

## THE CREATIVITY OF FUTURE ENGLISH LANGUAGE TEACHER IN THE CONDITIONS OF MODERNIZATION OF MODERN EDUCATION

### ТВОРЧІСТЬ МАЙБУТНЬОГО ВЧИТЕЛЯ ІНОЗЕМНОЇ МОВИ В УМОВАХ МОДЕРНІЗАЦІЇ СУЧАСНОЇ ОСВІТИ

*The article theoretically analyzes the features of the creative development of the future foreign language teacher. The creativity of foreign language teacher is characterized by the following features: the existence of a contradiction in a problem situation or a creative task, the presence of objective social, material and subjective prerequisites for creativity in the process of learning a foreign language, novelty and originality of views on the process and result of learning.*

*It is determined what a creative approach is in professional and pedagogical activity and the importance of its use in teaching a foreign language. This is, in particular, a set of natural and acquired qualities tied into the system, which determine the professional ability of the teacher to perform his professional duties at a given level, the base of pedagogical knowledge, skills in unity with the developed ability of the teacher to actively think, create, act, embody his intentions in life and achieve the projected results.*

*The main components of creative potential of the future foreign language teacher are summarized and the list of conditions under which effective development of the creative potential of the foreign language teacher is achieved is highlighted. The main characteristics of a creative teacher are highlighted: attitude to creativity as a value of human existence; the need for creative activity; a creative attitude towards oneself and the surrounding world; readiness for choices and transformations in pedagogical activity; striving for high results and creative achievements.*

*The tasks facing the modern creative teacher of a foreign language are specified, namely the creation of an educational environment that would promote the development of creative thinking of future teachers who are able to make non-standard, effective decisions in the conditions of rapid informational and technological development of modern society.*

*It was determined that the training of a future foreign language teacher in the system of higher education is based on such components as motivational, target, subject, object, technological, effective, which contribute to the development of the personality in the creative direction which in turn determines the potential of the future teacher in the condition of higher education.*

**Key words:** *creativity of future teacher, professional activity, content learning of a foreign language, creative potential, creative approach.*

*У статті теоретично проаналізовано особливості творчого розвитку майбутнього*

*вчителя іноземної мови. Творчість педагога іноземної мови характеризується наступними ознаками: існування протиріччя у проблемній ситуації або творчому завданні, наявність об'єктивних соціальних, матеріальних та суб'єктивних передумов для творчості у процесі вивчення іноземної мови, новизна й оригінальність поглядів на процес і результат навчання.*

*Визначено що таке творчий підхід у професійно-педагогічній діяльності та важливість його використання у викладанні іноземної мови. Це зокрема сукупність зв'язаних у систему природних та набутих якостей, що визначають професійну спроможність вчителя виконувати свої професійні обов'язки на заданому рівні, база педагогічних знань, умінь в єдності з розвинутою здатністю педагога активно мислити, творити, діяти, втілювати свої наміри в життя та домагатися запроєктованих результатів.*

*Узагальнено основні компоненти творчого потенціалу майбутнього вчителя іноземної мови та виділено перелік умов, за яких досягається ефективний розвиток творчого потенціалу вчителя іноземної мови. Виділено основні ознаки творчого педагога: ставлення до творчості як до цінності людського буття; потреба у творчій діяльності, креативне ставлення до себе і навколишнього світу; готовність до вибору й перетворень у педагогічній діяльності; прагнення до високих результатів і творчих досягнень.*

*Конкретизовано завдання, які стоять перед сучасним творчим учителем іноземної мови, а саме створення навчального середовища, яке б сприяло розвитку креативного мислення майбутніх педагогів, здатних приймати нестандартні, ефективні рішення в умовах стрімкого інформаційного і технологічного розвитку сучасного суспільства.*

*Визначено, що підготовка майбутнього вчителя іноземної мови в системі вищої освіти базується на таких компонентах, як мотиваційно-цільовий, суб'єктивний, об'єктивний, технологічний, результативний, які сприяють розвитку особистості у творчому напрямку, що в свою чергу визначає потенціал майбутнього вчителя в умовах вищої освіти.*

**Ключові слова:** *творчість майбутнього вчителя, професійна активність, зміст навчання іноземної мови, творчий потенціал, творчий підхід.*

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#### **Formulation of the problem and its connection with important scientific or practical tasks.**

Democratization and humanization of the pedagogical process in higher education impose new demands on the activities of teachers and students. They consist in revealing the moral, cultural and creative potential of both the personality of the student and the personality of the teacher. The pedagogical

process is aimed at developing the creative qualities of each student, at creating the most favorable conditions for the detection of his abilities and interests. In this regard, there was a need to find approaches that would contribute to a high level of students' readiness to effectively teach a foreign language, the renewal of pedagogical science, which in turn requires the acquisition of skills to creatively

solve pedagogical situation even during training at a higher education institution.

**Analysis of recent research and publications.**

The problem of professional training and professional activities of teachers in general and foreign language teachers in particular was and is always relevant.

Issues of creativity in the professional training of a foreign language teacher are given attention in the studies of S. Budak (readiness for the professional and pedagogical activity of the future foreign language teacher); I. Grynenko (formation of the creative thinking of the future foreign language teacher); L. Sachenko (creative approach in making up lesson plan-summaries); T. Zubenko (ways to improve the training of foreign language teachers of primary classes); N. Solovyova (methodical creativity in practical classes on foreign language teaching methods); T. Shkravina (preparation of future teachers for early foreign language); S. Ivashneva (preparation and advanced training of foreign language teachers); O. Vetokhova (psychology of foreign language learning); C. Roman (methodological aspects of English language learning); M. Holodna (research on the psychology of the intelligence); V. Molyako (psychology of creativity); L. Kornienko (ways of developing students' creative abilities in foreign language classes); S. Doroshenko (creative personality formation at foreign language classes).

**Highlighting previously unresolved parts of the overall problem.** Nowadays there is a tendency to change the organization of the educational process and its content in higher education, therefore the problem of the development of the creative initiative of the teacher regarding the search and use of non-traditional forms and methods of work related to the accumulation of knowledge necessary for the student, as well as the prevalence of professional-oriented information systems. Structure of creativity, conditions of its development has become the subject of research by teachers, psychologists and philosophers. However, due attention is not paid to the problem of creativity in the training of future foreign language teachers. It is the quality of teacher training, the level of his mastery of psychological, pedagogical and methodical knowledge that determines the prospects and development of our education.

**Purpose of the article.** Therefore, the goal is to substantiate theoretically the organizational and pedagogical features of training a creative future teacher of a foreign language in the conditions of modernization of modern education. There is a need to review the content, forms and methods of training in order to direct the pedagogical process to the development of a teacher who would master the content of the discipline, the methodology of its teaching, and be able to creatively solve the tasks set before him.

**Main material.** The process of training a foreign language teacher has not yet become a subject of

the comprehensive research, the object of a systematic approach to it as a holistic phenomenon. According to O. Savchenko, the lack of such a systematic approach creates a danger of fragmentation of the curriculum, insufficient practical training both in the basic specialty and in the second, additional one. The structure of the curricula weakly reflects the changed caused by the new goals and content of primary education. That is why there is a need to review the content, forms and methods of work in order to direct the pedagogical process to the development of a teacher who would have mastered the subject of the specialty and the methodology of its teaching and was able to creatively implement the specified tasks [7].

In connection with the transformations in the education system, there is a tendency to change the organization of the educational process and its content in higher education, that's why the problem of developing the teacher's creative initiative to find and use non-traditional, interesting, new forms and methods of work is so urgent. This is especially important in the process of learning a foreign language, since the interest of schoolchildren in learning a language, their progress and the quality of knowledge will depend on the quality of training of future foreign language teachers, their ability to creatively approach interaction with children.

The formation of the ability to creatively resolve pedagogical situations is related to their diversity in the educational process of higher education, the need for the teacher to take into account the age characteristics of pupils (the predominance of playful interests, arbitrary behavior, figurative thinking, etc.) the change various types of activities in a foreign language lesson, the importance of using game forms and methods in education. Therefore, one of the main tasks of a modern higher school is the creation of an educational environment that would contribute to the development of creative thinking of future teachers who are able to make non-standard and, most importantly, effective decisions in the conditions of rapid information and technological development of modern society.

The content of competence-oriented learning of foreign languages involves the formation in students of key and intercultural foreign language communicative competence as a subject with its structural components. Their formation by means of a foreign language is not a one-time activity in each class. Work in this area is caused by the topic of communication determined by the curriculum. Among the key competences are those whose formation takes place constantly, in various volumes throughout the entire process of learning a foreign language in institutions of general secondary education. And there are competencies, the selective formation of which is possible only within the limits of certain topics of communication in certain classes. In addition, the formation of

some key competencies can be integrated within several topics at different stages of education [5].

Competence-oriented learning of a foreign language should be considered not only as a process of forming key competencies but also intercultural foreign language communicative competence as a subject with all its components (linguistic, speech, sociocultural, general education). Therefore, this phenomenon should be interpreted in the following aspects:

1) intercultural foreign language communicative competence of students is a set of acquired knowledge, abilities, skills, methods of activity, attitudes, motives necessary for conscious performance of communicative actions aimed at mastering foreign language communication within the requirements of the curriculum for each class;

2) intercultural foreign language communicative competence is an integrated characteristic of the student's personality, which involves mastering the experience of foreign language communication in oral and written forms within the limits of the program requirements and assimilation of the cultural values of the people whose language is studied, which is carried out in the form of dialogue of cultures;

3) formation of intercultural foreign language communicative competence is an activity that should be organized by the teacher within the framework of such structural components: – motivational (students' attitude to learning and awareness of the social need to master a foreign language as a means of intercultural communication; cognitive (knowledge, ability, skills); active (methods, forms of educational actions aimed at conscious mastery of foreign language communicative activity); control and assessment (self-assessment and self-monitoring of the level of one's own educational achievements); reflective (self-analysis, self-assessment of learning outcomes) [5].

The creativity of a foreign language teacher is characterized by the following features: the existence of a contradiction in a problem situation or a creative task, the presence of objective (social, material) and subjective (goals, knowledge, skills, motivation), prerequisites for creativity in the process of learning a foreign language, novelty and originality of views on the process and result of education [2, p. 55]. At the same time, the teacher's creativity depends on certain factors, in particular, the potential of the individual, social and professional experience, psychological, pedagogical and subject knowledge and ability to create new ideas, abilities and skills. They become creative teachers in the process of hard work, striving to increase their professional level, mastery and professionalism, forming their own creative position as "the subject's mobile conscious, motivational readiness for creative transformations, actions on various situations" [1, p. 25]. It shows itself in the attitude towards creativity as a value of human existence, the

need for creative activity, a creative attitude towards oneself and the surrounding world, readiness for choices and transformations in pedagogical activity, striving for high results and creative achievements, awareness of teaching as a vocation [1, p. 25].

According to many scientists, the qualitative indicator of a teacher is his professional potential, which is based on creativity, training and the ability to adapt to specific pedagogical conditions. The professional potential of a teacher is a set of natural and acquired qualities tied into the system, which determine his professional ability to perform his professional duties at a given level, a base of pedagogical knowledge, skills in unity with the developed ability of a teacher to think actively, create, act and implement his intentions in life and achieve projected results. The professional potential of a teacher is formed through experience, psychological, pedagogical knowledge on the basis of which the teacher finds new forms and methods of work, improves his pedagogical activity. [6].

Creativity depends on a number of certain factors, in particular, the potential of the individual, social and professional experience, psychological and pedagogical knowledge, and creation of new ideas, abilities and skills of the future specialist.

Pedagogical creativity is defined in the work process, the desire to increase the professional level and mastery. In the process of preparation, a creative position is formed in the future teacher.

O. Kutsevol defines a creative position as a mobile conscious and motivational readiness of the subject for creative transformations, actions in various situations. Accordingly it reveals itself in the following qualities of a future teacher:

- attitude to creativity as a value of human existence;
- the need for creative activity, a creative attitude towards oneself and the surrounding world;
- readiness for choices and transformations in pedagogical activity;
- striving for high results and creative achievements;
- awareness of teaching as a vocation [3, p. 25].

The success of student's education largely depends on his professional skill, which accumulates professional knowledge, skills and abilities, experience in pedagogical activities, as well as creative personal qualities.

A foreign language teacher must have a certain amount of knowledge about the subject he teaches: know a foreign language and master it, know how to build an educational process in order to achieve positive results in achieving the goals in education, be able to do it in methodologically appropriate ways and optimal methods. Such a teacher must be able to correlate his own experience with the conditions of his work, always be in a creative search for rational forms of organization of education [4].

The process of forming high quality specialist is a continuous and long period and consists of various types of activities. The leading place in this process belongs to the formation of the teacher's readiness for professional activity. Relevant knowledge, abilities and skills are important mechanisms for forming the readiness of a foreign language teacher, which in the process of practical activity should ensure and regulate his optimal interaction with the profession he has acquired. A modern foreign language teacher should possess such professional knowledge:

- the main provisions of the national policy in the field of higher education, including the teaching of foreign languages;
- the language system and main linguistic and didactic categories, speech mechanisms, as well as the history, culture and modern problems of the country whose language is studied;
- intercultural foreign language communicative competence;
- the main regularities of the process of learning a foreign language, as well as the content and features of all components of this process: goals, methods, forms of means;
- psychological features of the pupil, areas of his interest and inclinations, patterns of mastering a foreign language in the conditions of a modern school;
- content of the foreign language training program;
- the main provisions of the didactic and methodical concept on the basis of which the content of the textbook, which is used in the practice of one's own pedagogical activity, is constructed;
- the basic requirements that society defines for the personality of a modern teacher and the level of his professional skills [6].

The process of preparing a future teacher of a foreign language should lead to the awareness and desire of students to be a master of their craft that is to form an individual style of activity. Its development is facilitated by alternative ways of processing educational material, perceiving educational activity as a creative search, the student's feeling of himself as an active participant in learning, the correspondence of pedagogical knowledge to the student's personal experience. The development of individual style of activity of the future teacher depends on certain factors, in particular, the level of professional training, the activity of the student, his individual characteristics [8, p. 84].

Pedagogical creativity, according to R. Skulskyi, is a qualitative characteristic of a teacher's professional activity, so the formation and development of the creative abilities of future teachers and their preparation for creative ability should be considered as a restricting of the educational process with the aim of creating conditions for identifying and developing the creative abilities of each individual. The process of formation

and development of the teacher's creative personality becomes more successful when the student realizes himself in the role of a teacher [9, p. 62–65].

An important factor contributing to the effectiveness of foreign language learning is the teacher's ability to model the learning process in accordance with modern trends in the development of pedagogical science and practice, the ability to flexibly adapt it to existing learning conditions. A system can be successfully implemented if it meets these conditions as fully as possible. In this situation it is very important for the teacher to be able to adequately correlate the forms and methods of activity provided for by the content of the system with the conceptual positions of the authors of the textbooks, which he uses as the main means of learning and mechanisms for implementing this system [5].

The pedagogical activity of a creative teacher of a foreign language should be aimed at the performance of educational, developmental, scientific, organizational functions; the professional formation of a person is based on the principle of reflective and creative organization of training in accordance with the individual qualities of the person.

**Conclusions.** So, we can draw the following conclusions that the result of the formation of creative competence is a persistent need to engage in professional activity, an interest in it and a desire for constant self-improvement, deep meaningful knowledge of the specifics of this activity as well as skillful execution. The training of the future teacher of a foreign language in the university education system should be based on such components of creative potential as motivational-target subject, object, technological, effective, which contribute to the development of the personality in a creative direction, which in turn determines the potential of the future teacher in the conditions of higher education.

**Research perspectives.** Thus, the student's interest in learning a foreign language largely depends on the teacher, his pedagogical and methodical skill, creativity, taking into account the psychological and age characteristics of the students, their needs and interests. In our opinion, the structure of curricula, ways to improve professional training, as well as the practical aspect of training a future foreign language teacher, raising and improving the level of teaching of academic disciplines, developing methods that will make a foreign language lesson more productive, dynamic and interesting for students need further research.

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