

# Development of Creativity and Linguistic-Methodical Thinking of Students of Pedagogical University

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**Abstract---** *This article presents the research materials on the modern and urgent problem of formation of linguistic and methodological thinking of students of pedagogical high school in the conditions of implementation of creative approach in the classroom and in independent educational activities. Creativity is considered as the ability to creative activity, is a necessary condition for the development of the creative potential of the student. In the traditional sense, the most important indicators of creativity are such qualities as the ability to detect a problem, generate original ideas, etc. the Creation of situations in the educational process that require students to make independent creative decisions, contributes to the development of creativity as a quality of personality. In this regard, in the educational process introduced such methods of formation of creativity, such as problem, stimulating the installation of self-discovery of new knowledge. The lack of theoretical information on the development of linguistic and methodological thinking of students, the imperfection of the methodological system of its development in the pedagogical University lead to fragmentary knowledge, which entails a lack of skills in mastering the disciplines of the methodical cycle of students, leads to difficulties in solving professional problems. Modern linguistic and methodological preparation of students of pedagogical universities is intended to increase cognitive and creative orientation to learning, therefore the study was created and implemented in the educational process theoretically grounded experimental methods of training of students of pedagogical University. The results of the experimental training showed that the creative component stimulates the thinking of students, motivates them to self-acquisition of knowledge, to their creative use in the solution of problematic professional (methodical) tasks, promotes the full assimilation of knowledge and the development of linguistic thinking.*

**Keywords---** *Linguistic and Methodological Thinking, Teaching Thinking, Cognitive Linguistics, Creativity, Cognitive and Creative Development.*

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## I. INTRODUCTION

Updates in the field of domestic education related to the development of science and new learning technologies are aimed at the implementation of one of the main goals of education – the training of specialists of high professional level. Training of future teachers is carried out in accordance with state documents, where the formed professional qualities of students include the development of linguistic and methodological thinking, creativity and independence in solving professional problems.

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The importance of professional training of a high-class specialist, corresponding to the conditions imposed by society to a modern teacher, is not in doubt, therefore, to begin work aimed at educating students as a creative person, it is necessary in the process of training a student at the University to form a personal creative attitude to professional information and the solution of various ambiguous situations arising in the work.

Of particular importance in this process is the training of a teacher of the Russian language, as the success in the development of school subjects is directly dependent on the level of proficiency in the Russian language.

In the National educational project "Our new school" emphasizes a key feature of the school of the future, consisting in the formation of a new type of teacher, capable not only to develop students' creative abilities, but also to quickly navigate the increasing flow of information related to professional activities outside the box to be able to solve professional problems, to creatively develop new models of educational activities. It is the creative class – teachers who create innovations in the course of their usual work, will provide competitive advantages in the competition of the economies of the XXI century. According to A. D. Deykinys, modernity requires the teacher of the Russian language to be a theorist, forecaster, science-like and teacher-practitioner at the same time, which involves the formation of professional thinking of the teacher of the Russian language in the process of linguistic and methodological training at the University on the basis of cognitive and activity approaches with the help of creative accounting-oriented teaching methods [1]. The study of the problem of creativity in teaching required the study and analysis of scientific psychological, pedagogical and linguistic literature in connection with the existing approaches to teaching Russian. Table 1 presents current approaches to learning and the names of the scientists whose work we participated in our study.

The dominant approaches, among others, A.D. Deykina calls competence, ideological, systemic, communicative-functional, aesthetic, textual [1, *ibid*]. In recent years, many works have been published on this problem [2-17]. The ideas of creativity in teaching, expressed by domestic and foreign scientists, are of interest for our study in line with the formation of professional thinking of the future teacher of the Russian language, as in the modern world there is a constant update of information (including linguometodic as one of the tools of conscious professional activity of the teacher at the lesson of the Russian language), so in the learning process it is necessary to develop each student needs to obtain not only new linguistic knowledge, but also in the study of the internal laws of linguometology, as well as training to work with constantly updated linguistic information, including it in the existing system of representations and beliefs, the development of strategic, tactical and operational methods of its preferred processing, the study of technologies for making methodically correct decisions and linguistic creativity [20,21].

## **II. METHODS**

The purpose of the study is to substantiate the need for a creative approach of linguistic and methodological training of a student of pedagogical University; to create a model of development of linguistic and methodological thinking of the student on the basis of a creative approach; to identify indicators of creativity in accordance with the levels of formation of linguistic thinking of the student; to create a teaching methodology that ensures the development of linguistic and methodological thinking and independence of students in solving problematic

professional problems, and to test its effectiveness in practice.

The study used theoretical (theoretical and methodological basis), analytical (analysis of the legal framework of higher education), experimental (preparation and conduct of experimental work) methods, as well as questionnaires, testing, etc. (diagnostic methods), processing the results of the study and their graphical interpretation (statistical methods).

The experimental base of the study was the Federal state budgetary educational institution of higher education "Moscow pedagogical state University" (MPGU).

### III. RESULTS AND DISCUSSION

The study of the problem was carried out in several stages,

- The first of which analyzed the views of scientists on the problem of the development of linguistic and methodological thinking of students of pedagogical University in terms of psychology, pedagogy, cognitive linguistics, methods of teaching Russian (methodological base of the study).
- At the second stage of the study, the place of creativity and independence in the linguistic and methodological training of students was determined and an experimental model of training aimed at the formation of their linguistic thinking was developed.
- The pilot phase was aimed at identifying the level of formation of linguistic thinking of students before implementation in the learning process created by experienced methods of training and after completion of experiential learning.

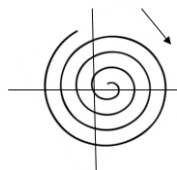
On the basis of similar content and structure of the processes of development of creativity and linguomethodic thinking of students was developed an experimental model of learning, the purpose of which is the formation of linguistic thinking of students in the creative approach and on the basis of independent work.

A feature of the learning process in the experimental model is its videobritney structure, in which alternate according to the principle "from simple to complicated" reproductive and creative intellectual activity of students in combination with cognitive schemes.

In the center of the structure is a linguistic problem situation and its resolution (prototype), from which diverge vertically and horizontally intersecting rays.

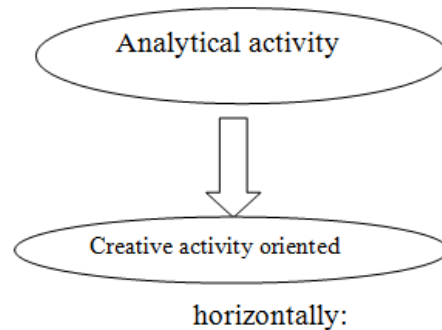
Graphically the model can be represented as follows (Fig.1-3):

**Rice 1:** Scheme of the spiral structure of the formation model linguistic thinking of students through creative approach,

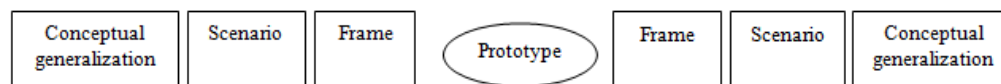


Where vertical,

**Rice 2:** Development of analytical and creative activity of students (vertical component of the model structure);



**Rice 3:** Cognitive schemes (horizontal component of the model structure)



1. The activity of students in accordance with the model is carried out clockwise in a spiral, i.e. analytical activity is replaced by creative-oriented, for example:
2. a) Reading the text – finding reference words – making graph diagrams (from conceptual generalization – to the prototype);
3. b) Definition of linguistic and methodological problems – hypotheses, etc.
4. The experiment was conducted in the period from 2003 to 2017 after studying the courses of pedagogy and psychology by students of the faculty of Philology (later – the Institute of Philology) at the initial stage of studying the methods of teaching Russian. The experiment covered more than 350 students.
5. In the ascertaining experiment, 4 stages were planned, the purpose of which was to establish the initial level of development of thinking, creativity, independence and the ability to linguomethodic thinking of students involved in the experiment in full-time, part-time and correspondence forms of education at the faculty of Philology of the MPGU.
6. As part of the ascertaining experiment, a written survey of students, diagnostic work and a survey on M. M. Kashapov and O. N. were conducted. Rakitskaya [15-16].

The questionnaire consisted of 18 questions (open, open-closed and closed). The questions of the questionnaire were related to the methods of professional text processing, reproductive and productive tasks, problem situations, modern case methods, etc. the Questionnaire provided questions related to the motivation of students to obtain the profession of a teacher and the assessment of students' own independent activity [18,19].

The results of the survey students' answers revealed the following: about a quarter of students have a reproducing level of thinking; less than two thirds are prone to analytical and synthetic thinking; only a tenth of the participants in the experiment demonstrated a creative level of thinking.

Willingness to learn linguamethodical was tested using compulsory assignments and tasks to select based on text, text assignments, and in conversation. Tasks (including – creative nature) were aimed at finding out how

students work with information, i.e. to determine the cognitive style. The test results showed approximately the same result as in the questionnaire, with the only difference that the creative way of thinking was diagnosed in a smaller number of students – about 15 students.

Performing mandatory tasks, almost all students showed a tendency use a sample (reproducing level); about a third of students have a reproducing level of thinking; two-thirds were able to justify their answer (analytical and synthetic level); offered independently created material only 3 students.

Tasks by choice were performed by students more successfully: a third of students chose tasks of reproducing level, a little more than half – analytical and synthetic, about a sixth of the participants of the experiment – creative.

During the conversation, the ratio between the identified levels of creative thinking of students redistributed and finally began to be expressed as follows: reproducing thinking – a quarter of students; analytical-synthetic – two-thirds of students; creative – one-fifth of the total number of students.

At the next stage, students once again worked with the already adjusted questionnaire to identify their creative activity. The maximum level of creativity in this survey was about a sixth of the results, the minimum – a fifth, the bulk of students – three-quarters – showed an average level of creativity.

The formative experiment was conducted during three semesters under the program, which provides for the use of methods and techniques (for example, the analysis of linguistic texts; compilation of Glossary, clusters, cinquain, Euler circles; brainstorming, insert, etc.), necessary for the formation of cognitive schemes with the help of logical-intellectual operations of thinking: analysis, synthesis, comparison, distinction, comparison, generalization, classification, systematization, etc.

The control experiment consisted of several types of work performed by students of the control and experimental groups:

- Questionnaire (14 questions).
- Control work (to determine the level of linguistic knowledge and skills, the formation of logical operations and cognitive schemes).
- Writing a term paper or the project in self-selected student linguistic topic.

#### **IV. SUMMARY**

Comparing the results of the levels of development of thinking in each of the groups of students participating in the experiment (control and experimental), we came to the conclusion that prior to the study of the course methods of teaching the Russian language, students had approximately the same indicators on the reproducing, analytical-synthetic, creative levels of thinking.

At the stage of the control experiment, control groups of students showed higher results compared to the initial ones: the percentage of students at the analytical-synthetic and creative levels of thinking increased slightly (on average – 1.5 percent).

Experimental groups, where the experimental model of training was used, achieved the following results after

the course completion: the number of students with reproducing level of thinking decreased by half; analytical and synthetic level of thinking reached another 10 percent of students; the number of creative thinking students increased by 8 percent.

Thus, the effectiveness of our proposed methods of teaching students has been confirmed in practice.

## V. CONCLUSIONS

The study confirmed the relevance of the introduction in the pedagogical University of the methodology of development of linguistic and methodological thinking of the student of literature in order to independently solve the problem of professional problems on the basis of a creative approach.

The experiment proved the positive dynamics in the level of development of linguistic and methodological thinking of students of literature.

The developed training program can be used in universities, secondary vocational schools, training courses for teachers of literature.

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