
ТІЛ МЕН ӘДЕБИЕТТІ ОҚЫТУ ӘДІСТЕМЕСІ МЕТОДИКА ПРЕПОДАВАНИЯ ЯЗЫКА И ЛИТЕРАТУРЫ METHODS OF TEACHING OF LANGUAGE AND LITERATURE

UDC 378.147:81'243

N.A. Ustelimova, G.M. Zhussupova

*L.N. Gumilyov Eurasian National University, Astana
(E-mail: natust_dezember@mail.ru)*

Formation of creative personality at classes of foreign language

Educational system in Kazakhstan aims to prepare university graduates for full-fledged participation in the society's life. The main conditions for personal and professional self-realization of a graduate student are competence, mobility, flexibility and pro-activeness. Foreign language as a study subject is a platform facilitating the process of knowledge accumulation and development of creative skills, which allow the student to make a conscious choice, discover new horizons and transfer the acquired knowledge into different contexts, when resolving nonstandard and demanding tasks and problems.

Key words: creative personality, foreign language, higher education, unconventional educational techniques, psychological test.

Lately the question of formation of creative abilities of personality in the system of professional education is often touched upon. All this is connected with demands of employers. Preference is given to active, initiative, sociable, responsible, purposeful young people. For this purpose it is necessary one should train and educate creative personality, who has productive thinking for implementation of various ingenious, outrageous, creative ideas, starting from university [1; 18; 2; 35-46; 3; 25].

Foreign language as an academic subject serves as basis for formation of creative person. Formed types of speech activity allow to use foreign language to improve knowledge and broaden one's outlook. The process of knowledge accumulating encourages formation of creative abilities, which appear during independent choice, discovering something new, implementation of knowledge in different situations, at solving ingenious and outrageous tasks.

In contemporary teaching foreign languages development of creative abilities of learners has become one of the tasks of communicative education. Firstly, the term 'creativity' appeared at the end of the 50s in western psychology. It meant individual's ability to create new concepts and form new skills [1; 25].

The concept of creativity as universal cognitive and creative ability, has become popular after J.P. Guilford's works were released (1982). The basis for this concept was cubic-shaped model of intelligence structure: X materials and X results - SOI (structure of the intellect). In these works he pointed at basic difference between two types of thinking operations: convergence and divergence [4; 48-59].

E.P. Torrance continued his research and developed his own programme of the development of learners' creative abilities. It included several stages. The first – he developed convergent thinking according to J.P. Guilford, the second one – divergent thinking. He made a great contribution to giving full definition to the concept 'creativity'. Under the term 'creativity' he understood individual's ability of outrageous, creative thinking, sensibility of individual to the problems and searching for their solution, ability of flexible thinking and promoting new ideas; sensibility to disharmony of existing knowledge' [5; 93].

Creativity is interpreted by scientists from different positions as: personality's ability (E. Torrens [5; 60-65], J. Guilford [4; 80-83], D.V. Chernilevskiy [6; 23-27], D.B. Bogoyavlenskaya [7; 71-82], V.N. Druzhinin [8; 27-31] and others; trait of character (K. Tolyor [8; 99-126], A. Maslow [9; 25-30], D. Rogers [10; 32-34],

E. Fromm [11; 10-20]); display of giftedness (A.M. Matyushkin [12; 67-80], V.D. Shadrikov [13; 50-60]); creative activity (A.V. Khutorskoy [14; 23-28]) etc.

Specialists of both neighboring countries and beyond have made great contribution to the development of methods of teaching foreign languages, directed to the development of creative abilities at learners (I.L.Bim [15; 44-50], E.I.Passov [16; 56-67] «Communicative approach in teaching foreign language», E.S.Polat «Method of projects» [17; 20-30], Schuster K. [18; 28-30], Peter Thiesen [19; 30-35] «Game technology»etc.).

During defining qualities and features of students' creativity there has been used the list of the most important evidences (elements), which unite complex of some thinking and personal properties, encouraging demonstration of creativity (originality, heuristicity, imagination, activity, concentration, accuracy, sensibility), which are included into professionally important qualities:

1. Originality – individuality, uniqueness in creation of images, involving associative phenomena, situations, images, unusualness of combination of existing evidences and phenomena.
2. Heuristicity – creative search for making images, phenomena; absence of image repetitions, ability to catch details and transfer them into complicated structure.
3. Imagination – degree of diversion from reality, creating and combination of different unreal objects, phenomena, involving elements of exaggeration and understatement.
4. Activity – freedom in manifestation of associative images, objects, phenomena, freedom of interpretative operations of thinking, broad imagery.
5. Concentration – ability to interpret imaginative information, identify the main, think globally; neglecting details, ability to perceive an object on the whole.
6. Accuracy – accuracy, vividness of imaginative characteristics, precision of reproduction of objects and phenomena.
7. Sensibility – delicacy; ability to appreciate the content of subject, phenomenon; prediction, anticipation of future subject, phenomenon, empathy, showing one's attitude to subjects and phenomena [20; 35].

Correctional programme on development and formation of creative abilities at students is based on conducting practice classes of foreign language with the help of nontraditional forms and building on it the whole educational process. Such classes help to reach different methodical, pedagogical and psychological aims; objective assessment of knowledge, skills and abilities of learners' on definite theme; providing business atmosphere, development of creative thinking, encouraging serious attitude of students to classes; minimum participation of a teacher during classes, substantial mastering new knowledge, increasing motivation to learning foreign language.

Nontraditional forms of teaching, development and education of a learner is class-project, class-performance, class-fest, video-class, online-class, class-exhibition, class-interview, role-playing game, class-game, music class and other forms of classes.

Class-project. Method of projects is directed to the development of active independent thinking of a learner and formation of abilities to remember, reproduce knowledge and apply it in practice. Project method is peculiar with tasks, which are carried out in group, and activity is considered to be creative and oriented to personality of a learner. During selection of a theme of project a teacher is guided by interests and needs of students, their possibilities and personal significance of future work, practical significance of work on the project. The conducted project can be presented in the form of article, recommendation, album, exhibition etc. There are various forms of project presentation: report, conference, contest, fest, performance. The main result of the project is updating of existing knowledge and acquiring new one, and its creative use in every day life. Themes of projects are connected with syllabus themes. Nowadays academic process in foreign language is built on module project work, that is why each module should be ended with project work.

Class-excursion. Presently when connections between different countries and nations are becoming broader, getting acquainted with culture of a foreign country is considered to be necessary at classes of foreign language. With the development of academic exchange, widening of educational borders, learners will get an opportunity to go abroad, as well as receiving foreign guests at university and at home. In these cases a student must be able to conduct an excursion around a city, tell to foreign guests about culture of their own country, traditions and customs. Classes-excursions are a good possibility to make real situations. In the process of such classes students make a plan of an excursion with visiting interesting and important city places being a guide, make presentations, which show beauty of a native region, therefore, developing cognitive needs of students with the help of nontraditional class.

Excursion classes are better to deliver at concluding stage of linguistic and cultural studies paragraph. Topics of excursion classes: 'Excursion around country', 'Excursion around city', 'In the museum', 'Beauty of native region', 'My native city', 'My Motherland', 'Traditions and customs of my nation' etc.

Class-performance. Efficient and productive form of teaching is class –performance. Using foreign and native fiction books at classes of foreign language improves pronunciation skills of learners, provides communicative, cognitive and aesthetic motivation. Preparation of performance is creative work, which forms communicative skills of learners and showing up their individual creative abilities. Using this type of class helps to kickstart thinking and speech activity, develop interest of students to literature, creative work. Students who study the Russian language and literature made performance from famous national works.

Class-interview. The most reliable evidence of language mastering is ability to conduct a talk on a definite topic. In this case class-interview serves as assessment of the given type of speech activity, which is kind of dialogue, exchange of information. Preparation and delivery of a class of a such type stimulate students to further studying foreign language, enable improving and systematization of knowledge, formation of creative abilities. An ability to be involved into dialogue, intrigue a dialogue partner. Classes-interview are usually conducted in the forms of brain-ring, talk-show, survey. Also foreign guests are invited to the class.

Music classes. Music in the classroom creates a favorable psychological climate, reduces psychological stress, and increases emotional tone. Music helps relieve fatigue, rehabilitate, elevates mood. Singing in foreign language classes can solve the whole complex of pedagogical problems:

- Development of articulation apparatus. Singing of onomatopoeic tunes, folk songs of the country of studied language helps to practice breathing in unpronounceable sounds and sound combinations, unusual for Russian and Kazakh-language students.
- Enrichment of vocabulary, active learning of foreign vocabulary, the development of long-term memory.
- Improving the skills of foreign language pronunciation.

We have observed that when using songs, grammatical constructions, which in the traditional explanation and consolidation often cause difficulties, are better absorbed. In songs, already familiar vocabulary is found in the new contextual environment that helps to activate it. The songs often contain personal names, geographical name of the country of studied language, poetic words. It promotes the development of the students' feel for a language.

Classes outside of classroom. An effective technique in the formation of creative abilities of students in the foreign language classes is to conduct activities in an unusual situation for students. We practiced conducting classes in museums of our university, in museums of the city, in schools, at trade shows, in the park, in the countryside. These classes are not the rule, and rather exception to the rule. In addition, an unusual atmosphere allows loosen up, inspires and dispose to creative work and activity in the class.

Class - holiday. These classes are confined to the national and state holidays of the country and the country of studied language. On the one hand, they contribute to the formation of pride and respect for the culture, traditions and customs of their country, on the other hand introduce to the realities of the country of studied language. A creative approach to the design of the lesson and its unusual organization is a prerequisite for the formation and development of creative abilities of students.

Video class. Online classes held in the form of a videoconference with colleagues from foreign universities. Such classes aim to provide students with an opportunity to communicate with native speakers, strengthen communication skills, increase motivation, creativity in solving non-standard tasks, proposed by foreign teachers.

Classes, which conducted in the form of a **business game**, intensify the business lexicon. Interesting work situations set the tone for the possibility of realization of creative abilities. The situation close to reality motivate students to actively use existing knowledge, learn from each other, and thus solve the problem. Classes with game elements develop logical thinking, develop critical thinking and ingenuity.

Class «Education by stations». Among the modern pedagogical technologies used in the preparation of personality-oriented and creative lessons, special attention should be given to *station training method*. Station training method is particularly effective in the preparation and conduct of classes to consolidate the material, practical classes, as well as classes to control over mastering a new theme.

Classes by the Station training method divided into three phases:

- 1) preparatory;
- 2) procedural;
- 3) reflective.

The preparatory phase is the longest, and time consuming for teachers, where the choice of the theme is determined by the purpose of the activity. Teacher thinks over the number of stations, the number of which depends on the complexity, the volume of tasks and the time for their performance.

The station in the class - it is a certain place in the classroom (usually a separate table with a plate indicating station number and station name), where the student or group of students can perform a task of this station. The most successful is an option when the size of the classroom allows arranging the tables so that the students, moving from table to table, i.e. from station to station, could perform different tasks.

An important point in the preparatory phase - is to develop a roadmap for students. Route map - a list with station numbers and station names, with fields for answers on each station.

Much attention should be paid to the preparation of didactic material, which should be interesting and feasible to perform in the allotted time.

Procedural phase – is a class itself, where students perform tasks by moving from one station to another. Since language is a means of communication, so the teacher must provide a station at which students must demonstrate their language skills, for example, create a dialogue with fellow students or to speak on a particular subject. In this case, teacher stays at the station as a listener. The teacher can included a station in the class, where he is a student's partner for class activities, his companion. At this station the teacher has the opportunity to work individually with students or a small group of students, identify the language level of the students, analyze the errors in the speech of students, carry out the correction of these errors, at this station he puts points in the roadmap obtained by students during the interview.

The teacher cannot forget about relaxation station at which the task will be easy, the student will perform this task without much effort, and the result will inspire confidence in the possibility of success for each student. Relaxation station may not contain a learning task at all, for which the student should get some points. At this station, teacher can put the task, by doing that the student receives just some small reward or prize. For example, the need to make up a word of the offered cards with German letters, and that word will denote the name of the prize for the student; the prize is in the box on the teacher's desk. Showing word made up to the teacher, the student receives a guessed prize.

Procedural phase can last for the whole or part of the class. It depends on the number of stations and the difficulty of tasks proposed by the teacher.

Reflective phase involves self-control and self-esteem. Students receive lists of keys to the tasks that they carried out at the stations. They check their answers and record earned points to the route sheet. The teacher analyzes the typical errors of students, conduct remedial work.

Station training method is almost universal in use, i.e., it can be used in the teaching of any subject. Furthermore, this method has been used successfully used in extracurricular work for subject contests, competitions, distance travel and other forms of extracurricular activities of the teacher.

Above listed classes were included in the syllabus and conducted during the first year of study. According to the results of examinations, it was found that students' level of foreign language improved, there was a desire to engage in self-improvement of language, and the knowledge gained is actively used in other classes.

According to test results, organized on the model of the test of E. Torrence (adapted version) and the Rorschach «spot test» [21; 35-38], the students' answers indicated that the perception is characterized by a wide imagery associations, greater freedom of occurrence of interpretations, reflecting the accumulation of knowledge and experience information. Interpretation is characterized by a greater adequacy, reliability, freedom of fantasy imagination. In describing the "spots", students used stories and images of art (literature, painting), the answers had descriptive and narrative character in the form of a short story. Analysis of answers showed a lack of medium and low-level creative elements such as the activity, concentration, clarity.

Thus, the introduction to the educational process of creative classes in a foreign language, which is based on the principles of focus, consistency and persistence, and appropriate to the language level of the students, have a positive effect on the development of creative abilities of students.

References

- 1 *Асмолов А.Г.* Историко-эволюционный подход в психологии личности: автореф. дис. ... д-ра. психол. наук. — М., 1996. — 25 с.
- 2 *Дорфман Л.Я.* Дивергентное мышление и дивергентная индивидуальность: Ресурсы креативности // Ежегодник РПО. — Вып.1. — Т.8. — 2002. — С. 35–46.
- 3 *Дружинин В. Н.* Психология общих способностей. — СПб.: Питер, 2002. — С. 199.
- 4 *Guilford J.P.* Cognitive Psychology's Ambiguities: Some Suggested Remedies // Psychological Review. — 89. — 1982. — P. 80–85.
- 5 *Torrance E. P.* Teaching creative and gifted learners // Handbook of research on teaching // Wittrock M.C. (ed). — N.Y., 1986. — 124 p.
- 6 *Чернилевский Д.В.* Дидактические технологии в высшей школе: учеб.пособие для вузов. — М.: ЮНИТИ-ДАНА, 2002. — 437 с.
- 7 *Богоявленская Д.Б.* Психолого-философский анализ творчества. Междисциплинарный подход к исследованию научного творчества. — М.: Наука, 1990. — 320 с.
- 8 *Taylor C.W.* Various approaches to and define creativity // R.Sternberg, T.Tardif (eds.). The nature of creativity. Cambridge. Cambridge Press. — 1988. — 250 p.
- 9 *Маслоу А.Ф.* Самоактуализирующаяся личность. — М.: Просвещение, 1968. — 325 с.
- 10 *Роджерс Д.Д.* Творчество как усилие // Вопросы психологии. — 1990. — № 1. — С. 32–34.
- 11 *Фромм Э.* Иметь или быть? — М.: Прогресс, 1986. — 238 с.
- 12 *Матюшкин А.М.* Проблемные ситуации в мышлении и обучении. — М.: Педагогика, 1972. — 120 с.
- 13 *Шадриков В.Д.* Психология деятельности и способности человека: учеб. пособие. — 2-е изд. перераб. и доп. — М.: Логос, 1996. — 320 с.
- 14 *Хуторский А.В.* Современная дидактика: учебник для вузов. — СПб.: Питер, 2001. — 544 с.
- 15 *Бим И.Л.* Немецкий язык. Концепция, программа: базовый курс. — М.: Новая шк., 1995. — 35 с.
- 16 *Пассов Е.И.* Коммуникативный метод обучения иноязычному говорению. — М.: Просвещение, 1985. — 208 с.
- 17 *Полат Е.С.* Метод проекта на уроках иностранного языка // Иностранные языки в школе. — 2000. — № 2, 3.
- 18 *Schuster K.* Das personalkreative Schreiben im Deutschunterricht: Theorie und Praxis // von Karl Schuster. — 3 Auflage. — Baltmannswieler: Scheider. — Verlag Hohengeheren, 1999. — 215 s.
- 19 *Peter Thiesen.* Kreatives Spiel mit Kindern, Jugendlichen und Erwachsenen. — 5 Auflage. Bildungsverlag Eins, Troisdorf. — 2007. — 230 s.
- 20 *Лисовская В.А.* Формирование творческого потенциала личности воспитателя в педвузе: автореф. канд. дис. ... пед. наук. — Киев, 1984. — 174 с.
- 21 *Белый Б.И.* Тест Роршаха: практика и теория // Под ред. Л.Н. Собчик. — СПб.: Дорваль, 1992. — 200 с.

Н.А. Устелимова, Г.М. Жусупова

Шет тілі сабақтарында шығармашылық тұлғаның қалыптасуы

Мақалада шетел тілін оқытудың тілдік емес мамандық студенттерінің шығармашылық қабілетін дамытуға әсер ету ерекшеліктері қарастырылды. Тілдік емес мамандық студенттерінің креативтілік деңгейін анықтау мен оны дамыту бойынша түзету бағдарламасын эксперименталды-диагностикалық зерттеуге ерекше назар аударылды.

Н.А. Устелимова, Г.М. Жусупова

Формирование творческой личности на уроках иностранного языка

В статье рассмотрены особенности влияния изучения иностранного языка на развитие креативности студентов неязыковых специальностей. Особое внимание уделено экспериментально-диагностическому исследованию по выявлению уровней креативности студентов и разработке коррекционной программы по развитию креативности.

References

- 1 *Asmolov A. G.* Historical and evolutionary approach in psychology of personality: abstract dis. ... dr. psihol. sciences, Moscow, 1996, 25 p.
- 2 *Dorfman L.Ya.* Yearbook of the RPO, 1, 8, 2002, p. 35–46.

- 3 Druzhinin V.N. *Psychology of general abilities*, Saint Petersburg: Peter, 2002, 199 p.
- 4 Guilford J.P. *Psychological Review*, 89 (1982), p. 80–85.
- 5 Torrance E. P. *Witrock M.C. (ed.), N.Y.*, 1986, 124 p.
- 6 Chernilevskiy D.V. *Didactic technologies in the higher school: studies. the manual for high schools*, Moscow: UNITI-DANA, 2002, 437 p.
- 7 Bogoyavlenskaya D.B. *Psychological and philosophical analysis of creativity / An interdisciplinary approach to the study of scientific creativity*, Moscow: Nauka, 1990, 320 p.
- 8 Taylor C.W. R. *Sternberg, T.Tardif (eds.), The nature of creativity*, Cambridge: Cambr. Press, 1988, 250 p.
- 9 Maslow A.F. *Selfactualization personality*, Moscow: Prosveshchenie, 1968, 325 p.
- 10 Rogers D. *Questions of psychology*, 1990, 1, p. 32–34.
- 11 Fromm E. *To have or to be?*, Moscow: Progress, 1986, 238 p.
- 12 Matyushkin A.M. *Problem situations in thinking and learning*, Moscow: Pedagogika, 1972, 120 p.
- 13 Shadrikov V.D. *Psychology of activity and abilities of the person: textbook. 2 ed.*, Moscow: Logos, 1996, 320 p.
- 14 Khutorskiy A.V. *Modern didactics: textbook. for universities*, Saint Petersburg: Peter, 2001, 544 p.
- 15 Bim I.L. *The German language, Concept, program: a basic course*, Moscow: Novaya shkola, 1995, 35 p.
- 16 Passov E.I. *Communicative method of teaching foreign language speaking*, Moscow: Prosveshchenie, 1985, 208 p.
- 17 Polat E.S. *Foreign languages at school*, 2000, 2, 3.
- 18 Schuster K. *Das personalkreative Schreiben im Deutschunterricht: theorie und Praxis // von Karl Schuster, 3 Auflage*, Baltmannswieler: Scheider, Verlag Hohengehren, 1999, 215 s.
- 19 Peter Thiesen. *Kreatives Spiel mit Kindern, Jugendlichen und Erwachsenen/ 5. Auflage*, Bildungsverlag Eins, Troisdorf, 2007, 230 s.
- 20 Lisovskaya V.A. *Formation of creative potential of personality of a teacher in pedagogical higher school* abstract dis. ... cand. ped. sciences, Kiev, 1984, 174 p.
- 21 Belyi B.I. *Rorschach Test: practice and theory /ed. by L.N. Sobchik*, Saint Petersburg: Dorval, 1992, 200 p.