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FOREIGN LANGUAGE TEACHER CREATIVE POTENTIAL DEVELOPMENT IN THE PRACTICE OF HIGHER EDUCATION SYSTEM

Аннотация: в статье рассматриваются базовые понятие креативности, творческого потенциала учителя иностранного языка. Проанализированы основные компоненты понятие творческого потенциала учителя.

Ключевые слова: креативность, творческая работа, учитель иностранного языка, творческий потенциал, научные принципы. Рассмотренные понятия проанализированы с учетом социально-экономических и политических факторов, а также вхождения Российской Федерации в европейское образовательное пространство, что обуславливает актуальность представленного исследования.

Abstract: The article is devoted to concepts “creation”, “creative activity”, “creative potential”. The basic components of creative activity are analyzed. The ways of pedagogical creative potential development are discussed. The basic conditions of pedagogical creative potential development of foreign language teachers in the higher education institutions practice are studied.

Keywords: creativity, creative work, teacher of foreign language, education, scientific principles, creative potential.

Significant changes in political, social, economic conditions of modern society as well as integration into the European educational space led to the needs of highly qualified, creative, active teachers who can competently and effectively organize educational-cognitive activity, striving for continuous creative self-development, knowledge of psychological and pedagogical knowledge leading to a constant creative search of new techniques and technologies. The need of such foreign language teachers in high school is growing every year.

Various aspects of the research were reflected in the famous scientists works: L. Bezencuk, I. Volkova, V. Danilenko, N. Kuzmina, O. Medvedeva, L. Pavlenko, V. Davidenko, V. Smagina, T. Hudik, N. Yants. Despite the fact that the whole question of the creative potential development of a teacher personality occupies the important place in the theory and practice of translation, the problem of creative potential development of foreign language teachers in high school has not been the subject of a separate study. Therefore, the purpose of the article is to reveal the essence of the creativity concept, to describe the creative activity of the teacher, to show ways of creative potential development of foreign languages teachers. The problem study of the creative potential development of a foreign language teacher in higher education involves the consideration of such important concepts as “creativity”, “creative activity”, “creativity” applied to the teacher.

Numerous views on the designation of the creativity concept are exist nowadays. Thus, the philosophers interpret it widely considering the creativity to be characteristic of people who actively change reality. From a philosophical point of view, creativity is the highest form of activity and independence of human activity. An objective view of creativity suggests that it is determined by the final product, which is a new scientific discovery, technical achievement, a work of art, a technology for solving any scientific problem. The subjective view assumes that

creativity is determined by the process of human activity and not necessarily the final product of the activities had an important social or scientific value.

According to V. Andreeva, defining creativity as a human activity and marking a number of features that characterize it as a holistic process. She related the presence of contradictions problem situation or creative task; the social and personal significance and progressiveness, which contributes to the development of society and the individual; the existence of the objective prerequisites, conditions for creativity; the presence of subjective (personal qualities, knowledge, skills, especially positive motivation, creative abilities of the individual) prerequisites for creativity; novelty and originality of the process or the result all together. According to V. Andreeva, activity cannot be called creative by excluding one of the components [1].

E. Potekhina considers the pedagogical work to be the investigation of pedagogical skills in the framework of educational science. The foreign language teacher creativity is formed on the basis of its social experience, pedagogical and psychological, language skills, allowing to find new solutions and methods to improve their professional skills. Pedagogical creativity of the foreign language teacher covers all aspects of pedagogical activities: planning, organization, implementation and analysis of results [2]. Teaching creativity is the process of solving pedagogical problems in changing situations.

The concept of “creative activity” has still not received a clear unambiguous interpretation acceptable for all occasions in the course of scientific research. The reason why creativity is extremely diverse and it can be difficult to draw a clear line between a high level of craftsmanship and creative activities. According to the Middle of the “creative activity” is the activity giving new original products of high social value [2].

I. Volkov thinks the activity contributing to the development of a whole creative personality qualities complex under a creative activity. He included mental activity, a quick learner, smart and resourceful, the desire to extract knowledge required to perform specific practical work, independent choice and problem-solving, diligence, the ability to see the total thing in different and various similar phenomena

in this complex. This extensive and effective development of the qualities necessary for creative activity, will appear self-created creative product [3].

Transferring knowledge should be creative and interesting. The construction of the learning process in teaching a foreign language in high school in the erudite hands of a creative teacher in something like a game, the goal is to win – to prepare highly qualified translators and language teachers, well-versed in their field, having a fundamental knowledge of English, familiar with advanced technology [4]. Note that achieving this goal, all teachers are different, because they have their own individual, different from others, the order of the introduction of educational material, different creative potential. We emphasize the need for multiple repetitions in different ways creatively organized study material.

The relevance of educational material objective scientific concepts, facts, discoveries, achievements and laws are of paramount importance in the teaching foreign languages process. At the departments there is a systematic updating of curricula, courses, textbooks to increase the level of literacy in written and spoken language. Creatively chosen the faculty of foreign language the content of the lectures helps students to navigate freely in the modern language situation, language policy.

The lecture's own methodology inclusion of scientific research, studies, discoveries in the field of linguistics, stylistics, methods of teaching foreign languages, theory and practice of translation allows language teachers to significantly increase the level of knowledge of students, to expand the understanding of the current state and prospects of development of language education, their scientific horizons. Foreign languages teachers should organize the work of introduction to read scientific literature, to attract the interest of scientific and technical information and acquire the habit of watching her.

Learning the proper tasks execution is under the teacher guidance. Require a creative approach proposed by the teacher task, most of them fast, successfully, and most importantly with the interest solved by students. In order to become a role

model among students, the foreign language teacher requires constant creative, personal, communicative and professional growth.

The foreign language teacher supervises student works` (coursework, job, and thesis). The final student's project are the result of their co-work with a teacher's creative activity. In the course of scientific research established the main conditions for the development of pedagogical creativity of foreign language teachers a in higher educational institutions in the country: the presence at the departments of foreign languages and a quality material and technical equipment of the educational process; sustainable motivation the language teachers to a creative activities variety; clear creative activity nature understanding, creativity, opportunities to learn, criteria, indicators and levels of development in different types of teaching activities in foreign language teaching; creating a supportive and creative rich pedagogical environment that encourages disclosure and manifestation of the creative teaching abilities of teachers of a foreign language.

The study was designated the ways of development of foreign language teacher's pedagogical creativity. These include formation of steady interest to the pedagogical creativity manifestation; the gradual formation of pedagogical creativity; active development of foreign language teachers pedagogical creativity; effective pedagogical creativity.

Thus, the modern language teacher should be creative with developing, self-improving personality needs combined with creativity throughout the learning process, engage students-philologists in the creative process to awaken their creative activity. He should be able to implement the whole complex of creative tasks: to be able to put public-important goals, creatively plan their work, to master pedagogical technology for solving creative issues to achieve the intended result. The article does not cover all the aspects of the problems. Further clarification is needed on issues associated with improving the model systems of pedagogical creativity teachers development, research objectives, components and types of creative teaching activities to address these issues and provides a perspective for further research.

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