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**METHODOLOGICAL AND METHODICAL ASPECTS OF DEVELOPMENT OF CREATIVE PERSONALITY**

**OF FUTURE PHYSICS TEACHER**

The strategy of modern education is to enable all students to show their creative potential. The more urgent the society’s need for the creative initiative of the individual, the greater the importance of the development of theoretical problems of creativity, the study of its nature and forms of expression, its sources, incentives and conditions.

A person today is required to be able to act in a situation of choice, set and achieve goals, make his own decisions. On this basis, it is necessary to qualify students with a brand-new mentality whose attitude to their professional duties is creative and pro-active.

Methodology plays an important role in the process of studying the problem of creative personality development. Synergetics is a modern methodology, which is simultaneously an interdisciplinary scientific theory. The implementation of the principles of the synergetic paradigm, on which the modern high school is based, ensures the formation of the qualities of a creative individual of the future teachers of physics: criticality, openness, dialogicity, nonlinearity of thinking.

Selection of forms, methods and means of learning, through which the educational activity becomes creative, is an important condition for the formation of a creative physics teacher. Student not only learns knowledge and ways to receive them, but also creates new knowledge and acquires new experience. Therefore, there is a need to take into account the individual characteristics of students and their personal orientations. This approach meets the principles of synergetic education.

But some issues remain unresolved: how to teach creativity, how to prepare a creative teacher? The introduction of ideas of synergetic education in the process of preparing teachers of physics allows you to identify methods that develop the creative potential of students. We propose to take into account the creative component of teacher training curriculum, which includes educational and scientific issues.

There are the ways of production of such problems have been determined: using of qualitative and quantitative non-standard tasks; construction and analysis of charts, diagrams, electric circuits; construction of devices; conducting a laboratory experiment; construction of structural-logical schemes, etc. But, in our opinion, the most important is the desire and interest of the teacher in developing the creativity of students through self-education and self-improvement.

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