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Modern approaches to educating the creative personality of the new generation of specialists

The main idea of the education reforms in Ukraine is its development on the principle of continuity, which involves the constant replenishment and updating of human knowledge, its spiritual perfection from early childhood to old age. The understanding of who an educated person is has changed. If in the previous education paradigm it was a "person who knows a lot", and then in the present one - it is an individual-oriented towards the values of education as a leading activity in the structure of their lifestyle.

In accordance with the new requirements the nature of higher education changes, which is now aimed at educating a person capable of original non-standard thinking, the adoption of independent decisions and self-development - the quality inherent in the creative person. For students, the creative activity becomes a form of knowledge of the material-objective world; it reveals the possibilities of the individual, and shows new ways of self-improvement. Therefore, the problem of developing creative abilities of students in the course of educational and

cognitive activity acquires an exceptional relevance. It is studied by many sciences, including psychology, pedagogy and sociology.

The works of such prominent scholars as N. Mitropolskaya, V. Lichkovakha, T. Reisenkind, Z. Gippets cover the problem of the development of creative abilities of students. Scientists believe that managing the creative process and the development of creative abilities is quite difficult. Influence on the organization of such activities is possible only under certain conditions, in particular: to conduct classes in an atmosphere of mutual understanding and co-creation, perceiving each student as a person; to give preference to the dialogical form of conducting classes when students have the opportunity to think independently, to make proposals, to defend their own point of view, giving their own arguments; it is advisable to create situations of choice at classes and to enable students to carry it out.

Creative personality can be considered as the subject of creative activity and important social and creative actions that are carried out in a certain social environment.

As the peculiarities of the creative personality Y. Ponomarev considers the following qualities: the extreme tension of attention; high vulnerability; integrity of perception; intuition; fantasy, fiction; gift of anticipation. [5].

Many scholars explore the phenomenon of creativity and creative abilities, but they all tend to think that the creative person is different from the other personalities, as well as to the fact that only creative person can form a creative person [1].

Compliance with certain organizational and methodological conditions can significantly contribute to the development of the creative potential of students:

- systematic organization of work with students to create a creative vision of the world;
- proper level of lecturer's teaching skills for the effective development of creative values;
- integration of various types of student creativity to deepen the perception of the world picture through works of art and their figurative reproduction in their own creative activity;
- use of the educational potential of the family, which stimulates the student's creative activity;
- organization of creative activity, orienting on individual peculiarities of perception and emotional attitude.

Performing creative tasks must take into account the individual characteristics of students to select the material of the appropriate level of complexity and the volume of teacher's intervention in their implementation. Similar tasks form the skills of independent activities.

Only profound teacher's knowledge of the features and potential of students, the ability to use and develop their own potential when communicating with them, increase the interest of students to study, cause a desire to creatively master new knowledge, to study the world around them, and other people in the world.

Motives and will play an important role in the disclosure of students' creative abilities and their transformation into creative activity. That is why the educational activity of higher educational institutions should form and enrich motives of creative activity of future specialists. Educational influence of the teacher, the collective, public organizations stimulates the ideological and moral awareness of the emerging motive, spiritual and physical possibilities for achieving the goals and certain results of the activity.

The task of the teaching staff and student organizations is to form, firmly consolidate an active civil life position in accordance with the needs of the society and the personality of the student himself. Independence, responsibility, activity - these are the properties of life position of the individual in general and creative in particular.

Formation and development of the creative activity of a future specialist requires an adequate system of interaction between a student and a teacher, since a creative person can form only a creative personality. An important factor in the formation of a creative personality is the development of autonomy and responsibility of the student in solving cognitive, socio-political, labor and moral problems [2].

One of the conditions for the formation of a student's creative personality is the formation of interest in his future professional activities and stimulation of his work. In this regard, the experience of those universities that carry out comprehensive work on attracting young people to higher education, as well as work with entrants, on the identification and development of creative individuality of future students at the pre-university stage of professional orientation deserves proper attention.

The rapid progress of Information Society directs training aims to not only the reproductive activity of students, which based on the reproduction of educational material, but also on productive activities.

For these aims we can use the method of projects, enabling students studying foreign languages to show their creativity, to discover something new, to make the experience of creative activity, because creativity is the highest level of active and independent human activity.

For the first time the method of projects was introduced by American scientist John Dewey at the beginning of the XX century as pointing training students to research work which takes into account their interests. Later, it was used in Soviet education. But it was not used logically, and as a result the method of projects was found ineffective. In Ukrainian pedagogical practice the method of projects appeared in the last decade due to international organizations that develop educational projects. Unfortunately, today in Ukrainian high schools there is very small experience of using the method of the projects in the modern educational process.

We, at the department of foreign languages at KNU, give the preference to using educational role-plays and projects. The system of projects, role-plays and video situation can greatly widen our horizons of creation within the suggested methods. It encourages the students to work independently and together and involves genuine communication. It takes language learning out of the classroom into a real world.

The main opportunities of this method are the identification of problems, analyzing them, finding ways to determinate them, work with information from various sources, find the necessary sources, such as information in scientific or media sources, using information for solving the aim.

A good example of using the method of projects for students who learn foreign languages is making some creative projects such as the presentation of the country whose language we study, or presentation of our country, its traditions or holidays. These presentations can be made with the help of the special programs for creating presentations. An effective presentation requires skills such as clarity and phrasing, linking and timing interventions.

Therefore using the method of projects at the lessons of foreign language promotes to deep and conscious learning of the basic knowledge due to using in different situations. During this activity students can better show their creativity and discover something new, because their future self-determination depends on skills to use their knowledge. The main advantage of the method of projects is that the students get knowledge during independent creative activity.

Educational projects as a method of English learning is closely connected with the problem of developing the teacher's project culture. They are: motivate the learners, organize class, practice, design the materials, collect information, and assemble the end-product (presentation in public).

Proceeding from the needs of today, in an effort to educate the students by modern requirements, Kryvyi Rih National University, headed by the administration, teachers and all other employees are trying to promote the development of creative abilities and cognitive interests of the students in every possible way. This is evidenced by the active participation of students in the work of international scientific and practical conferences of Kryvyi Rih national university and other universities of Ukraine. Students' works are presented to an external competition; they successfully defend the university at All-Ukrainian Olympiads on different disciplines.

One can not but mentions the role of the Department of Foreign Languages in inculcating students with the skills of educational and research activity, as well as the love of foreign languages and respect for other cultures. This is evidenced by the Festival of European Cultures, which is being held for the fifth consecutive year. Each festival has its theme, but it is always aimed at attracting as many students as possible from different faculties, courses, with different language skills and abilities. It is these events that are made by individuals from a group of like-minded people who combine common goals and interests.

Last year, the festival was called "Raise your voice", that is, "Say Your Word." This event was aimed at emphasizing the attention of young people on the importance of learning a foreign language in social, cultural, political and linguistic discourse; the formation and development of a democratic linguistic culture as an integral part of the personality of a student - a citizen of an independent European state; the promotion of intercultural dialogue aimed at increasing multilingualism, tolerance and intercultural understanding; provide the opportunity to demonstrate linguistic knowledge, language and speaking skills, to show artistic and creative abilities.

"French Spring" is a holiday of beauty, beauty of a language, music, poetry and French cinema, which attracts even those who do not understand French. It has become a good tradition to invite guests from France, who, like no others, can awaken the desire to learn this wonderful language and get to know more about the culture of this country. Foreign

students, the vast majority of whom come from the French-speaking countries, have the opportunity to show themselves, their creative abilities along with Ukrainian students, to feel equal members of the student community.

Another form of manifestation of research activities is the Debate on the current issues of modern education, science, economics, which also is held by the Department of Foreign Languages every year. The format of the Debate involves working on the principle of "round table", which discusses the issues raised. During the discussion, students defend their own positions and offer solutions to the problem. In order to freely debate on a particular topic, it is necessary to undertake a tremendous effort to find and analyze relevant sources of information for the formation of one's own judgment, which he / she can prove. To motivate a student for such activities is possible if he/she has a cognitive interest, which is formed by a teacher - a person who can lead, to be a model and, in the end, a personality. A confirmation of this was the scientific and practical conference "Students' academic mobility: pros and cons", which was held in the form of a debate.

The conference was held with the support of the Ukrainian Union of Higher School Germanists, the France-Ukraine Exchange Federation, and the US Peace Corps in Ukraine. The purpose of the debate is to teach students the study of controversial issues, critical thinking, and the ability to tolerate different perspectives.

The conference was supported by the administration of the KNU, headed by prof. Stupnik M.I. Foreign students and students of economics, construction, and information technology faculty became the rival teams.

The purpose of the conference was to attract students to the European educational space, to include them in an international academic exchange. It was important that the debates took place in a foreign language. Students learnt to debate, defend their positions. And, therefore, they have the necessary level of knowledge of English as well as the problems of the conference.

Participants of the conference worked in teams of three people and studied the proposed issues. Teams gave arguments and put straight questions to their opponents. Each team consisted of three speakers, each of which had its responsibilities: the team offered its arguments, which had to be maintained or refuted during the game. Debates as technology and method have its responsibilities. It's not just a free exchange of thoughts on any issue. This method is a formalized controversy over certain rules and

has a framework character. For a debate, the presence of two opponents who are trying to convince the third party (judges) of the correctness of their argument is a prerequisite. The party wins the argument, which will defend its position more reasonably. Such activities help young people develop their analytical thinking skills, learn to appreciate collaborative work in a team, gain useful skills (including oratory, problem analysis, argumentation, critical thinking, and analytical thinking). So, it once again confirms that our students are developed, talented, think creatively. In addition, it broadens their horizons and provides a deeper understanding of contemporary reality. During the classes, students learn about the traditions, history, literature and many other aspects of the life of the people who speak the language they are studying at the university.

Elements of the debate are often used in the process of teaching students, which successfully supports so-called motivation, since at each point of the process conditions are created to apply the acquired knowledge, skills, which in turn provides a stable positive attitude to learning.

The debate has become an important event for the students, because it is a great experience for them to form their point of view in English. We were pleased with the students' ability to analyze the problem, to argue and skillfully represent it.

Today, nobody doubts that a foreign language should be known and studied more than just "read and translate with the dictionary." Therefore, the department of foreign languages clearly understands its task to give young people a maximum of knowledge. After all, to be successful, it is not enough to be professionally trained. Knowledge of a foreign language gives them the tool of professional activity that will allow them to work in international companies, apply their knowledge at the level of world standards.

Significant emphasis was placed on the use of modern technologies as modern teaching and learning techniques. It is the use of multimedia, the Internet, social networks, which makes a significant contribution to raising the level of both the conference itself and its participants - students. This, undoubtedly, is of great importance for raising the level of language training of our students, their involvement in the best of European and world experience.

It is worth noting once again that such events increase the interest in learning a foreign language. Students, taking an active part in such events, receive motivation for successful creative training.

Taking into account the above-mentioned facts, it can be concluded that the Kryvyi Rih National University is making significant efforts to give students the opportunity to creatively develop, demonstrate their abilities in various fields.

All this testifies to the fact that it is necessary to diversify the educational activities of students, which will greatly contribute to the formation of positive motivation in their education, development of their creative abilities and active cognitive activity.

Teachers must be wise and tolerant, believe in students, relying on their positive qualities in educational work. Higher educational institutions are intended to promote the development of students' creative abilities. The task of the teacher is to find contact with each student, to stimulate his cognitive and creative interests.

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Abstracts

HOLIVER NADIYA. Nowoczesne podejście do kształcenia kreatywnej osobowości fachowca nowej generacji. Artykuł jest poświęcony zagadnieniu kształtowania zdolności twórczych i zainteresowań poznawczych spośród młodzieży studenckiej. Rozważane są główne kierunki rozwoju osoby kreatywnej w zależności od współczesnych potrzeb społecznych. Należy zauważyć, że twórcza aktywność staje się formą wiedzy o świecie materialno-objektywnym; identyfikuje osobowe możliwości, nowe sposoby rozwoju osobistego. Dlatego problem rozwijania twórczych zdolności studentów w trakcie aktywności edukacyjnej i poznawczej nabiera znaczenia wyjątkowego. Autor uważa, że na organizację działalności twórczej można wpływać tylko dotrzymując pewnych warunków, w szczególności: prowadzić zajęcia w atmosferze wzajemnego porozumienia i współtworzenia, postrzegając każdego studenta jako osobę; nadawać pierwszeństwo dialogowej formie prowadzenia zajęć, gdy studenci mają możliwość: samodzielnego myślenia, zgłaszania propozycji, obrony własnego punktu widzenia, przedstawiania własnych argumentów; na zajęciach wskazane jest stawianie studentów przed wyborem i umożliwienie jego dokonania. Autor twierdzi, że przestrzeganie pewnych warunków organizacyjnych i metodologicznych może znacząco przyczynić się do rozwoju potencjału twórczego studentów, a mianowicie: twórczą wizję świata poprzez systematyczną organizację pracy ze studentami; rozwój wartości twórczych poprzez odpowiedni poziom umiejętności wykładowcy; pogłębienie percepcji świata poprzez integrację różnych typów kreatywności studentów, dzieł sztuki i ich figuralnej reprodukcji w ich własnej twórczości; indywidualne cechy percepcji i postawy emocjonalnej poprzez wykorzystanie potencjału edukacyjnego rodziny, organizację twórczej działalności. Autor podkreśla, że przy wykonaniu zadań twórczych musi się uwzględniać indywidualne cechy studentów, aby wybrać materiał o odpowiednim poziomie złożoności i wielkość interwencji wykładowcy w ich realizacji. Artykuł rozważa konkretne przykłady kreatywności studentów podczas Festiwalu Kultur Europejskich, debatów oraz klubów na bazie Uniwersytetu Narodowego w Krzywym Rogu.

Słowa kluczowe: twórcze zdolności, aktywność edukacyjna i poznawcza, warunki organizacyjne i metodologiczne, potencjał edukacyjny rodziny, twórcza wizja świata.

ГОЛИВЕР НАДІЯ. *Сучасні підходи до виховання творчої особистості фахівця нового покоління.* Стаття присвячена проблемі формування творчих здібностей і пізнавальних інтересів студентської молоді. Розглядаються головні напрямки розвитку творчої особистості відповідно до соціальних потреб сьогодення. Зазначено, що творча діяльність стає формою пізнання матеріально-предметного світу; виявляє можливості особистості, нові шляхи власного вдосконалення. Тому проблема розвитку творчих здібностей студентів у ході навчально-пізнавальної діяльності набуває виняткової актуальності. Автор вважає, що впливати на організацію творчої діяльності можливо лише за певних умов, зокрема: проводити заняття в атмосфері взаєморозуміння і співтворчості, сприймаючи кожного студента як особистість; надавати перевагу діалогічній формі ведення занять, коли студенти мають можливість: мислити самостійно, вносити пропозиції, відстоювати власну точку зору, наводячи власні аргументи; на заняттях доцільно створювати ситуації вибору і давати можливість студентам здійснювати його. Автор зазначає, що дотримання певних організаційно-методичних умов може суттєво сприяти розвитку творчого потенціалу студентів, а саме: творчого бачення світу через системну організацію роботи зі студентами; розвиток творчих цінностей через належний рівень педагогічної майстерності викладачів; поглиблення сприйняття картини світу через інтеграцію різних видів студентської творчості, творів мистецтва і їх образного відтворення у власній творчій діяльності; індивідуальні особливості сприйняття та емоційного ставлення через використання виховного потенціалу сім'ї, організацію творчої діяльності. Автор підкреслює, що виконуючи творчі завдання необхідно враховувати індивідуальні особливості студентів для добору матеріалу відповідного рівня складності та об'єму втручання викладача у їх виконання. Стаття розглядає конкретні приклади творчості студентів під час проведення Фестивалю європейських культур, дебатів та клубів на базі Криворізького національного університету.

Ключеві слова: творчі здібності, навчально-пізнавальна діяльність, організаційно-методичні умови, виховний потенціал сім'ї, творче бачення картини світу.

ГОЛИВЕР НАДЕЖДА. *Современные подходы к воспитанию творческой личности специалиста нового поколения.* Статья посвящена проблеме формирования творческих способнос-

тей и познавательных интересов студентов. Рассматриваются основные направления развития творческой личности в соответствии с социальными потребностями сегодняшнего дня. Отмечается, что творческая деятельность становится формой познания материально-предметного мира, которая выявляет возможности личности, новые пути совершенствования. Поэтому проблема развития творческих способностей студентов в ходе учебно-познавательной деятельности приобретает исключительную актуальность.

Статья раскрывает условия, при которых возможно влияние на организацию творческой деятельности. Автор считает, что необходимо проводить занятия в атмосфере взаимопонимания и сотворчества, воспринимая каждого студента как личность; отдавать предпочтение диалогической форме ведения занятий, когда студенты имеют возможность мыслить самостоятельно, отстаивать свою точку зрения, приводить собственные аргументы. Автор отмечает, что соблюдение определенных организационно-методических условий может существенно способствовать развитию творческого потенциала студентов. Делается вывод о том, что системная организация работы со студентами с целью формирования творческого видения мира, надлежащий уровень педагогического мастерства преподавателей для эффективного развития творческих ценностей, интеграция различных видов студенческого творчества с целью углубления восприятия картины мира через произведения искусства и их образного воспроизведения в собственной творческой деятельности, использование воспитательного потенциала семьи стимулирует творческую активность студента. Автор считает, что выполняя творческие задания необходимо учитывать индивидуальные особенности студентов при подготовке материала соответствующего уровня сложности и объема помощи преподавателя при их выполнении. В статье приведены конкретные примеры творчества студентов во время проведения Фестиваля европейских культур, дебатов и клубов на базе Криворожского национального университета.

Ключевые слова: творческие способности, учебно-познавательная деятельность, организационно-методические условия, воспитательный потенциал семьи, творческое представление картины мира.

HOLIVER NADIYA. Modern approaches to educating the creative personality of the new generation of specialists. The article is devoted to the problem of formation of creative abilities and cognitive interests of students. The main directions of development of the creative person

according to the social needs of the present are considered. It is noted that creative activity becomes a form of knowledge of the material-objective world; identifies personality possibilities, new ways of one's personal development. Therefore, the problem of developing the creative abilities of students in the course of educational and cognitive activity is of an exceptional relevance. The author believes that influencing the organization of creative activity is possible only under certain conditions, in particular: to conduct classes in an atmosphere of mutual understanding and co-creation, perceiving each student as a person; to give preference to the dialogical form of conducting classes, when students have an opportunity: to think independently, to make suggestions, to defend their own point of view, presenting their own arguments; it is advisable to create situations of choice at classes and to enable students to carry it out. The author notes that the observance of certain organizational and methodological conditions can significantly contribute to the development of creative potential of students, namely: the creative vision of the world through the systematic organization of work with students; development of creative values through the proper level of teacher's teaching skills; deepening the perception of the world picture through the integration of various types of students' creativity, works of art and their figurative reproduction in their own creative activity; individual peculiarities of perception and emotional attitude through the use of the educational potential of the family, organization of creative activity. When performing creative tasks the individual characteristics of students to select the material of the appropriate level of complexity must be taken into account. The article examines the examples of students' creativity during the European Cultures Festival, debates and clubs on the basis of the Kryvyi Rih National University.

Keywords: *creative abilities, educational and cognitive activity, organizational-methodical conditions, the educational potential of the family, creative vision of the world picture.*