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CREATIVE ORIENTATION DEVELOPMENT AS A REQUIREMENT OF PROFESSIONAL TRAINING OF A TEACHER IN THE XXI CENTURY

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Summary. The article is dedicated to the development of creative professional orientation of students. The authors have developed a model describing the process of this development based on English language teaching, that included goals, conditions, educational technologies, methods, principles, criteria and indicators to estimate the level of creative professional orientation of students. The research based on the revealed criteria showed that the level of creative professional orientation is higher after the training.

Keywords: creative professional orientation; professional craftsmanship; creative potential; creative professional performance.

Let best of people be teachers

John Amos Comenius

The XXI century is the age of information and computerization, new technologies and changes in social and economic fields. Modern rapidly changing circumstances such as modernization of education and paradigm shift from knowledge oriented to competence oriented education as well as demands of market economy and competition require high qualification, developed creative abilities and professional skills. Professional craftsmanship of a teacher is especially significant in the context of market relations and tough competition as a precondition of getting a job, being

morally and monetary satisfied with the professional choice.

To be able to prepare a student for an autonomous life with all its difficulties and unpredictable changes, a teacher should be ready for nonstandard, creative, socially significant and optimal performance. It's not sufficient to have professional literacy to succeed in the field of teaching, it's essential to have professional craftsmanship.

As new fields in science and technology emerge only a creative personality with an ability to think outside the box, to risk, to take responsibility for one's decisions is capable of bringing to life new creative ideas thus achieving highly professional performance.

New goals of education, renewal of its content, forms and methods require



a teacher who possesses research skills, creative orientation and creative teaching style as only such teacher is able to create and bring to life new ideas.

We understand creative orientation of a teacher as a system of sustainable motives including creative professional interests, needs and values, defined by a creative potential of a person and reflected in his or her professional performance [5, p. 12]. Professional orientation of a person is viewed in the context of professional craftsmanship theory which novelty lies in the combination of the approaches of the Psychology of Personality and Activity Psychology. The theory considers professional craftsmanship as a holistic system, new quality level of professional performance, integrative quality of a personality, synthesis of professionalism, creativity and spirituality [3, p. 34–36].

Professional craftsmanship as a new quality level of professional performance is defined by the criteria of professional appropriateness, purposefulness, individual and creative orientation and rationality.

Professional craftsmanship as an integral quality of a personality corresponding the new level of its development is characterized by professional orientation, way of thinking, and self-consciousness which are at the same time parts of its structure.

Research on development of creative orientation of a teacher-to-be is conducted in the context of foreign language teaching. Creative orientation is viewed both as an integrative quality of a person and a new level of professional performance. It enabled us to reveal criteria and indicators and work out the model describing creative orientation development through the means of foreign language teaching.

The indicators for developed creative orientation are interest to profes-

sional creativity, perception of professional creativity as a value and an ideal of professional performance. The criteria are creative potential and creative professional performance.

To be able to build up creative orientation of teachers-to-be we needed to reveal their interests in the field of professional creativity, to estimate their perception of creativity as a value, to measure their creative potential and creativity level.

A variety of questionnaires was given to students majoring in foreign languages, primary school teaching, preschool education, history, geography, IT, philology and social education. The answers of students for the questionnaire on professional interests revealed mainly passive interest [5, p. 16]. The choice of values in Rokich questionnaire revealed that creativity is not included in top ten values. The priority is given to health, wealth and family leaving creativity behind. E. I. Rogova questionnaire on creative potential revealed the average level of it for most of the students except a few. Though low level of creative potential was also not revealed in the research. Torrance test of creativity thinking “Circles” showed the following results. One third of students showed high results in fluency, one fifth performed well in flexibility and just a few students were good at originality. As far as creative professional performance is concerned students also showed moderate results. Thus we can draw a conclusion that it’s essential to develop creative orientation as part of professional training of students.

To accomplish this goal the following tasks were given:

- create several oxymorons such as hot snow, square circle, etc.;
- create a fantastic plot (what would happen if...) and retell it from different perspectives;



- create a parody;
- creative a funny motto or a glossary on informal student terms.

The tasks provoked interest and contributed to creative orientation of students. The answers were quite creative and showed positive dynamics in the development of creative orientation of teachers-to-be.

A meaningful role in the development of creative professional orientation belongs to building up skills of autonomous performance. Analyzing the potential of modern multimedia means of teaching, K. V. Baklanov states that the most effective are such forms of autonomous learning that are related to applying IT technologies which are popular among teenagers. Using such methods provides motivation for studying and research thus developing creative qualities of a personality [2, p. 68–70].

The development of creative professional orientation of a teacher in our research was conducted through foreign language teaching, which included creative learning process organization, was based on the potential of the English language, its professionally oriented teaching. The technology integrated above mentioned creative tasks, specially designed games such as vocabulary gambling board games and communicative-oriented games and professionally oriented texts. The following forms methods and principles were used: dialogue and polylogue, open-ended questions, taking into consideration the potential of the text, organizing creative learning environment. The lessons were conducted in small groups which is a beneficial setting for creative development [7]. At the lesson methods of stimulation of creativity such as brainstorming, associations, 6 thinking hats by de Bono, essay writing [4], etc. were applied.

Our research revealed positive dynamics on such criteria as creative potential and creative professional performance and we also got positive results according to such indicators as interest to professional creativity, perception of professional creativity as a value, initiative, autonomous learning and productivity.

Thus our research let us reveal the conditions for successful development of creative professional orientation of a teacher. Among the most significant is building up learning environment that fosters creativity that is possible if we keep in mind the following conditions:

- let students be active and creative participants and co-creators of the lesson and extra-curriculum studies;
- focus content, forms, methods and means of learning on professional and creative development of a personality;
- create situations of success and positive emotional experience [1];
- give students sufficient amount of freedom in choosing content, forms and methods to build up their own learning agendas;
- apply IT technologies and computer-based tasks;
- focus on professional development.

The conditions can be applied in a variety on settings if we change the content of curriculum thus adopting these ideas to any other specialty where creative professional development is also needed.

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