CREATIVE COMPETENCE ENHANCEMENT PROCESS AMONG STUDENTS

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Abstract. In connection with the specifics of pedagogical and psychological services in the education system, the formation of creative competence is one of the pressing problems. The formation of creative competence involves studying the internal potential of each student. A wide range of research helps to determine the level of creative abilities, creating developmental programs that further enrich the creative abilities of students in the education system. One of the best ways to develop creative abilities is to involve students in productive and professional activities.

This article examines the issues of creative competence of future teachers and the peculiarities of its formation in the conditions of a pedagogical university. This study clarifies the structural components of creative competence; the possibilities of interactive and heuristic learning and, in particular, heuristic tasks, in the formation of creative competence of students of pedagogical universities have been identified; the model for the formation of creative competence of students of pedagogical universities and the conditions for its implementation are theoretically substantiated; An original questionnaire was developed to identify motivation for creativity.

The practical significance of the study is determined by the introduction into the educational process of a university of a model for the formation of creative competence of future teachers; identifying a set of criteria, indicators and levels of formed competence under study, allowing for control, analysis and adjustment of the process of its formation; development of educational and methodological support for the process of developing the creative competence of students at a pedagogical university. These materials can be used in higher education practice in the development of educational program documentation and teaching aids for students of pedagogical universities

Keywords: technology, communication, learning, competence, creative competence, students, universities, knowledge professional

Basic provisions

In the modern sense, literacy is no longer just the ability to read, write and count. A literate person is, first of all, a person who is prepared for further enrichment and development of his educational potential. Education is literacy, brought to a socially and personally necessary maximum.

It is education that provides a person with certain starting opportunities.

"Knowledge, being divided into separate subjects and disciplines, leads to an artificial separation of individual approaches to knowledge.

The multidimensional nature of the sought-after qualities of future specialists in vocational training that meets the needs of the XXI century aims modern higher education at developing competencies that integrate not only knowledge and skills, but also motivational, affective, value and socio-behavioral components.

Introduction

Traditionally, communicative training involved mastering certain knowledge, skills and abilities, carried out in accordance with the system of value preferences of a teacher or class teacher. The introduction of a competence-based approach into the education system currently involves the "strengthening" of both the pragmatic and humanistic orientation of the educational process, in contrast to the knowledge-oriented paradigm of education, which assumes the presence of only cognitive and operational components [1]. The communicative training of future specialists in the light of the competence approach should be carried out in accordance with the system of procedural, motivational, ethical and behavioral components, taking into account the research positions of the participants in communication, as well as awareness of the possibilities and effectiveness of joint dialogical activities [2].

Competence is the ability of an individual to take responsible, active life action, based on value self–determination, the ability to actively interact with the world around him, to understand and change himself and the world during interaction. The scientific literature indicates that the nature of a specialist's work is described through its content (degree of diversity, intellectual saturation, self-education, ratio of executive and managerial functions) and public assessment of work (wages, other forms of economic, social, and moral encouragement). The content of the labor process is a set of functions and their corresponding operations by which functions are implemented. This is the presence of objectively set, socially determined goals and objectives that work serves to achieve, these are personal attitudes, motives for the actions of labor subjects, their experiences, etc. The preparation of design students for the competent solution of professional tasks is the constant work of the teacher and students in an active creative atmosphere, which allows us to consider creative work as a manifestation of formed professional creative competencies. For example, the development of students' creative activity in packaging design classes involves, first of all, the creation of pedagogical conditions at each of the classes that will affect its manifestation, as well as a gradual restructuring of conditions to create a gradual increase in requirements for students, for their professional competence. The consistent solution of this didactic task involves providing, in the process of teaching design, those pedagogical conditions that are necessary for the development of professional competence in the packaging design process. These conditions represent nothing more than the implementation of the principles of general didactics in packaging design classes, taking into account the specifics of teaching design, its content, the originality of the methods and

teaching techniques used, which effectively develop the professional competence of graduates.

I.A. Zimnaya understands competence as an integrated characteristic of personality qualities, the result of training a university graduate to perform activities in certain areas (competencies). Competence, like competence, includes cognitive (cognitive), motivational-value and emotional-volitional components. Competence is a situational category, since it is expressed in readiness to carry out any activity in specific professional (problematic) situations [3].

Based on the above, it can be noted that the concept of "competence" is integrative, it describes not so much the elements of the system as the connections between them. The specific content of this concept, the specific content depends on the types of situations. Therefore, the key (most universal) competencies are the result not only of general education, but also of the educational experience of a person as a whole. In this understanding, competence-based education serves as the basis for the idea of continuing education.

As the analysis of the materials of our experimental work shows, the development of professional competence among design students will be carried out in the best way under the following pedagogical conditions:

– fostering students' faith in their own strength, in their creative abilities;

– their awareness of the necessity, usefulness, and importance of being active for the development of these creative forces;

– ensuring pedagogically appropriate consistency in the packaging design process;

– systematic introduction of creative tasks and design techniques into the activities of students in packaging design classes.

The creative competence of a philology student is an integral multifactorial personality quality that determines, on a professional basis, the development of literary and creative abilities of schoolchildren and the self-development of students' own creative abilities. This is an independent personal formation, located in complex dialectical connections with professional competence, suggesting the possibility of both coincidence and divergence with it.

The structure of creative competence is manifested in the specific creative components of the following competencies: philological (literary, language and linguistic), cultural, psychological and pedagogical, methodological.

The methodological system for the formation of creative competence of students of a pedagogical university is a set of interrelated elements: goals, content, forms, methods and means of educational activities aimed at self-development, self-improvement, "self-construction" of the individual in the dialectical interaction of subjects of the educational process, which involves the acquisition of professional and personally significant qualities demanded by society - the creative competence of a specialist as a professional and an individual.

The methodological system for developing the creative competence of students is complex, open, dissipative, self-organizing, far from equilibrium, since creative activity presupposes a certain spontaneity of its manifestation, unconscious impulses, and heterochronic processes. This system requires a constant flow of

energy from the outside, including entropy, which, as a result of soft resonant control, will not lead to destruction.

Principles of constructing a methodological system:

- integrativeness of the system with the autonomy of the humanities disciplines included in it, ensuring the formulation of general tasks for the formation of the student's creative competence while maintaining the specifics of each subject;

- modularity, providing system variability;

- flexibility, realized in the ability of students to choose individual educational routes and include popular types of activities in the content of education;

-differentiation, which determines the different level of independence of students;

- the supra-subjectivity of the process and result of the formation of creative competence, which is realized in value-semantic connections and relationships between the structural elements of the system and is ensured by the common goal of all subjects of the educational process at the university;

-orientation to working with text as a product of creative activity; -orientation towards personal perception of a literary text, which is determined by a psychological and pedagogical approach to the selection of information and taking into account the level of literary development of subjects of the educational process.

Principles of functioning of the methodological system:

- openness, which is realized in constant information exchange with the educational environment of the university, school;

-continuity, determined by the orientation towards the student's self-development; -controllability and self-governance of the system, which are realized in the presence of a common goal among all its subjects, allowing it to rebuild and self-organize, increasing creative potential;

- dialogical nature of the system, manifested in its orientation towards the mode of dialogue between all subjects of the educational process, humanistic relationships based on emotional comfort;

- the integrity of the methodological system, which ensures the transition from imitation to creativity in the process of forming creative competence; -the principle of orientation towards the transition from intuitive action in a situation of uncertainty to a conscious solution to the problem;

- correspondence of the forms and methods of the teacher's work to the nature of the text being studied, which is ensured by taking into account the specifics of the specific material; - focus on creative self-development;

- an attitude towards co-creation, realized by the innovative content of the dialogue, leading the subjects of interaction to the creation of a literary text.

Materials and methods

In the research work, both general scientific methods (the method of analysis, synthesis) and special research methods of linguistic and humanitarian disciplines were used: the method of comparative analysis, the system method, the method of

categorization and functional-stylistic analysis of media texts, the method of content analysis; the method of experimental teaching.

The research is based on an interdisciplinary approach synthesizing knowledge of journalism, communication theory, psycholinguistics, cognitive linguistics, linguoculturology, social philosophy.

The formation of creative competence of students is achieved only under the condition of a consistent, stage-by-stage (spiral) passage by students of the stages (reproductive, activating, integrative, creative) of the formation of the creative competence of the future teacher; development is accompanied by a more valuable quality that the student acquires in the process of personal and professional improvement.

Leading methods of developing creative competence, involving both traditional and innovative use:

- heuristic (brainstorming method, heuristic questions, inversion, empathy, synectics, method of artistic interpretation of cultural text);

-research (method of projects, cases (situations), critical-journalistic method, modeling, experiment, observation); - reflective (portfolio).

The implementation of the system is facilitated by meta-subject creative technologies (problem lectures, visualization lectures, "Socratic" dialogues, debates, polylogues, knowledge construction workshops, business games, round tables, discussions carried out in the technology of developing critical thinking through reading and writing, educational travel , reflective and research portfolios), author's methods (development of students' literary and creative abilities, methods of writing association essays, sketch essays).

In order to ensure the effectiveness of the methodological system for developing the creative competence of philology students, the following typology of creative texts is used (educational, critical, artistic, journalistic).

The effective functioning of this methodological system is ensured by the Training Program for students, which is a general set of creative components of the humanities, innovative methodological modules "Development of creative abilities of the individual", "Methodology for the development of literary and creative abilities of students", pedagogical practices we have modernized.

A condition for the development of students' creativity is the presence of a role model. A model in the person of a university professor or teacher may not always have a high level of creativity, which from a psychological point of view confirms the idea of the fundamental incompleteness of the individual and of the acquisition of one's own uniqueness through dialogue with the "other."

The criteria for determining the level of development of creative competence of philology students are:

- the need for self-actualization, self-realization, self-development through professional and creative activity;

- the ability to define a creative task for the successful implementation of one's own methodological activities;

- the ability to create a critical text of a professional reader;

- the ability to create your own artistic and journalistic text;
- possession of methodological tools for the development of literary and creative abilities of students;
- the ability of students to teach students to create their own text as a reader-critic (analysis and interpretation of a literary text);
- the ability of students to teach students to create their own artistic and journalistic text;
- the ability to act confidently and effectively in situations of uncertainty in the classroom and in extracurricular work on the subject.

The developed criteria make it possible to record individual indicators of the formation of creative competence for each specific student and determine what type of teacher in terms of creativity he belongs to: a repeater teacher, an explicator teacher, an improviser teacher, a researcher teacher .

Results
In accordance with the objectives and hypothesis of the study, we developed a methodology for conducting the experiment.

108 students and 4 teachers took part in the experiment.

The purpose of the ascertaining stage of the experiment was to study the creativity of experimental 1st and control 3rd year students (the first, since students are just starting professional training, namely from the 3rd year they begin to study teaching methods, their motivation for professional activity, clarifying student expectations associated with the profession, aspirations to creative self-realization, self-development, self-improvement.

This stage provided an opportunity to identify the motivation of students upon admission and in the future - the dependence of motivation and learning outcomes and self-development of students in the process of experimental work, to determine the "pain points" of preparing applicants in a secondary school for admission to a university and to determine the coordination of the activities of the university and the school in this direction. The ascertaining stage made it possible to identify students' readiness to develop their own creativity and to develop the creativity of students, to identify factors that impede this process, and ways to eliminate barriers to creativity.

The purpose of the formative stage of the experiment was to identify the effectiveness of the methodological system for developing students' creative competence and to clarify the principles of its functioning. The work was carried out in the following directions:

Conducting a long-term experiment at a university.

The evaluation and control stage of the experiment made it possible to record and analyze the results, as well as predict the prospects for future activities. The results of the experiment were interpreted in theoretical and practical aspects by the researcher himself, who developed the methodology for conducting experimental work, reported and discussed at scientific and practical conferences of the city, regional.

Questionnaires and interviews made it possible to identify the motives and value orientations of students in the process of experimental work.

Questioning and interviewing university teachers working with students, helping to determine the degree of relevance of this problem for university teachers and further directions of work on developing the creative abilities of students. 19 questionnaires and interviews with university teachers were analyzed.

Universities have a special responsibility to educate a competitive personality. The staff of teachers of the Department of Philology and Intercultural Communication of the University of Culture and Arts has always been distinguished by a high level of professionalism and creativity. Creating conditions for positive motivation in learning a foreign language, active life of students, and their self–realization is the main task of extracurricular creative activity of this department. Our university attaches great importance to the creation of an effective creative educational space. An important place in the system of extracurricular activities conducted by the Department of Philology is occupied by various competitions, festivals, poetic living rooms, concert and theatrical programs, etc. Teachers of the department skillfully use the potential of the discipline 'Foreign Language' to foster internationalism, respect for the culture of the studied language, traditions of various countries; formation of students' communicative competence; development of students' research skills; more solid assimilation of language material. The involvement of students in the collective preparation of extracurricular activities contributes to the development of communication skills, the ability to work in a team and business cooperation [4]. Creative activities are an effective method of fully immersing oneself in the environment of the language being studied, improving certain norms of ethics and morality. Various forms of extracurricular activities contribute to the student's self-realization, the formation of skills of interlanguage and intercultural communication, the acquisition of practical skills, reveal his creative potential, allow the student to find a creative approach to solving tasks, ensure the independence of students, directly and indirectly influence the socialization of younger generations. Participation in extracurricular work fosters a sense of responsibility for the assigned task. The search activity that is carried out within the framework of learning a foreign language, the creation of something new contribute to increasing the adaptive capabilities of students, their resistance to various situations in society, which allows a graduate of a higher school to act in the labor market as a competitive specialist [5].

Discussion
Experimental work has shown that the greatest difficulties in creative design activities for students are caused by: packaging shaping, color scheme of objects, font composition and the search for a stylistic solution. We focused our efforts on overcoming these difficulties in the process of students completing experimental groups of educational tasks. A leading educational task was allocated for each task. It was envisaged to consistently complicate these tasks from task to task, which was

the main way and a cardinal condition for the development of creative activity of students and their professional competence [6].

The training program for packaging design in high school classes was built taking into account the crucial importance of this leading condition, which is reflected in the methodological recommendations developed by us. The implementation of this condition made it possible to ensure the unity of students' mastering the basics of design and the development of their creative activity. It was important to select the content of the training tasks in such a way that the students' computer literacy level was constantly taken into account and at the same time the level and prospects for the development of their creative activity in packaging design classes. This pedagogical idea was put into the program of experimental work and was reflected in the methodological recommendations developed by us for the classes.

The student's interest in the proposed educational and creative task is the most necessary condition for the manifestation and, consequently, the formation of creative activity. To arouse such interest, to maintain and develop it, a system of pedagogical tools was used, the use of which allowed teachers to educate students' creative activity, ensure its manifestation and development. When developing such a system, we proceeded from the fact that the activation tools used in a particular lesson will only act as a system that gives the necessary pedagogical effect when their selection and integration into this system will be carried out taking into account the specific task of a certain stage of the educational process and in their unity they will affect each component creative activity (motivational, orientation, content-operational, evaluative and volitional), which is also a component of the educational process [7].

As you know, complexes of means of activating students are the content, techniques and methods of teaching, as well as organizational activities. It is important that such a system of activating students' project activities be holistic in nature, so that pedagogically appropriate relationships are provided between its components, which makes it possible to increase the effect of such activities.

Conclusion

It should be noted that students are very interested in preparing and conducting such creative events, their sincerity and pleasure from informal communication with teachers and their fellow students. Students are convinced that creative meetings are an opportunity to open new frontiers in learning a language that is so important in the international political, economic and tourism arena.

The growth of interest in creative extracurricular activities is steadily growing from year to year, as students are increasingly confident that they can study a foreign language with pleasure, while obtaining high practical results [8].

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ОҚЫТУ ҮРДІСІ БАРЫНДА СТУДЕНТТЕРДІҢ ШЫҒАРМАШЫЛЫҚ ҚҰЗЫРЕТТІЛІГІН АРТТЫРУ

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Аңдатпа Білім беру жүйесіндегі педагогикалық-психологиялық қызметтің ерекшеліктеріне байланысты шығармашылық құзіреттілікті қалыптастыру өзекті мәселелердің бірі болып табылады. Шығармашылық құзыреттілікті қалыптастыру әр оқушының ішкі мүмкіндіктерін зерттеуді көздейді. Зерттеудің кең ауқымы білім беру жүйесінде оқушылардың шығармашылық қабілеттерін одан әрі байытатын дамыту бағдарламаларын құра отырып, шығармашылық қабілеттердің деңгейін анықтауға көмектеседі. Шығармашылық қабілеттерді дамытудың бір жолы – оқушыларды өнімді және кәсіби іс-әрекетке тарту.

Бұл мақалада болашақ мұғалімдердің шығармашылық құзыреттілік мәселелері және оның педагогикалық университет жағдайында қалыптасу ерекшеліктері қарастырылған. Бұл зерттеу шығармашылық құзіреттіліктің құрылымдық компоненттерін нақтылайды; педагогикалық жоғары оқу орындары студенттерінің шығармашылық құзіреттілігін қалыптастыруда интерактивті және эвристикалық оқытудың және, атап айтқанда, эвристикалық тапсырмалардың мүмкіндіктері анықталды; педагогикалық жоғары оқу орындары студенттерінің шығармашылық құзіреттілігін қалыптастыру моделі және оны жүзеге асыру шарттары теориялық тұрғыдан негізделді; Шығармашылық мотивацияны анықтау үшін түпнұсқа сауалнама әзірленді.

Зерттеудің практикалық маңыздылығы университеттің оқу үдерісіне болашақ мұғалімдердің шығармашылық құзыреттілігін қалыптастыру үлгісін енгізумен анықталады; зерттелетін қалыптасқан құзыреттілік критерийлерінің, көрсеткіштері мен деңгейлерінің жиынтығын анықтау, оның қалыптасу процесін бақылауға, талдауға және түзетуге мүмкіндік береді; педагогикалық университетте студенттердің шығармашылық құзыреттілігін дамыту үдерісін оқу-әдістемелік қамтамасыз етуді дамыту. Бұл материалдарды педагогикалық жоғары оқу орындарының студенттеріне арналған оқу-бағдарламалық құжаттаманы және оқу-әдістемелік кешендерін әзірлеуде жоғары оқу орындары тәжірибесінде пайдалануға болады.

Тірек сөздер: технология, коммуникация, оқыту, құзыреттілік, шығармашылық құзыреттілік, студенттер, университеттер, кәсіби білім

ПОВЫШЕНИЯ ТВОРЧЕСКОЙ КОМПЕТЕНТНОСТИ СТУДЕНТОВ В ПРОЦЕССЕ ОБУЧЕНИЯ

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Аннотация. В связи со спецификой педагогических и психологических услуг в системе образования вопросы формирования творческой компетенции является одной из актуальных проблем. Формирование творческой компетенции предусматривает изучение внутреннего потенциала каждого обучаемого. Широкий спектр исследования, оказывает содействие для определения уровня творческих способностей, создание развивающих программ, служащих дальнейшему обогащению творческих способностей, обучающихся в системе образования. Одним из лучших способов развития творческих способностей является привлечение обучающихся к продуктивной и профессиональной деятельности. Данная статья рассматривает вопросы творческой компетентности будущих педагогов и особенностях ее формирования в условиях педагогического вуза. В данном иследовании уточнены структурные компоненты творческой компетентности; выявлены возможности интерактивного и эвристического обучения и, в частности, эвристических заданий, в формировании творческой компетентности студентов педагогических вузов; теоретически обоснована модель формирования творческой компетентности студентов педагогических вузов и условия ее реализации; разработана авторская анкета выявления мотивации к творчеству.

Практическая значимость исследования определяется внедрением в образовательный процесс вуза модели формирования творческой компетентности будущих педагогов; выявлением комплекса критериев, показателей и уровней сформированное исследуемой компетентности, позволяющих осуществить контроль, анализ и корректировку процесса ее формирования; разработкой учебно-методического обеспечения процесса формирования творческой компетентности студентов педагогического вуза. Данные материалы могут быть использованы в практике высшей школы при разработке учебно-программной документации и методических пособий для студентов педагогических вузов

Ключевые слова: технология, коммуникация, обучение, компетенция, творческая компетентность, студенты, университеты, профессиональные знания