

KWESTIA GOTOWOŚCI PRZYSZŁYCH NAUCZYCIELI DO ROZWIJANIA TWÓRCZEGO MYŚLENIA U MŁODSZYCH UCZNIÓW PODCZAS LEKCJI JĘZYKÓW OBCYCH

Artykuł zwraca uwagę na niektóre kwestie problemowe związane z przygotowaniem przyszłych nauczycieli do rozwijania twórczego myślenia u uczniów szkoły podstawowej na zajęciach z języków obcych. Zwraca się szczególną uwagę na definicję pojęć „przygotowanie”, „gotowość”, „twórczość”, „myślenie twórcze”, na konieczność zapewnienia warunków mających pozytywny wpływ na proces przygotowania przyszłych pedagogów do działalności twórczej, w szczególności poprzez utworzenie środowiska oświatowego, twórczej atmosfery w procesie kształcenia i praktykach pedagogicznych.

Słowa kluczowe: gotowość, twórczość, myślenie twórcze, zadania twórcze, środowisko oświatowe, student, przygotowaniem przyszłych nauczycieli szkoły podstawowej.

TO THE QUESTION OF READINESS OF FUTURE TEACHERS TO THE DEVELOPMENT OF CREATIVE THINKING OF PRIMARY SCHOOL PUPILS AT THE LESSONS OF FOREIGN LANGUAGE

Abstract. The article highlights some aspects of the problem of future teachers' preparation to the development of creative thinking of primary school pupils at the lessons of foreign language. It is focused on the definition of "preparation", "readiness", "creativity", "creative thinking", on the need to ensure conditions, that positively influence the process of preparation of future teachers to creative activity, in particular through the creation of educational environment, creative atmosphere of the educational process and pedagogical practice.

Keywords: readiness, creativity, creative thinking, creative tasks, learning environment, pupils, training of future primary school teachers.

ДО ПИТАННЯ ГОТОВНОСТІ МАЙБУТНІХ УЧИТЕЛІВ ДО РОЗВИТКУ ТВОРЧОГО МИСЛЕННЯ МОЛОДШИХ ШКОЛЯРІВ НА УРОКАХ ІНОЗЕМНОЇ МОВИ

Анотація. У статті висвітлюються деякі аспекти проблеми підготовки майбутніх учителів до розвитку творчого мислення учнів початкової школи на уроках іноземної мови. Акцентується увага на дефініції понять «підготовка», «готовність», «творчість», «творче мислення», на необхідності забезпечення умов, що позитивно впливають на процес підготовки майбутніх педагогів до творчої діяльності, зокрема через створення освітнього середовища, творчої атмосфери навчального процесу й педагогічної практики.

Ключові слова: готовність, творчість, творче мислення, творчі завдання, освітнє середовище, студент, підготовка майбутніх учителів початкових класів.

Formulation of scientific problem and its importance. The National doctrine of education development declares the formation of conditions for personality development and creative self-realization of every citizen of Ukraine. Therefore, one of priority directions of education development is the organization of the educational process directed on formation of creative thinking of the younger generation, especially primary school pupils, because primary school age



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is a period of formation of abilities of personality and the energetic processes and changes in his/her physiology and psychology. The teacher should create favorable conditions for comprehensive development of younger school student at primary school, the revelation of his artistic inclinations and abilities. The inclusion of creativity into the content of training needs reviewing the traditional status of training of teachers of a foreign language.

The development of creative thinking is a very important aspect, not only academically, but in everyday life, where the characters are real and their actions are your own and your children's. To teach children to think creatively means to ask the right question, to focus attention in the right direction, to teach to draw conclusions and find solutions. To ensure that every child can develop their creative potential, need intelligent guidance from teachers.

Analysis of scientific-pedagogical researches and publications that have appeared recently (T. Marchii, I. Haberkorn, R. Kravets, T. Marchii-Dmytrash) indicate the absence of targeted professional training of future teachers to development of creative thinking of younger schoolchildren at lessons of a foreign language. However, various aspects of the process of professional training of future primary school teachers drew the attention of the great teachers of the past (Ia. Komenskyi, I. Pestalottsy, A. Dysterveh, K. Ushynskyi) and leading modern native psychologists and teachers (Z. Ziuzina, V. Moliako, O. Kulchytska, S. Sysoieva, T. Sushchenko and others). We agree with the S. Sysoieva that the problem of training teachers to the formation of the creative personality of the student is still insufficiently investigated both in theoretical and in practical aspects [1, p. 197].

The purpose of this article is to highlight some aspects of the problem of preparation of future teachers to the development of creative thinking of elementary school students at lessons of a foreign language.

Presentation of the basic material.

The relevance of these theme include theoretical bases of formation of readiness of future teachers to the development of creative thinking of primary school pupils at lessons of a foreign language due to the reform of higher education, the needs of our time in a highly professional and competent specialists in the field of primary education. The development of the intellectual potential of the individual in terms of education reform requires that teachers use from first lessons the child has been in school the newest pedagogical technologies and methods, increase cognitive activity, develop the ability to self-education and self-improvement. Therefore, one important task of teacher training is the formation of his readiness to research activity as essential for the growth of its professional level, orientation in scientific research and practical experience. Therefore, we consider it is necessary to make some clarification on the interpretation and cultivation of the concepts of "preparation" and "readiness".

Thus, according to the dictionary of the Ukrainian language "preparation" is interpreted as the stock of knowledge, skills, experience etc. acquired in the learning process, practical activity [2].

Influential encyclopedic Internet portal Wikipedia defines training as a qualification for the relevant field of study or specialization [3].

In the dictionary of the Ukrainian language "readiness" is – 1) state of readiness; 2) the desire to do something [4].

Dictionary of psychological concepts "readiness" is a state of mobilization of psychophysiological systems before the upcoming work [5].

M. Dyachenko, L. Kandybovich consider readiness as a unity of professionally important qualities of personality and attitude for future activity [6, p. 314].

We agree with the definition of V. Slastonin who understands the readiness as a special mental state of a person, which is manifested in the fact that the subject of image patterns of a particular action and constant focus on its implementation [7, p. 14].

Willingness to work as a special psychic state of personality characterized by "a sober faith in their own strength, optimal level of arousal" of conscious motivation, the desire to achieve these goals (O. Puni), "the fact that the subject of image patterns of a particular action and

permanent orientation of consciousness on its implementation" (V. Slastonin), prognostic activity of the individual at the stage of preparation for activities; selective activity that configures the body, the person for future activity (M. Diachenko, L. Kandybovych), esistance to external and internal influences [8, p. 239].

N. Gluzman focuses on the fact that the consideration of readiness for professional pedagogical activity is carried out in two main aspects: functional and personal. Functionality readiness is understood as the set of knowledge that is necessary for the effective implementation of certain activities and this formed the basis of the skills, the means to their successful inclusion in these activities. Within the personal aspect is interpreted as the readiness of the complex integrated quality of the personality structure which includes a number of components: motivational, substantive, operational and others [6, p. 93].

O. Ihnatiuk considers the readiness of graduates of pedagogical universities to work in the development of creative abilities of pupils in the learning process as a complex socio-psychological phenomenon, as an integral manifestation of personality traits with a focus on creative activity. The effectiveness of this activity depends not only on the erudition of the teacher, but also the degree of formation of motivational, intellectual, emotional, volitional, physiological features that ensure high professional efficiency, creative approach [9].

There is an opinion [10] that generally the willingness has the following structure:

- personal (pedagogical consciousness, interest in the activity, explanation of activity)
- procedural (knowledge about the subject and methods of activity, skills, professionally significant qualities of personality, teaching abilities) components.

We agree with the position I. Haberkorn that the willingness of teachers to the professional activity of the development of creative abilities of younger pupils is a complex personal formation, which is characterized by goals, motives activities for creative development of students, the possession of necessary knowledge, abilities, skills, development of creative abilities of younger pupils. This kind of readiness, according to the scientist, is not only evident in professional pedagogical activity, and it is formed and developed [10].

The effectiveness of training students to the organization of educational process on the development of creative thinking of students is impossible without the awareness of the prospective teachers of the importance of this problem. After forming creative thinking in children, we developed creative personalities that meet modern social requirements.

Rightfully raises the question in line with the identified problem: what is creativity? Creativity is always creating something new based on the transformation of cognized – new result or the original ways and methods of its receipt. Novelty and transformation is the most essential characteristics of creativity.

A number of scientists (M. Hromkova, I. Ziaziun, R. Skulskyi), defining creativity as a human activity, highlight the features that characterize it as a integral process: there are contradictions of a problem situation or creative task; social and personal significance and progressiveness, which contributes the development of society and the individuality; the presence of objective (social and material) prerequisites, conditions for creativity; the presence of subjective (personal qualities – knowledge, skills, especially positive motivation, creative abilities of the personality) preconditions for creativity; the novelty and originality of the process or the result. If we exclude at least one of the above mentioned features, the creative activity either doesn't take place or the activity can't be called creative.

Note, pedagogical creativity is specific. There is no master professional without creativity. Creativity always associated with the individual's ability for cognitive performances. This ability to self-development activities (in our case up to creative learning languages) cannot only be explained by the properties of intelligence, but it is based on the interaction of cognitive and motivational factors in their unity [11].

We believe that creative thinking is characterized by a high degree of novelty that is obtained on the basis of the product and its originality. This thinking appears when a person trying to solve the problem with regard to its formal-logical analysis with the direct use of known

methods, convinced of the futility of such attempts and it raises the need for new knowledge that can be used to solve the problem.

Yes, Ia. Ponomarov believes that creative thinking is a neutral psychological link of creative activities (creative process) [12, p. 99]. A. Roshka [13, p. 1] under the creative thinking meant this type of thinking, which is part of the creative process, the result of which is characterized by the originality and social value.

So, creative thinking is thinking based on imagination. It creates new ideas, a new perspective on things. It brings certain objects or images as they had not been bound before.

By the analysis of pedagogical practice, with the entry to the school process of formation of creative thinking of children mostly depends on the teacher, on how he organizes the training, what methods and means he uses, what the job offers to the students and the teacher himself is a creative personality. From this perspective, the question is actualized of the necessity of creating appropriate conditions for the preparation of future teachers to the development of children creative thinking.

L. Kondrashova confirms about necessity of creation of conditions that ensure the quality of training of highly qualified staff: "In the process of professional formation of a future teacher it is important to provide such conditions in which he could come across a variety of pedagogical situations, to have a need to find a way out of them, by making decisions" [14, p. 99].

The task of higher education institutions is to create conditions under which every future specialist could believe in their own ability, capabilities, recognize their strengths and weaknesses, feel the need for professional growth and self-improvement, that is to put the future specialist in the conditions in which he could actively act, to make decisions independently, show initiative and not to act on the instructions of the teacher.

Therefore, we consider it is necessary to analyze and ground some of the conditions that would facilitate the organization of special and pedagogical preparation of students to creative activity based on their nature, abilities, interests, needs, directed at the removal of the external voltage, that stimulate the maximum expression of personality.

So, A. Nesterenko attributes the creation of the educational environment, creative atmosphere of the educational process among the conditions, positively influence the process of preparation of future teachers to creative activity. For the formation of readiness of pupils to creative positive work is not only knowledgeable of pedagogical influence on future teachers, but also a healthy educational environment as an important factor in the formation of creative, competitive modern teacher [15].

The educational environment should consolidate and develop a positive motivation of learning, engage in activities, during which the student would be subject of academic work [15].

An important role in the professional preparation of future teachers to the development of creative activity of younger schoolchildren plays a pedagogical practice, as it directly promotes the formation of practical skills in this direction. At the time of preparation of pupils to pedagogical practice, we draw the attention to the fact that the development of creative abilities and contributes to the style of the lesson: creative, friendly microclimate, the climate of respect and cooperation of teachers and students, attention to each child, encouraging even the slightest success. At the lesson the children should get not only knowledge and skills but also general development. The teacher should create conditions for the manifestation of creative abilities of pupils, to know the tactics, the technology, that is, a specific program of creative exercises, which would include the activation of key components of creativity: emotions, imagination, creative thinking. For creative lessons teachers need to feel confident that your unusual findings will be noted, accepted and properly appreciated. Pupils use innovative technologies in lessons that contribute to the development of creative abilities of children [16].

The effectiveness of the development of creative thinking depends not only on the conditions of preparation of future teachers, but also from the use of non-standard tasks that significantly increase the quality, provided their organization in a system. The concept "system of

tasks” covers such an aggregate, which is combined total didactic purpose through meaningful line of the subject, organized according to the age characteristics of learners [17].

Conclusions. So, the task of higher school is to create conditions in which future teachers would believe in their abilities, capabilities, recognize their strengths and weaknesses, and feel the need for professional growth and self-improvement. It is important to provide this educational space, which would be reinforced and developed a positive motivation of students to learn, to acquire new knowledge, skills and abilities that attracted them to creative activity. Therefore, the prospect of further research is to determine the level of readiness of future teachers to the development of creative thinking of pupils at lessons of a foreign language and development of a system of tasks that would optimize this process.

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