

THE CONTENT OF THE SYSTEM FOR THE EDUCATION OF COMMUNICATIVE CREATIVITY IN FUTURE TEACHERS

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Abstract:

In the article, setting ourselves the task of developing a system for educating communicative creativity in future teachers, we analyzed studies devoted to various aspects of the problem and considered the author's pedagogical models presented in them.

Modern pedagogical research uses various approaches, considering them from the perspective of complexity. As a result of scientific analysis, the methodological basis of the research was selected as: systematic, participatory and discursive approaches, which are discussed in the article.

Keywords: Pedagogical, research, complex, approaches, systematic, participatory, discursive.

Introduction

Setting ourselves the task of developing a system for educating communicative creativity in future teachers, we analyzed studies devoted to various aspects of the problem and considered the author's pedagogical models presented in them.

In the work of L.G. Antropova, a model of educating a teacher's communicative competence was developed, which is based on the reflexive-innovative activity of the teacher and reflects the main stages of the process under study. The features of the presented model are:

- 1) integration of theoretical, activity-creative and personal components;
- 2) the reflexive-innovative nature of the participants' activities, which is provided by a set of reflexive tasks;
- 3) education of teachers' interaction, development and self-development using socio-psychological training methods;
- 4) levels that allow describing the dynamics of changes in a teacher's communicative competence.

As a result of studying the features of the development of creativity in adolescents, O.A. Khalifayeva developed a developmental program that takes into account the social reinforcement of creative behavior, positive self-assessment, and internal motivation for creativity.

The author's model of developing communicative competence of university students, which is a unity of information-analytical, motivational-targeted, planning-forecasting, organizational-executive, meaningful, technological, control-evaluation, and regulatory-corrective



components, developed by M.V. Dolgikh, is of interest. The author proposes the following pedagogical conditions: creating positive motivation for students' activities in a foreign language; using a system of communicative tasks; directing students to tolerant work communication; systematic use of multimedia tools in language teaching; development of the elective subject "Work communication in conditions of tolerance" and its introduction into the educational process of universities.

In the previous paragraph of our dissertation, we identified a set of methodological approaches (systematic, participatory, discursive) that serve as the basis for developing a system for educating communicative creativity in future teachers. Since one of the selected approaches is a systemic approach, the system we are developing should consist of subsystems and have a component structure.

The goal of the system is the communicative creativity of future teachers as a result of education at a pedagogical university. In the process of analyzing scientific sources on the problem under study, taking into account the specific characteristics of the phenomenon under study, we identified the structural components of the system for educating communicative creativity in future teachers:

- 1) motivational-purposeful;
- 2) meaningful-organizational;
- 3) reflexive-prognostic;
- 4) evaluative-corrective.

The system-forming factor that ensures the connection of all components of the system is pedagogical influence, which we consider as a deliberate interaction (long or short-term) of a teacher with another person, aimed at changes in the behavior, activity, consciousness, psyche and relationships of a person. There are various methods of pedagogical influence:

- 1) direct - direct personal influence of one person on another, carried out in direct communication with each other;
- 2) indirect - influence carried out without personal contact with each other, using certain means. Direct methods of influence include infection, imitation and suggestion.

It should be noted that these methods are considered the most effective and effective. Indirect pedagogical influence is carried out by transferring information from one person to another through books, films, mass media, various coding methods. The advantages of indirect means of influence are the versatility and duration of the impact, and the disadvantage is the lack of emotionality in interaction. Based on the principles of individualization and differentiation, A.S. Granitskaya distinguishes the following forms of organizing the educational process: independent work, pair work, individual work. Pair work involves the use of different types of pairs: static, dynamic and variational.

Thus, within the framework of the content-organizational component of the system, a binary program for the education of communicative creativity is being implemented, which includes, among other things, teaching the communicative process and educating creativity in future teachers. The unifying factor of the two blocks of the program is the use of pedagogical methods



of influence: dialogical communication, educational discussion, project method, exercise, imitation game, modeling of behavior, method of feedback of partners, etc.

Analysis of scientific literature allows us to distinguish the following structural components of reflexive analysis:

- intention to master one's own activity,
- construction,
- organization,
- schematization,
- objectification,
- creative component.

Then we turn to the prognostic organizer of the component:

1. The developed system for the education of communicative creativity in future teachers as a set of its components (motivational-targeted, content-organizational, evaluative-corrective, reflexive-prognostic) reflects their interdependence in relation to the goal and result of the system's operation, as well as the internal logic of the components and their content.
2. The features of the system for the education of communicative creativity in future teachers are stability, dynamism and integrativeness.
3. The motivational-targeted component of the system is aimed at solving the task of stimulating the education of communicative creativity in future teachers and identifying target areas related to establishing communication and parity of interaction. The functions of the component are activating and goal-setting.
4. The content-organizational component of the system solves the problems of accumulating and systematizing knowledge about the characteristics of communications in the educational process, and also includes methods and techniques for cultivating creativity. The content-organizational component is based on a binary program for cultivating communicative creativity. The functions of the component are informational and coordinating.
5. The evaluation-correction component of the system performs the function of assessing the level of communicative creativity and, if necessary, correcting it. The functions of the component are control and corrective.
6. The reflexive-prognostic component of the system for cultivating communicative creativity in future teachers involves analyzing the process and results of the author's system and providing a forecast for its further functioning. The functions of the component are analytical and probabilistic.
7. The specific principles of the system's operation include: the principle of transforming cognitive content into emotional content; the principle of freedom of choice of communications; the principle of social reinforcement of creative behavior.



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