

Today the task of higher education is not only to increase the level of professional competence of graduates, but also to form a mobile, creative, socially stable personality, that is able to adapt to modern conditions, ready for self-development, to effectively apply this knowledge in professional activities.

Creativity development is a long, continuous process, the most important stage of which is the period of education. Creative thinking or creativity is one of the most highly organized activities. Learning the techniques and skills of creative activity is a didactic problem of the educational process in higher education institutions, which goes beyond traditional models (acquaintance, training and application, accompanied by control). Thus, the question arises about the need to optimize the learning process, find new ways and means of generating interest in learning, the use of effective ways to enhance cognitive activity, creating favorable conditions for the realization of creative abilities of students. In this regard, there is a growing need to develop innovative teaching methods that are implemented in educational models that are creative and improve the quality of higher education in general. This is due to the relevance of the article.

The study of psychological and pedagogical literature on the problem of formation of creative competence allowed to state that the main attention of scientists is paid to the definition of the essence of this concept. Most scientists such as L.Andryukhina, N.Vyshnyakova, Y.Karpova, V.Komarova, N. Kuzmina, V.Lysenkova, R.Mazur, N. Malakhova, A. Maslow, O.Potebnya, P.Torrens, A.Khutorsky, V. Shevchenko, L. Yaremenko and others emphasize that creative competence is a personal education, the ability of the individual to create, reflects the level of creative manifestations of the individual in a particular field of activity, is universal in nature and is necessary in any professional activity.

Psychological aspects of the formation of creative competence of the individual are considered in the works of A. Maslow, A. Ponomarev, V.Tatenko and others. In the process of professional training of future teachers of higher education institutions, the issues of optimizing the formation and development of creative competence are extremely relevant.

Scientists and psychologists consider creativity as a conscious purposeful human activity that sets the task of transforming reality, creating new original objects, works [5]; productive human activity, the ability to generate qualitatively new materials and spiritual values of social importance. [6, p.124].

Creative competence was defined by scientists as the ability of an individual to successfully meet social and individual needs. In the educational documents of the EU countries, "competence" and "competency" are considered as interrelated categories: competence - as a personal category, and competency - as components of competence.

The relevant positions underlying the development of pedagogical conditions. creative competence in professional activity are identified and substantiated based on the analysis of psychological and pedagogical literature on the topic of research, study of the component composition of training future teachers to identify creative competence in professional activities, experience of professional training of subjects of the educational process.

The first position concerns the fact that the preparation for the detection of creative competence depends on the orientation of the entire educational process of the higher education institution on the development of creative abilities of the future specialist. Such a process is possible provided the creation of a creative learning environment that stimulates the creative activity of students, and students' motivation to form creative competence.

The second position is about the opportunity for a person who has realized his imperfection in anything, to receive support from someone who knows how to help him change, and is realized through the introduction of a special course on the development of creativity.

The third position is the provision that the basis for the formation of creative competence is the development of creative potential of the individual by removing psychological barriers to creativity, formalizing the need for creative self-realization in the future profession.

The principles of activity and independence, variability and optimality, consciousness, system and continuity, professional orientation, scientificity and

availability of knowledge, connection of theory with practice are components of pedagogical principles of basic approaches to training future teachers of higher education institutions to identify creative competence. The implementation of such principles provides the formation of motivational and value orientations of the individual, the development of its emotional, cognitive, creative foundations, self-development and self-realization, which are components of the concept of creative competence of the individual.

Thus, the scientific analysis of the problem of developing creative competence in students involves determining a number of pedagogical conditions that allow to effectively organize the educational process of preparing students to identify creative competence in professional activities and the feasibility of their introduction into the practice of training future teachers. Consideration of scientific and pedagogical literature on the topic showed that despite the considerable attention of scientists to this problem, the preparation of students to identify creative competence in professional activities has not acquired a purposeful holistic understanding. We see further scientific research in determining the criteria, indicators and levels of development of creative competence in students, substantiation of the methodological system of training future teachers of higher education institutions.