

Methodological approaches of researching the problem of forming the creative qualities of future english teachers

Enfoques metodológicos de la investigación del problema de la formación de las cualidades creativas de los futuros profesores de inglés

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ABSTRACT:

The tendencies of modern language and educational policy in the Republic of Kazakhstan which are characterized by a phased transition on a multilingualism, and also the analysis of works of scientists on the studied problem allowed to conclude that one of important means of formation of acme - creative qualities of future teacher is English which social importance is defined, on the one hand, by its value as means of cross-cultural communication and a condition for implementation of personal plans, on the other hand, its professional importance for self-improvement and achievement of heights of professionalism.

Keywords: Competitiveness, methodological, reflexive, personality, creative, acmeology, activity

RESUMEN:

Las tendencias de la lengua moderna y la política educativa en la República de Kazajstán que se caracterizan por una transición gradual sobre un multilingüismo, y también el análisis de las obras de los científicos sobre el problema estudiado permitió concluir que uno de los importantes los medios de la formación de las calidades Acme-creativas del profesor futuro son ingleses que la importancia social se define, por una parte, por su valor como medios de la comunicación intercultural y una condición para la puesta en práctica de planes personales, por otra parte, su importancia profesional para la autosuperación y el logro de las alturas del profesionalismo.

Palabras clave: Competitividad, metodológica, reflexiva, personalidad, creatividad, acmeology, actividad

Today the requirements for specialists with higher education are undergoing great changes. Modern specialist must not only possess knowledge, abilities and skills in a particular area of professional activity, but also must be able think critically and be able independently and creatively solve arising problems. Therefore it is required another methodology directed to multi-paradigmatic vision of the problem, as a result of which is a desire of the personality to continuous self-improvement and self-realization.

As convinces our long experience of work in higher education institution, process of pedagogical designing stimulates and develops creative student activity as a demanded prospective teacher. The combination of cognitive interest to a subject with professional

motivation exerts the greatest impact on efficiency and effectiveness of training and the informative motivation induces the students to develop the tendencies and opportunities, exerts the determining impact on forming the personality and disclosure of their creative potential [1].

In the sphere of higher education, unfortunately, there is no broad practice, and, above all understanding, relevance of creative thinking. Without it the existing educational programs, from our point of view, not fully provides implementation of requirements of the professional standard and high competitiveness in the labor market of the issued practical specialists, bachelors and masters [2].

Certainly, effectiveness and efficiency of pedagogical education in a considerable measure is predetermined by forming its theoretical and methodological bases.

And so, studying the modern researches allows to allocate as the most implementable, following methodological approaches such as: personal-active, systematic, creative, acmeological, reflexive, personal-focused, complete, synergetic and integrative.

Let's consider each of them in brief.

Humanistic (personal-focused) approach – the methodology assuming a support on personal aspect in professional training of future teacher as well as creation of conditions for realizing them in a role of teacher for an objective assessment of their capabilities in the solution of practical pedagogical tasks.

In the course of development of the theory of pedagogical education and in a framework of humanistic approach it was allocated individually - creative approach which. The essence of such approach consists the understanding of the personality as creative identity, formation of need for self-improvement. Researchers consider realization of this approach through: formation at students of Teacher Training Universities readiness for developing creative potential of students by means of mastering technologies of pedagogical creativity[3]; formation at prospective teachers the readiness for own creative self-development also development of students' creative abilities [4].

Activity approach – the methodology assuming a support on forming practical actions necessary for future teachers to solve real teaching and educational problems. We entirely agree with authors, considering activity approach through: the maximum use of the developing opportunities of educational situations and the studied subject knowledge; the organization of the dynamic activities of students oriented to change the level of their creative thinking and professional competence.

Activity approach defines the requirements to results of education and the identity on the basis of development of versatile ways of activity. Mastering multi-purpose educational actions allows students to acquire necessary concepts and to form ability of solving educational and practical tasks.

It is necessary to notice that professional activity of the person sets the direction of the development of his or her personality. Each profession forms similar interests, installations, lines of the personality and a behavior manner. All of this demonstrates identification of the personality with a profession, i.e. process of adaptation of the personality to the requirements of pedagogical activity.

Systematic approach – the methodology assuming allocation in pedagogical system and the developing identity of integrative and invariant backbone communications and the relations, creation of pedagogical education as a process of development of the student's identity as a whole system.

It is necessary to emphasize that modern social and economic conditions actualize problems of socialization and professional self-determination of the personality, forming initiative, creative, competent and professionally mobile teachers.

Thus, personal-focused paradigm of modern education has defined the need of complex realization of the main approaches to training in the English language: personal-focused activity, communicatively - cognitive and acme - creative.

Reflexive approach - in scientific and pedagogical literature the term "pedagogical reflection"

is used. According to a group of authors the reflection of the teacher is a reconsideration of stereotypes of personal pedagogical experience. In this case ability of the teacher to a reflection is the mechanism of reconsideration of stereotypes of consciousness, behavior, communication, thinking, understanding of the bases, means, stereotypes of activity, its critical and heuristic reconsideration, generation of innovations in various aspects of pedagogical activity[5].

It should be noted that the pedagogical reflection includes readiness to work in situations with high degree of uncertainty, flexibility in decision making, fixed aiming at search of new, non-standard solutions of professional tasks, a capability to reinterpret the personal and professional experience.

There is no doubt that to develop oneself and to improve the acme - creative activity, it is necessary to know that there is "I am" that there is "my activity" as they can be improved. In this regard it is possible to assume that the major and necessary component in structure of pedagogical activity is the reflection as knowledge and the analysis of the prospective teacher's phenomena of own consciousness and activity, that is a look at your own thoughts and actions on the part of someone else.

The essential point in forming of acme-creative qualities of future teacher is the creation of conditions for identification of a zone of the personal liability for development of the identity by means of professional self-affirmation. Knowledge of psychological features of professional self-affirmation allows to predict this process, to model it and to manage it, providing those the most effective is personal and professional formation of the person.

On our belief, a personal reflection - as the basis of a pedagogical reflection is the main mechanism of judgment of professional progress and failures as well as personal achievements. Turning into the introspection mechanism, the reflection becomes the instrument of self-checking, the chance of the personality realizing oneself to trace these or those relations in own subjective world. Specifics of the reflexive mechanism and variety of methods of a reflection determine the potential of the personality for personal growth and self-improvement [6].

In an interpretation of reflexive processes in scientific literature there were two approaches:

1) the reflexive analysis of consciousness conducting to an explanation of values of objects and their designing;

2) reflection as understanding of a sense of interpersonal communication. With respect thereto the following reflexive processes are allocated: self-understanding and understanding of another, self-assessment and assessment of another, self-interpretation and interpretation of another.

The viewed facts assume deep studying of psychological and pedagogical regularities of teaching and educational process in modern conditions and also increase in psychology and pedagogical competence of teachers of higher education institution. The teacher who is able to develop acme-creative capability of the student, first of all should be known as professional and personal individuality.

Without a doubt, the reflection plays the determining role in concerning other professional qualities, therefore educational process in higher education institution has to be organized so that from the first course the student's reflection has been formed not spontaneously but purposefully. It is important to divide two levels of a reflection: a reflection concerning own doctrine (in a student position) and a reflection concerning the organization of training (in a teacher position) [7].

Obviously, development of reflexive creative thinking, awareness of its value for the creative solution of professional tasks will promote intensive cognitive activity of students and development of professional consciousness within system and subject and activity approach in creative psychology.

It is necessary to emphasize that, professional ascension to acme – requires self-updating of the personality in pedagogical consciousness from "I am-in real" to "I am-ideal". It is the purposeful, conscious and continuous process of search on the basis of the analysis of own

meaning of life and activities inducing the teacher to expand constantly subjective "I am". The necessity of borders in fixed ascension down is determined by a sense of acme and creative activities and communicative communication development of the identity of trainees and training.

It is known that self-updating is performed through implementation of oneself in a profession. Steady motivational educations are known as personal values. Essentially the fact that the interaction orientation, the valuable attitude towards subjective reality of the student, need of fixed personal and professional growth and high level of self-control are distinguished from specific characteristics of professional activities of the teacher a subject and subjective.

Therefore, development of subjectivity of students and future teachers assumes, in addition to characteristics of type in high creative development, reflexivity, activity, etc., - formation of a line item of the subject educational and professional activities. Such line item is determined by presence of high level of sensibleness of the purposes of training, self-control and independence.

So, the theoretical analysis and empirical observations show that the solution of this task connected with ensuring and understanding by students the new educational material in many respects is under construction on reflection mechanisms. Besides, educational activities in a subject - a subject paradigm assume own activity of the subject, its personal liability for educational process and its results. The subject line item, in turn, shall be based on substantial reflexive assessment of educational actions, the arising difficulties and methods of finding of right and effective solutions. Through active development of the generalized methods and activities by the subject informative capabilities will develop and will implement the processes of self-knowledge and personal development.

In this plan experience of development of reflexive abilities of future teachers in pedagogical professional educational institutions abroad is interesting. Let's address, for example, experience of the Dutch colleagues from Hogeschool van Arnhem en Nijmegen.

So, the technology of reflexive training of future teachers is based on the theory of Korthagen Fred A.J. [8]. Training process is developed proceeding from own specific experience of students. This experience becomes a basis of the second grade level on this technology, namely observations and a reflection. Observations are a basis of the third stage of reflexive training - a stage of forming of abstract representations and concepts which are formulated as a hypothesis and are exposed to check in the real or brought closer to real situations.

Let's note that realization of this purpose demands performance of the whole complex of tasks among which the main are:

1. activity training - the ability to set the purposes, to organize the activity for their achievement and to estimate results of the actions;
2. formation of personal qualities - mind, will, feelings and emotion, acme - creative qualities, informative motives of activity;
3. formation of a picture of the world adequate to the modern level of knowledge and level of the educational program.

Professionally-oriented approach - the methodology assuming orientation of content of pedagogical education to urgent tendencies of activity and development of system of education.

Implementation of professionally-oriented approach comes out through: communication of content of pedagogical preparation and with specifics of content of general education, tendencies of its updating; a specification of requirements imposed to the teacher taking into account professionally-oriented approach to the organization of educational activities.

It is necessary to notice that the problem resolution of life-long pedagogical education is based on theoretical judgment of acme-creative pedagogical activities of the teacher as backbone methodological factors for forming of acme - creative qualities of the teacher of new level of consciousness and thinking at general education school.

Without a doubt, that one of the most effective modern approaches allowing to solve purposefully and in a complex specified tasks is acmeological approach – the methodology considering professional-pedagogical preparation in two aspects: on the one hand, as process of achievement of professional development by the identity of a certain level, on the other hand, as a stage in the course of achievement of perfection (acme) by the person of the highest level.

Especially it is necessary to emphasize that using acmeological approach in modern pedagogical education promotes growth of professional motivation of future teachers of the English language, stimulates creative potential, opens possibilities of use of personal resources as the active subject of tasks which creates conditions of successful self-realization, decisions arising and the tasks delivered to them.

Implementation of acmeological approach by its researchers is considered through: development of professionally important qualities of the teacher (activity characteristics, subjective and activity qualities) and pedagogical capabilities; development of activity of the personality as capabilities is conscious to influence surrounding reality.

It is necessary to agree that starting methodological prerequisites, strategy, tactics, the specific methodical courses and tools which allowed acmeology to disclose features of development of the person earlier unknown to science, an overflowing of this development in self-development act in this time as an efficient reference point of creation of the integrative educational environment. It is necessary to emphasize that acmeological approach allows to consider the concept "personal and professional development" under a new point of view.

It is quite clear that in this time formation of the personality who is deeply knowing himself, making personal growth and self-actualizing determines the perspective line personal and professional development of future teachers.

It should be noted that in this case, conceptual approaches of acmeology has the real ways in practice of the higher professional education provided as the strategy of system and use of acme-creative data for the purpose of increase in efficiency of activities of future teachers of the English language and make their personal and professional formation.

So this let's us to think that forming acme-creative of qualities of prospective teachers of English in a framework of acme - creative approach is understood as development of the professional.

Competence-based approach – the methodology considering pedagogical education as process of forming professional competences of a future teacher.

In modern researches competence-based approach is provided: a set of core competencies, the principles of educational activities, among them are called as individual [9] .

In this case, competence is understood as "a capability and readiness of the person to independently apply various elements of knowledge and abilities in this or that context" (determination of OECD in a framework of the all-European process of forming of "The European system of qualifications").

Communicative competences assume training process creation as communication process models. Components of communicative competence are: linguistic, social-linguistic, strategic, social-cultural and social.

Social-cultural competence is shown in knowledge of laws, customs, cultural traditions and mentality of the country of the target language and ability to adequately represent culture of the country by means of foreign language.

Information competence is based on abilities to take the necessary foreign-language information from various sources, to estimate it and to transfer its content according to the delivered purpose and is also productive to use resources of the international information network.

Pragmatically competence is shown in ability to adapt the statement for a situation of speech communication as well as by an ability to build clear, logical statements, using a necessary set of means of communication, sometimes allowing pauses in statements, big on amount.

Using the principle of communicativeness in quality of a methodological basis, it is possible to minimize content of speaking. Such model, undoubtedly, shall be target: in training the prospective teacher of English, the scientific worker, teacher, etc. will need different content of speaking.

It is quite clear that the task of the teacher consists in creating model of real communication which promotes origin at students desire and need of interaction with others, self-confidence and the forces for communication implementation.

To train in English means to train in communication, transfer and perception of information.

Creative approach in forming of acme - creative qualities of students is a necessary condition of productive and creative activities of future teachers. We quite agree with T. E. Isaeva's opinion that an undoubted basis of development and self-development of the personality are its creative capabilities and creativity.

All researches of a capability to creativity, creativity can be divided into two groups:

1. Creativity – the universal informative creative capability based on interaction of intelligence, cognitive capabilities and real achievements.
2. The creative person presents a complex of an originality of specific creative features. Researches of this direction are devoted to learn the description of characteristics of "a portrait of the creative person", motives and social and cultural factors of creativity.

Creative approach to training in a foreign language provides mastering the basics of speaking, audition, the letter, main types of speech activities and increase in motivated interest in learning a foreign language.

Certainly, use of this approach in the course of teaching the English language requires, first of all, self-improvement of the teacher, development of own creativity, so as creativity is a necessary condition of formation of the teacher, his or her own knowledge, development and disclosure of personality. Implementation by the teacher of creative approach in forming acme - creative qualities of students allows to train future teachers of English psychologically and functionally adapted for modern living conditions, capable to effectively perform acme-creative activities. Creatively oriented education allows to create unconventionally the conceiving teachers capable to work effectively in the pedagogical sphere.

Synergetic approach – the methodology representing pedagogical education as process the student's self improvement, his or her professional self-education.

Certainly, credit technology of training, being nonlinear system, it can be comprehended by means of key concepts of synergetic: self-organization, openness, nonlinearity, etc.

In our opinion, methodological bases of a credit system of training include synergy, creative and acmeological approaches, and also the theory of a human capital. They constitute a starting base for development of theoretical ideas of a credit system of training.

In the conditions of the problem researched by us, implementation of synergy approach is considered through: creation of "the field of dialogue for emergence of a zone of the creative development" of future teachers assuming their self-development (N. V. Rylkova) [10]; orientation on self-improvement of the teacher, on conscious acceptance of installation (R. P. Gutsalyuk) [11]; organization of professional self-improvement of teachers (self-education and self-education) and use of active training methods.

One of approaches to the analysis and the solution of this problem is offered by A.A. Verbitsky. It is based on the idea of sign-contextual training and connected with reasons for relevance of creation of a transitional form of activities. "For goal achievement of forming the identity of the teacher in higher education institution it is necessary to organize such training which provides transition, transformation of one type of activities (informative) in another (professional) with the corresponding change of requirements and motives, the purposes, actions (acts), means, objects and results" [11].

So, having considered basic positions of various methodological approaches realized in the

present time in the course of pedagogical education we come to the following conclusion: each of approaches has the theoretical and practical bases to realization. A prospective teacher has to have professional mobility, ability to react quickly to constantly arising changes in scientific and practical activity. In this plan exclusive value is gained by a problem of formation of acme-creative qualities of future teachers of the English language owning integrated methodology of pedagogical activity and capable to personal and professional self-development and improvement.

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