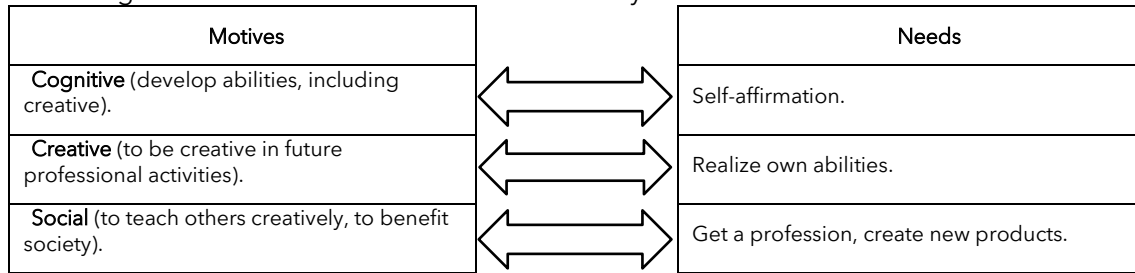
Personality development trainings	Help to gain knowledge and develop tactics, strategies and skills that increase personal creativity: help to better solve life problems and are used in a wide range of situations that increase the capabilities of the individual not in one narrow field, but in many areas of life, including professional.
Psychotherapeutic trainings	Are aimed at changes in self-perception, self-awareness as a creative person, the formation of positive relationships with the social environment, solving personal problems, overcoming barriers. The conceptual basis of the trainings are modern directions of psychotherapy: existentially-oriented, psychodramatic, gestalt groups, body-oriented therapy groups, etc.
Socio-psychological training	Are aimed at changes in personality and the formation of behavioral skills. Can help change social attitudes towards creativity. Socio-psychological training is the most promising method of psychological and pedagogical training of specialists in various fields, including future teachers. As a result of training the cognitive component is formed, adequate understanding of itself and correction of self-estimation is formed, there is a study of individualized receptions of interpersonal interaction.
Condition trainings	Are aimed at overcoming fears and internal barriers that hinder the development of creativity.
Experimental trainings	Help the future teacher to understand their limitations on the development of their own creativity, to gain new emotional experience, the experience of awareness of their features or previously unknown states or phenomena of reality.
Communicative trainings	Help to develop models of behavior in different pedagogical situations, contribute to the improvement of interpersonal relationships among training participants. This type of training helps to increase success in future professional and personal contacts.

Source: Search data.

In order to increase the motivation of the individual, it is necessary to identify the key motives of its activities. Motives in psychology are understood as a person's conscious motivation to act or behave (VYNOSLAVSKA, 2005). Stepanko (2008), conducted research and determined that social, cognitive and aesthetic motives are the most significant and predominant in the choice of teaching profession. After analyzing the work on this issue (RICHTER, LAZARIDES, 2021; IANCU-HADDAD, OPLATKA, 2009), we identified the following motives of the future teacher that will promote the development of creative ability: cognitive (develop their abilities, including creative), creative (be creative in future professional activities), social (to teach others creatively, to benefit society).

Motives are closely related to needs and vice versa. Their connection is manifested in the fact that needs are realized in behavior and activities (VYNOSLAVSKA, 2005). We believe that the future teacher in order to motivate creative activity must have the following set of needs: self-affirmation (determining the importance of own person as a future teacher), the need to realize their abilities (involves the use of their skills, abilities in various activities), to acquire a profession (be socially significant), to create new products of activity (determines self-realization, desire to be useful for others). The relationship of motives and needs is shown in Fig. 1

Fig. 1. The relationship between the motives and needs of the future teacher in the context of increasing the level of motivation for creative activity



Source: Search data.

Professional motives are formed in the process of educational activity. The development of students’ educational and cognitive activities takes place in stages: high indicators of professional and educational motives dominate in the first year, but they are idealized through an understanding of their social content, not personal; there is a general decrease in the intensity of all motivational components, cognitive and professional motives cease to govern educational activities in the second or third year; the level of awareness of different forms of learning motives increases in the fourth or fifth year (VYNOSLAVSKA, 2005).

Thus, according to the analysis of literature sources, we formulated the hypothesis that training technologies will be able to have a positive effect to increase motivation for creative activity of the future teacher.

METHODS AND MATERIALS

The subjects of the study were students of the specialty 012 “Preschool Education” of 17-18 years old, who are studying in the 1st year on a full-time basis. The Institute of Pedagogical Education of the Academician Stepan Demianchuk International University of Economics and Humanities was chosen as the experimental basis of the study. In 2019, according to the State Statistics Service of Ukraine, 2,486 students of the first year studied at the specialty 012 “Preschool Education” (HIGHER EDUCATION IN UKRAINE IN 2019. STATISTICAL INFORMATION, 2019). These statistics made up the general population of our sample. After calculating the size of the required (representative) sample using an online calculator (with parameters: confidence probability - 97%, error - 5%), the size of a valid sample was 400 people. In general, 400 students of the specialty 012 “Preschool Education” of the first year of study took part in the experiment. The experimental group (EG) consisted of 195 people, the control group (CG) - 205 people.

The experimental research took place during the study of disciplines of training “Psychology,” “General Pedagogy,” “Introduction to the Specialty,” as well as during the organization of educational work with curators and extracurricular activities. The study was organized in five stages during 2019-2021:

Stage 1- theoretical study of the state of development of the issue of motivation for creative activity of higher education students of full-time education, including future teachers (June-August 2019);

Stage 2 - pre-experimental empirical study of the peculiarities of motivation for learning and creative activity of future teachers of the first year (beginning of professional training) (September 2019);

Stage 3 - conducting a system of trainings for full-time students majoring in 012 Preschool education of the first year of study (October-November 2019)

Stage 4 - post-experimental empirical study of the peculiarities of motivation for learning and creative activity of future first-year teachers (May 2020);

Stage 5 - analysis and interpretation of the results, formulation of practical recommendations to participants in the educational process of higher education institutions (September 2020 - April 2021).

The motivational criterion of the future teacher's ability to creative activity reflects the student's motivation for the development of creativity, awareness of its importance in future professional activity, as well as the emotional attitude to the development of this quality. In view of the above, we distinguish the following indicators of this criterion: internal motivation for self-development, professional realization; positive attitude to the development of creativity; desire to involve others in creativity, to develop own creative abilities. The following methods were used to diagnose the level of motivation for creative activity of future teachers:

- 1) Questionnaire K. Zamfir (modified by A. Rean) to determine the parameters of vocational training motivation (internal motivation, external positive motivation, external negative motivation) (REAN, 1990);
- 2) The method of "Study of motivation to study in higher education" (T. I. Ilyin) to study the structure of motivation to study in higher education on scales: "acquisition of knowledge," "mastering the profession," "obtaining a diploma" (ILYIN, 2014);
- 3) The method of "Teacher's ability to creative self-development" (NIKISHINA, 2008);
- 4) Scale of assessment of the need for achievements (GREAT ENCYCLOPEDIA OF PSYCHOLOGICAL TESTS, 2006).

Descriptive statistics, Student's *t*-test, Pearson's *r*-coefficient were used to process the results of the study. Statistical data processing was performed using the program SPSS 10 for Windows. There are three levels of motivation for creative activity of future teachers: low, middle, high and the characteristics of each level.

RESULTS

The next task of our study was to carry out pre-experimental measurement. In order to test the effectiveness of training technology, it was necessary to determine the initial level of motivation for creative activity of future teachers according to the questionnaires and tests specified in the methodological basis of the study. The data obtained in the process of this diagnosis are presented in table 2.

Table 2. The results of the distribution of future teachers by level of motivation for creative activity (pre-experimental empirical research)

Levels	Low level		Middle level		High level		Total number		χ^2
	Number	%	Number	%	Number	%	Number	%	
EG	50	25,6	108	55,3	37	19,1	195	100	0,545
CG	51	24,9	109	53,2	45	21,9	205	1100	
Total	101	25,2	217	54,3	82	20,5	400	100	

Source: Search data.

Thus, the general results of the distribution of future teachers by the level of motivation for creative activity by four methods show the following: a high level of motivation is inherent in 19.1% of respondents in EG and 21.9% in CG. The middle level is typical of most respondents. This is 55.3% in EG and 53.2 in CG. Low level of motivation is 25.6% of respondents in EG and 25.2. % in CG. Thus, in the general majority of students there is an average level of motivation for creative activity. Qualitative indicators of the obtained results make it possible to establish that in general the indicators of EG and CG are approximately the same. This required the introduction of appropriate technologies in the educational process at the appropriate initial stage of training of future teachers.

The experiment on the introduction of training technologies took place in three stages. The purpose of the initial cognitive stage was to activate the cognitive motives of students, namely the activation of the desire to develop their abilities, including creative. At this stage, preference was given to personal development trainings, which actively used problem and game technologies, modern areas of psychotherapy. Also, the content load of professional

disciplines in the process of educational activities was taken into account for the future teachers to realize creativity and its importance in any spheres of professional activity.

The main *personal and creative stage* was aimed at activating creative motives (to be creative in future professional activities). At this stage, preference was given to psychotherapeutic, socio-psychological training, condition training and research training. At this stage, students were involved in active creative and intellectual activities, training exercises in classroom and extracurricular activities.

Reflection and social stage contributed to the awareness of the importance of creativity, the desire to develop it in future professional activities, understanding of their own creative potential, consolidation of acquired knowledge and skills. In this regard, preference was given to communicative trainings, project methods, exercises to enhance interpersonal interaction.

Table 3. Comparative data of EG and CG according to the levels of distribution of future teachers by level of motivation for creative activity (post-experimental empirical research)

Levels	Low level				Middle level				High level			
	Pre-experiment		Post-experiment		Pre-experiment		Post-experiment		Pre-experiment		Post-experiment	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
EG	50	25,6	22	11,3	108	55,3	113	57,9	37	19,1	60	30,8
CG	51	24,9	47	22,9	109	53,2	109	53,2	45	21,9	49	23,9
$\chi^2_{Emp} = 9,999$												

Source: Search data.

Post-experimental empirical study revealed changes in EG and CG. Thus, in CG the number of students with a low level decreased by 2%, in CG this indicator decreased by 14.3%. The number of students with a high level of motivation in EG increased by 11.7%, and in CG by 2%. The middle level in EG increased by 2.6%, while it did not change in CG. In general, it can be noted that changes in the control group have occurred, but they are not so significant.

In our opinion, the use of training technologies in the experimental group was the reason for the increase in the indicators of a high level of motivation for creative activity and the transition of low-level students to the middle-level group. In order to determine whether there are differences in the distribution of students in the experimental and control groups after the experiment on the levels of motivation for creative development, we used the criterion χ^2 . We formulate a hypothesis:

H_0 - the level of motivation for creative activity before and after the experiment in the control and experimental groups is the same;

H_1 - the level of motivation for creative activity after the experiment in the experimental group is higher than in the control.

The obtained value $\chi^2_{Emp} = 9.999$ is more critical, which for the significance of $p = 0.95$ and the number of degrees of freedom $C = 2$ is equal to $\chi^2 = 5.991$. Thus, $9.999 > 5.991$ ($\chi^2_{Emp} > \chi^2$) for $p = 0.95$. Therefore, hypothesis H_0 is rejected, we accept hypothesis H_1 . The results of the level of motivation for creative activity after the formative stage of the experiment in future teachers CG and EG are excellent, the difference between the distributions is statistically significant. Thus, the introduction of training technologies in the educational process gave a positive result, the study was effective.

DISCUSSION

1. The conducted experimental study proved the effectiveness of training technologies to increase motivation for creative activity of students. This confirms the conclusions (SHKABARINA et al., 2020) that innovative pedagogical technologies have a positive effect on the quality of training of future educators. In educational institutions, this is an important approach to improving individual creative abilities, which are determined by the social order

for the education of a competitive graduate of a pedagogical institution with a high level of creativity.

2. The trainings help to strengthen cognitive, creative and social motives, which most fully correspond to the motivation to carry out creative activity in the future professional activity of the teacher. Different types of training sessions can be used to achieve different goals and activate certain motives. Our training program, which was implemented in 3 stages, was aimed at activating the motives of creativity gradually: from the beginning we tried to activate the personal potential of the participants, then help them realize their own creative abilities, in the third stage we tried to help realize the importance of creativity for personal life and professional activities.

The developed trainings were based on the following principles: simulation of the situation of novelty and uncertainty, game nature of interaction between participants and trainer, positive feedback, refusal to criticize the content of work, balance between intuition and critical thinking, building parallels between lesson content and life experience of participants. The main part of the training was devoted to various exercises using the full potential of the individual: intelligence, camaraderie, openness, artistry, rich imagination, leadership skills, observation, reflectivity and more.

There were also specially selected methods aimed at the development of verbal and nonverbal creativity, group and individual forms of work. The main purpose of the trainings was to activate creativity in solving problematic life and pedagogical situations, awareness and overcoming barriers to creativity.

3. The most effective way to increase the level of motivation for creative activity of future teachers is socio-psychological training. Experimental research has shown that training should include a wide range of techniques that are simple and effective. These are: ice-breaking exercises, feedback games, games of social-perceptual orientation, communicative games, psychotechnics aimed at solving problems, meditation, visualization. Basic training methods are effective: group discussion and situational role-playing games. Among the basic methods it is advisable to add techniques of nonverbal interaction that develop receptivity to "body language." No less important for increasing motivation for future professional activity in training work are game methods, including creative, organizational and activity, simulation games. The use of game methods in training is extremely productive, because the game creates a new model of the world, acceptable to its participants. The new imaginary pedagogical situation is set within the framework of this model, the semantic meanings of objects and actions also change.

CONCLUSIONS

Thus, training technologies have a positive effect on increasing the motivation for creative activity of the future teacher. Participation of students in training programs contributes to the acquisition of professional practical knowledge and skills and creates an unprecedented "territory" for creative self-realization, development and improvement of the personality of future teachers. Creativity training resembles a game in the process of which real life problems are solved and one of the most important is the need for creative self-expression and development of one's personality. The most effective way to increase the level of motivation of future teachers to creative activity is socio-psychological training, because in the process of developing creative skills the emphasis is on group interaction and personal growth. Creative qualities develop: awareness, originality, independence, risk-taking, energy, artistry, interest, sense of humor, desire for complexity, impartiality, intuitiveness. These characteristics are valued in terms of professional self-improvement and will help future teachers to carry out professional activities at a creative level.

Trainings are of special importance for the formation of personal professionally significant qualities. It is with the help of group work that the manifestation of personal qualities and their development is actualized. Thus, self-knowledge of the peculiarities of their emotional sphere, the peculiarities of the functioning of cognitive mental processes, the actualization of the level of self-regulation is the way that can ensure the development of creative potential of future teachers.

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Training technologies as a means of increasing motivation for creative activity of future nursery teachers

Formação tecnológica como um meio para aumento de motivação da atividade criativa de futuros professores de creche

Formación tecnológica como medio para aumentar la motivación de la actividad creativa de los futuros profesores de guardería

Resumo

O artigo investiga o problema do aumento da motivação para a atividade criativa dos futuros professores com a ajuda de tecnologias de formação. A experiência estudada de utilização de tecnologias de formação permitiu determinar o seu potencial para aumentar a motivação dos futuros professores para atividades criativas. A aplicação experimental de tecnologias de formação foi testada em cursos de formação para futuros professores "Psicologia", "Pedagogia Geral", "Introdução à Especialidade". Foram utilizados métodos matemáticos de processamento de dados e um pacote de software para análise estatística para analisar os resultados obtidos e considerar objetivamente a dinâmica da mudança. A formação sociopsicológica é a forma mais eficaz de aumentar o nível de motivação para a atividade criativa dos futuros professores. Pesquisas experimentais mostraram que o treino deve incluir uma vasta gama de técnicas, nomeadamente: exercícios de quebra-gelo, jogos de feedback, jogo de orientação social-perceptual, jogos de comunicação, psicotécnica destinada à resolução de problemas, meditação, visualização.

Palavras-chave: Motivação. Educação profissional. Formação de futuros professores. Tecnologias de formação.

Abstract

The article investigates the problem of increasing motivation for creative activity of future teachers with the help of training technologies. The studied experience of using training technologies allowed determining their potential to increase the motivation of future teachers to creative activities. Experimental application of training technologies was tested in training courses for future teachers "Psychology," "General Pedagogy," "Introduction to the Specialty." Mathematical data processing methods and a software package for statistical analysis "Statistica" were used to analyze the obtained results and objectively consider the dynamics of change. Socio-psychological training is the most effective way to increase the level of motivation for creative activity of future teachers. Experimental research has shown that training should include a wide range of techniques, namely: icebreaker exercises, feedback games, game of social-perceptual orientation, communication games, psychotechnics aimed at problem solving, meditation, visualization.

Keywords: Motivation. Professional education. Training of future teachers. Training technologies.

Resumen

El artículo investiga el problema de aumentar la motivación para la actividad creativa de los futuros profesores con la ayuda de las tecnologías de formación. La experiencia estudiada en el uso de tecnologías de formación permitió determinar su potencial para aumentar la motivación de los futuros profesores a las actividades creativas. La aplicación experimental de las tecnologías de capacitación se probó en cursos de capacitación para futuros maestros "Psicología", "Pedagogía General", "Introducción a la Especialidad". Se utilizaron métodos matemáticos de procesamiento de datos y un paquete de software para el análisis estadístico "Statistica" para analizar los resultados obtenidos y considerar objetivamente la dinámica del cambio. La formación sociopsicológica es la forma más eficaz de aumentar el nivel de motivación para la actividad creativa de los futuros profesores. La investigación experimental ha demostrado que el entrenamiento debe incluir una amplia gama de técnicas, a saber: ejercicios rompehielos, juegos de retroalimentación, juego de orientación social-perceptiva, juegos de comunicación, psicotecnia dirigida a la resolución de problemas, meditación, visualización.

Palabras-clave: Motivación. Formación profesional. Formación de futuros profesores. Tecnologías de la formación.