

Conditions for Shaping Students' Creative Resources at English Classes

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Abstract-The accumulation and analysis of pedagogical conditions and their classification are presented in this paper. The indicators and levels of the student creative resource effectiveness in learning a foreign language are found and defined. Pedagogical conditions are aimed at interest and motivation developing for the foreign language creative study: the cultural universals availability; incentives development for creative language learning; educational materials artistry and authenticity as well as the conditions for creating a humanistic educational environment: the subjectively-activities approach and the educational process communicative orientation on the basis of the play competitiveness, the role of the teacher-facilitator promotes the student's creative potential development in the process of mastering an English language.

Keywords-*creative resources, cultural universals, facilitation, foreign language study*

I. INTRODUCTION

Student years are the period of personality active life, self-development and professional self-affirmation. The creative resource of younger generation is developing in this motivational field. Pedagogical conditions are considered mainly within the framework of traditional educational system and activities. At the same time there arises the need to reveal their potentialities in the higher professional education student's personality creative development. The purpose of the presented work is to define and specify the pedagogical conditions that contribute to the student's creative potential building in the process of learning a foreign language.

The effectiveness of the foreign language creative learning in our opinion is to be achieved by observing and compliance with a set of the following pedagogical conditions:

- conditions, contributing to the achievement of goals based on the development of foreign language learning interest and motivation in creativity: the inclusion of cultural universals in the educational process; the incentives development for the creative language learning; the linguistic material selection and optimization in terms of artistry and authenticity.

- conditions, conducive to the creation of a humanistic educational environment for self-formation and self-

actualization (striving for the fullest possible identification and development of one's abilities):

Since national cultures are diverse and significantly different, the foreign culture assimilation is accompanied by considerable difficulties. The overcoming of socio-cultural, mental and language barriers is promoted by cultural universals, bringing different cultures together. Cultural universals arise because all people, in whatever part of the world they live, are physically the same: they have the same biological needs and face the common problems that the environment poses to mankind. Cultural universals are the eternal ontological and existential constants of human existence, the fundamental categories of the world picture and the total axiomatics of inner experience [1].

II. METHODOLOGY

Many researchers have been involved in the problem of universal cultures. So D.P. Murdoch and his colleagues developed a classification of 88 general behavioral categories that are presented in all cultures, including "search for food", "clothing", "habitat", "property", "travel", "visual arts", "social stratification", "family ties", "religion", "childhood", "death" [2].

Thus, cultural universals create an understanding of the cultural environment, determine the process of primary enculturation; at the same time they are the basis that provides mutual understanding in dialogical communication, which contributes to the establishment of a single and at the same time a diverse world. In all languages, there are similar categories (nouns, verbs, adverbs and adjectives), and there is a possessive pronoun and genitive case. We can discuss not only events, people, qualities, things and actions, but also existential feelings such as jealousy, fear, hatred, love, admiration, etc. These ones and other universals show that languages are not so different, as it may seem. At the heart of any language existence there are universal mental operations.

To communicate in a foreign language, you need an interesting material for learning and a real environment for revealing the creative potential of students. The importance of interest in any subject study cannot be overestimated. Interest concentrates attention, sharpens the impression, provides repetition and creates a wealth of associations.

Interest attracts the desire to study the subject [3]. Art brings man closer to the knowledge of life, reveals the charm of the world and its tragedy. Art is a socio-aesthetic phenomenon reflecting universal human values [4].

Many scientists, such as D.B. El'konin, M.F. Stronin, A.S. Makarenko, V.A. Suhomlinsky engaged in the teaching foreign languages methodology, rightly paid attention to the fact that gaming in a foreign language lesson organizes the process of training as close as possible to natural communication [5]. The game takes a special place in the training system: it is synthetic, because it is both a method and a form of teaching organization, synthesizing practically all methods of active learning. The game, being entertainment and relaxation is able to grow into learning, into creativity, into a model such as human relations revealed in labor. According to A.V. Konyshva [6], the active game forms training makes the teaching more meaningful and more qualitative: the game draws into the active cognitive activity of each student individually and all together being an effective way for the educational process managing on the teacher' part; the game is a free activity, giving the choice, self-expression, self-determination and self-development for its participants; the game has a certain result and stimulates the learner to achieve the goal (victory) and the way awareness how to achieve the goal.

The foreign language training content is not based on the study of the prepared texts, but in the process of actual life situations discussing. Students have the opportunities to talk about their actions, express their attitude to what is happening, justify and defend their own opinions. [7]. It is important for the teacher to achieve simultaneous mastering of knowledge and positive attitude formation towards them, which implies changes in the structure of education: in the training environment, in teaching materials and aids, in the teacher-student relationships and especially in the teacher's role as a facilitator.

III. RESULTS

The main problem facing the teachers is the conditions creating for maximum disclosure of the student's creative capabilities. The formation of such conditions becomes possible with the communication intensification between the teacher and students, aimed at increasing the student's knowledge horizons, their general culture and education growth, as well as the culture of thinking and speaking. Language training on the basis of dialogical interaction makes certain demands, both to the student and to the teacher. The teacher needs to create conditions in the group where each member of it would be valuable on his own, could feel as if he is in reality; to overcome psychological discomfort in an unfamiliar situation; to achieve the correspondence of external behavior to the inner experiences, to show off his individuality. The problems creative solution is being filled with a personal meaning, becomes the speech behavior stimulus, and raises the student's self-assessment. Humor, excitement and emotional atmosphere greatly increase the interest, and,

consequently, the activity and effectiveness of linguistics assimilation stimulate memorization processes (including involuntary). The result of this interaction is not only foreign language mastering, the students' readiness to participate in all kinds of true communication, but also the abilities development to different identities, and, as a result, the motivation for understanding another culture, the dialogue that facilitates the cultural values mutual enrichment. Students develop the abilities towards the partner cooperation and the need for it, striving for the most productive and effective relationships. This significantly results in reducing the level of anxiety, isolation, hostility - factors that negatively affect mental state both of an individual and the society as a whole [8].

The variety of methods and techniques creates students' interest in the educational and cognitive activities, which is an important factor for developing a motivated attitude towards foreign language studies. Investigating the problem of the correspondence of certain methods and techniques to the most effective formation of a student's creative resource in the process of studying a foreign language, we come to the conclusion that the optimal choice of means corresponds to active methods (tools games - puzzles, crossword puzzles, charades, intellectual games - quizzes, contests, auctions, role-playing, business, simulation games). In the foreign language learning creative context, the use of the presented methods increases and the reproductive methods are on the wane.

IV. MAIN PART (EXPERIMENTAL WORK)

Before the experimental work we elaborated the indicators and levels of students' creative resources effectiveness formation in the language learning process:

1. The awareness to improve the foreign language study.
2. The need for communicative gaming activities on the agon basis in the classroom.
3. The desire to use extra audio-visual aids and literature for cultural knowledge and language phenomena mastering.
4. The desire to perform extraordinary tasks and creative work in the process of foreign language training.
5. The steady interest in rhyming in the process of language training.

Low level: Lack of desire to learn the language as a means of learning cultural values and communication. The students' reluctance is to perform extraordinary and creative tasks. No interest in rhyming, in the use of Internet sources, additional audio-visual aids and literature for cultural knowledge and language phenomena mastering. No wish and stiffness in communicative gaming activity on the agon basis in foreign language training. Unwillingness is for independent learning.

Intermediate level: The presence of episodic interest and motivational need for the use of language as a means

of culture and communication learning. Motives and interest are in creative tasks performing and rhyming with the teacher's participation. The use of Internet sources, extra audio-visual aids and literature. Regular participation in active game forms on the basis of competition in classes.

High level: Steady interest and constant strive for cultural creative perfection in the process of foreign language learning. Strong emotions are for foreign language communication, for active participation in the gaming activities in the classroom. The steady strive is for creative tasks self-fulfillment. Systematic use of Internet sources, extra audio-visual aids and literature, active use of additional language material for creative works performance. Students' desire is to constant creative improvement of foreign language training.

During the research work in the control group (CG) and experimental group (EG), the following empirical methods were used: observation of students' activities (their attitude to individual and collective creative tasks, the abilities to solve unusual tasks in class, the students' abilities to react and act in educational situations close to reality); conversations with students (students' interests identifying, determining the level of motivation for learning the language, finding out sources of knowledge); questioning and tests carrying out. The initial levels of the foreign language learning creative potential formation were determined due to the primary diagnosis, elaborated criteria and levels of effectiveness in the students' creative resource formation during the language training.

TABLE 1. STUDENTS' CREATIVE RESOURCE FORMATION INITIAL LEVEL

Groups	Levels		
	low	medium	high
CG-25 students	47 %	44 %	9 %
EG-25 students	42 %	51%	7 %

The students of the experimental group studied the language according to the special program "Language and Cultures Polylogue", which contains an extra cultural unit with musical and artistic components. The course topical content corresponds to the university educational curriculum and thematic plan and program. Different is the materials content, teaching methods and forms of learning activities. In the experimental group the language training was conducted using the following: the teaching manuals by R. Haley "Original conversational English in Dialogues, Jokes & Proverbs" [9], "Business before pleasure" by L.I. Kaminskaya [10], "English grammar in verse" by B.Y. Lebedinskaya [11], the collection of quotes "Thoughts that help us live" [12] and "World Culture" (quiz) by V.V. Kabakchi [13], the author's textbook "The Artistic Aspect in the Study and Improvement of the English Language" [14], a collection of world hits lyrics with audio application, a poems notebook "Russian Song in Translation into English" by A.V. Terenin [15].

Taking into account the personal interests and needs of the trainees, the program "Language and Cultures Polylogue" is communicatively-oriented, cognitive and creative. The student acts as a full participant in the learning process, built on the principles of a conscious partnership with the teacher, which is directly related to the development of self-activity, creative activity and personal responsibility for the result. The main factors in the program are: the creative tasks predominance, the group and collective classes, the individual-differentiated approach that takes into account the students' individual abilities that is expressed in the assignments independent fulfillment in classes and at home, in the teacher' recommendations for additional literature independent study, in involving the students with individualistic traits (inclinations) into collective forms of work. The presented factors form creative independence for students and thinking in the search for interesting cognitive information. The program material reflects the universal values, achievements of the world and national cultures, taking into account general pedagogical and particular methods (cultural approach, artistry, creative activity). The ultimate program goal is to stimulate the personality to active creative activity in the process of learning English. An integrated approach to classes is revealed by teaching methods based on the agon play activities using the musical and artistic components. The sequence of studies is determined by the order of studying topics reflecting universal human values: family, friendship, languages, cinema, music, nature, traditions, health, world achievements, famous humanists who are represented in a non-linguistic high school in the first year, according to the requirements of the standard program. Melodious hits ("Imagine", "Yesterday", "I just called to say I love you", "Friends will be friends" and others), allotting peace, love, friendship with simple language are effective creative means for learning. Selected according to the principles of accessibility, according to prevailing grammatical phenomena, the classical and modern poetry promote abilities for rhyme-making in view of their artistic values and methodological perfection, as any grammatical and lexical material is more quickly and more easily assimilated in poetic form.

During the experimental training, the students overcame certain psychological barrier; they lost the stiffness that was at the beginning of the training. Classes were held in relaxed conditions; successfully performed tasks caused the feeling of emotional uplift and encouraged most of guys to do the same work. In doing individual assignments, the students had a noticeable desire to use extra literature.

Listening to a song, the students were asked to guess its name and characterize it (soothing, melodious, pathetic), selecting 3-5 adjectives that convey, in their opinion, the musical mood. As homework students were asked to do a literary translation of some poems. When watching a movie episode (1-2 minutes' dialogue) the students wrote down replies and thereby duplicated the characters, showing and

developing their artistic abilities. While watching the video course "Family album" about the life of the American family Malkon, students were given the opportunity to make up their "Family tree" in analogy with the family tree of the Malkon family.

According to the quotes and sayings in the book "Thoughts that help to live", an "Auction of knowledge" was conducted on the correct interpretation of the stated dictum, for example: A friend is a person with whom I may be sincere. Standing before him I may think aloud. The answers were: S.I.: "A friend is a person whom I trust. For him, I may think out loud." A.H.: "A friend is a treasure I keep all the life. In his presence I can say everything loud" D.P.: "A friend is a person whom I may be thankful and frank. With a friend I can think out loud."

The role-playing game "Today I'm" allowed the students to develop creative thinking and imagination, this contributed to the creation of an emotional upsurge in the classroom. The students presented their state of mind through the image-emblem. For example, D.P.: "Today I'm a cup full of knowledge", A. X: "Today I'm a clown amusing myself and my friends", J.B. "Today I'm a closed book". The winner received the medal and the title "Mr. Fantasy", S.R.: "Today I'm an empty house without electricity". In the process of studying Present Perfect the students were asked to do a literary translation of the poem "No enemeis" by Ch. Mackay for appealing irreconcilable attitude to human vices and creative activity development. Such kinds work as: a role-playing game "Presentation of a new edition", a cognitive program "Do you know?", a music sitting- room, the "golden rules" compilation of business telephone conversation, advertising, interviews, the institute invented conduct rules stimulate students to active cognitive and culturally creative activities, developing personal responsibility for the result. The students' second diagnosis (CG and EG) to identify the effectiveness levels changes in the students' creative resources formation during the language training showed that the foreign language teaching under the program "Language and Cultures Polylogue"; the use an extra cultural unit with a humanistic trend, added with a musical and artistic components; the agony game forms of training, contributed to the interest growth in the creative study of a foreign language and cultural values, increased motivation for foreign language communication and cultural creative studying, which reflected in a high level of the students' creative resource formation during the linguistic study as a means of world culture assimilation and finally in the language training quality of the students.

TABLE 2. STUDENTS' CREATIVE RESOURCE FORMATION FINAL LEVEL

Groups	Levels		
	low	medium	high
CG-25 students	40 %	48 %	12 %
EG-25 students	29 %	53%	18 %

The main criteria of the creative study effectiveness were: an increased interest in the foreign language creative study; the increasing cultural erudition; the growth dynamics in the number of students with a high level of creative resources in the process of language training.

V. CONCLUSIONS

Teaching a foreign language in creativity, taking into account the pedagogical conditions presented by us (the subject-activities approach to learning, the educational process communicative and creative orientation, the cultural universals in the content of the education, the development of incentives and the growth of interest in the language creative learning, the linguistic materials optimization in terms of information, authenticity, artistry, the role of the teacher-facilitator) is an effective and humane means of technical schools students' creative potential formation in the process of foreign language learning, ensuring the development of students' creative independence and activity in linguistic study, the motivation on other cultures understanding, the dialogue that promotes mutual enrichment of cultural values. The prospects of the program "The Polylogue of Language and Cultures" was manifested and proved by various creative students' works, by the EG students' active taking English courses in the preparation of professional translators, by participation in the interuniversity language contests, by the elaboration and publishing joint teaching aids, by taking part in international conferences and by communication with foreign specialists.

Developed forms of training with hits and verses, with audio and video material; the selected creative lexical and grammatical assignments in poems and songs can be used in English classes in secondary and higher vocational education schools, as well as at extra linguistic courses and in second foreign language teaching.

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