

Pedagogical Support of Non-Language High School Students' Capacity for Creative Self-Realization in Foreign Language Classroom Development

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There is a determined number of trends in the process of intensification of high school training, including the integration of professional, linguistic and cultural training of professionals in the unity with the development of their personal qualities;. For this reason, modern educational technologies serve as a tool for practical implementation of new training systems with higher educational performance compared to traditional didactic system. The study showed the importance of the problem of identification and justification of the prerequisites for creative self-realization, which relate to the quality of education. The study describes the system design of the structural and functional model of non-language high schools students' capacity for creative self-realization development in a foreign language classroom.

Keywords: non-language high school, students, capacity, creative self-realization, foreign language classroom

INTRODUCTION

Relevance of the subject

One of the key problems of education is to increase efficiency and quality of creative educational activities of students of non-language high schools on the basis of their development and self-development. The modern paradigm of education as a priority components improved training of students is just focused on their creative self-realization in their profession mastering (Shakirova & Valeeva, 2016). This is facilitated by the changes taking place today in the social, cultural and spiritual sphere of society, which have an impact on the development of education, where today one can observe the transition to a holistic concept of young contemporaries

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as a universal value. Since education is a social institution as a system, it should help the personalities to form the value consciousness of themselves, culture, their professional activities and the actual teaching.

Therefore, to develop the students' capacity for creative self-realization in terms of mastering foreign languages such a factor as the subjective orientation of educational goals is needed, which involves updating the scientific and theoretical basis of professional education, development and implementation of educational programs in accordance with the requirements of the state educational standards. So we need a focused analysis of interdisciplinary approaches to the development of the capacity for creative self-realization which is in the range of high quality language teaching.

That's why a new orientation and the value of education, characteristic of the current situation in Russian society, cause understanding of the importance of professional and creative-based learning of a foreign language as an important factor of self-fulfilling specialist. And when we put forward as a goal the pedagogical potential of foreign language teaching for the development of the capacity for creative self-realization, it should be a natural result of the efforts of non-language high school. This result is a model of the graduate into which we put a person's ability to self-development and cultivation of aspiration to the development of his capacity for creative self-realization. This is the subjective function of higher education which we consider essential components of the following: to provide opportunities for personal and professional growth, self-determination and creative self-expression in the profession; to create conditions for self-development and development of the full potential of the student; student mastery of competencies needed for succeeding in any kind of activity, etc. An important place in this process takes a teaching of foreign languages, with the help of which we can solve a problem of the development of the capacity for creative self-realization.

Problem statement

Educational practice of non-language high school shows that the development of the student as an individual and as a subject of his cognitive activity is more successful when there is the real interoperability readiness for creative self-realization of both students and teachers. But this usually can happen only in the process of self-development of such personality traits as the following: the ability to self-evaluation; value orientation to the study of a foreign language; psychological readiness for the knowledge of other cultures; the desire to know and be able to speak a foreign language, etc. The activities of the university teachers, on this basis, should be aimed at identifying students' ability to self-actualization in a foreign activity; to unobtrusively encourage them to the actualization of their intellectual capacity and to the manifestation of creativity in all students' activities. On the basis of the system of pedagogical, psychological and cultural conditions of learning a foreign language, the process of development of the capacity for creative self-realization of the student can be successful if we create emotional and psychological installation on space of the university intercultural interaction of its subjects (teacher-student, student-student, student as support the target language). This means that a teacher organizing linguistic situations is to reach their didactic effect; when he is not distancing himself from the students and constantly organizes linguistic communication through creative inclusion in the intercultural space; when students as part of their creative self-realization manifest themselves as subjects of culture; when all conditions are created to enhance the students not only the language but also the general culture (ideological, aesthetic, scientific, etc.); when a new level of language culture as an integral part of communicative culture is provided (Valeeva et al., 2016). Thus, the creation of prerequisites for the

development of non-language high school students' ability for creative self-realization in the process of learning a foreign language will take place when in the pedagogical process the goal of personal and multicultural development of the students will be fully realized. At the same time, the dynamics of self-development of students in multicultural environment and the movement of their creative self-realization will be realized if tutors perform such pedagogical tasks as: education of actively self-developing personality; education of a student's understanding of his true meaning of education; education of the young man, education requirements in citizenship and tolerance. And for this, it is necessary that the student's desire to understand another culture will be combined with his self-education and activity-which will lead to the manifestation of his personality.

Since 2000, on the issue of creative self-realization of the person, a variety of pedagogical research was held, for example, of L. V. Tsurikova (2005); preparedness of high school students to professional creative self-realization of O. G. Pronichkina (2006); for creative self-realization of students in the process of social adaptation by scientist R. V. Vorovich (2002); for formation needs of students in their professional self-realization by the author A. K. Isaev (1993); on development of pedagogical ability for creative self-realization in students of non-language high schools in the process of learning a foreign language by J. K. Borozenets (2001); on identity of pedagogical conditions of self-realization of creative potential of students by A. A. Mirolyubov (2001); on the potential for the development of foreign language ability for creative self-realization by T. Y. Guryanova (2008). Within the pedagogical aspects, many works are devoted to the study of conditions that contribute to the readiness of the student as a personal and professional creative self-realization. So, the problem of the ability to self-realization in students of universities studied by T. I. Baryshnikova (2002), L. R. Mullina (2003); development functions of self-realization are devoted to high school students in the research of N. V. Borisova (2001); researcher L. N. Drozdikova (1998) considered creative self-realization of senior pupils in the conditions of system-targeted differentiated instruction; this problem as the formation of motivation to learn a foreign language are updated by E. A. Maslyko (1992); in the study of M. I. Sitnikova (2007) the creative self-realization of the young teacher is analyzed; O. A. Milinis (2009) substantiated the subject-oriented approach to the development of a culture of creative self-realization of students and educators in creative educational activities. Of great importance are studies of creative self-realization of students by G. K. Chernjavskaja (1994); of development of creative abilities of the individual and self-development of its communicative culture by V. I. Andreev (2000); of self-knowledge and self-development of personality by L. V. Ryabova (1993); research on self-actualization by L.A. Tsyrenova (1992); research in the field of creative self-realization in the process of learning a foreign language by T. S. Panina (2006); the works of S. G. Vershlovsky (1987), L. I. Gure (2010), L. F. Mihaltsova (2011), R. A. Valeeva et al. (2016b) are devoted to the new educational technologies development of creative abilities of the future teachers to optimize their creativity.

Prerequisites for creative self-realization in the process of learning a foreign language

In the context of our perspective there are certain aspects that affect the quality of education related to creative self-realization of students in the study of a foreign language. These aspects are described in the following areas:

- To help the student to feel and develop his own full subjectivity in education, taking responsibility for his self-development in the context of language training;
- To develop the motivational sphere of students to learn foreign languages;

- To be aware of the development of students in terms of their self-alignment of the educational trajectory in the context of their creative self-realization in the conditions of learning a foreign language;
- To help students understand the value of foreign language skills, both for themselves and the society;
- To educate all participants in the educational process of mutual openness and mutual acceptance of each other;
- To help students develop their "self-concept" based on a clear understanding of their personality and their own life plans;
- To stimulate the development of students' highly communication skills which help manifest their openness and competence in dealing with other cultures;
- To develop their high demands on themselves and conscious self-regulation at the level of self-government;
- To prepare students for various activities in the multilingual space with a high degree of freedom of choice.

Hypothesis

The process of developing the capacity for creative self-realization of students in the study of a foreign language in a non-language high school is efficient enough considering the following: in the educational process to build on the basic characteristics of the capacity of a foreign language as a methodological basis for the development of students' capacity for creative self-realization; to develop and implement appropriate pedagogical conditions of development of ability to creative self-realization of students of non-language high schools; to construct the process on the implementation of the technological model of pedagogical conditions of development of the capacity for creative self-realization of students of non-language high schools in the process of learning a foreign language.

METHODS

The tasks of the research

The overall design is specified by the following research objectives: 1) based on the concept of the ability to discover the essence of creative self-realization and the main components of the capacity for creative self-realization in students of non-language high schools; 2) to justify the value of the potential for the development of foreign language ability for creative self-realization of students as a leading basis of students' self-realization; 3) to justify and check in experimental work, efficiency of pedagogical conditions of development of ability to creative self-realization of non-language high school students; 4) to develop and test the content and structure of technological model of pedagogical conditions of realization of the capacity for creative self-realization in students of non-language high schools in the process of learning a foreign language.

Theoretical and empirical methods

In the testing of the hypothesis about the development of the capacity for creative self-realization of students in the study of a foreign language a number of the following methods was used:

- Theoretical methods - analysis of psychological and educational literature, teaching using different educational technologies; learning materials on procedural studies; studying and generalization of innovative teaching experience, analysis and synthesis of control in educational programs;

- Empirical methods - observation, survey, testing, interviews, recordings of the experiment, the results of educational activity of students in developing their capacity for creative self-realization in the study of a foreign language.

The trial infrastructure) and stages of the research

The basis of the study was the Institute of Language of Kazan (Volga) Federal University. The study was conducted in three phases:

In the first phase (2010-2011) the state of the problem in the scientific literature and teaching practice was studied; starting positions of research was developed; empirical material of research was collected; the nature of the relationship of students to the problems of creative self-realization was studied; opportunities of productive learning of a foreign language in the context of creative self-realization was identified; a method of formation of readiness of non-language high school students to creative self-realization in the process of learning a foreign language was developed.

In the second phase (2012-2013) the best practice of non-language high schools was studied, as well as individual teachers, methods of teaching of foreign languages; the working hypothesis of the research was formulated; a model program and the implementation of educational technology of development of the capacity for creative self-realization in the process of learning a foreign language was developed; testing of students and teachers on the method of expert assessments, management of analysis and review of students' work, quantitative and qualitative analysis of pedagogical phenomena using the methods of mathematical statistics was surveyed.

In the third phase (2014-2015) experimental verification of the ability of educational technology for creative self-realization in students of non-language high schools in the process of learning a foreign language was conducted; the efficiency of the implementation of the proposed technology was studied; registration of the results of this scientific research was conducted; out the final wording of the provisions of creative self-realization of students was carried.

The potential of foreign language for the development of the ability for creative self-realization

The practice of non-language high school showed that the subject "Foreign Language" has great potential for the development of the capacity for creative self-realization of students who will grow only if you apply certain didactic technology, active methods and organizational forms of training, promoting creative approach to language acquisition. We believe that a foreign language as a subject may be an essential factor in formation of the personality of the student, since the knowledge of languages is necessary for comprehensive development of the young person and the full realization of his potential in the future professional activity (Valeev et al, 2015). In this regard, the leading purpose of learning a foreign language is the development of students by means of the subject on the basis and in the process of mastering a foreign language speech activity. This goal should be realized in the unity of its basic components: educational, developmental and practical. In addition, a subject "Foreign Language" develops language skills and culture of speech behavior; forms will power, memory, curiosity, perseverance and sustained positive emotions. In attitudinal terms foreign language skills educate students to listen carefully to the interlocutor, to respond adequately to cues to request, transmit information, etc. In other words, the study of any foreign language creates communication skills, and this is the most important aspect in establishing productive relationships between people, what is needed in the future professional

activity. Hence, the practical proficiency in both every day and business communication is becoming an indicator of success specialist and the real possibilities of his creative self-realization. The essence of the potential for the development of foreign language ability for creative self-realization is to develop the creative abilities of students and encourage them to communicate in the target language. At constant aspiration of the students to improve their linguistic competence, their personal meanings in mastering a foreign language are developed; the initiative is stimulated, including activity and dedication. From the point of view of development of the capacity for creative self-realization in students of non-language high schools, a foreign language becomes an important means of preparing students for practice. The practical orientation of education becomes the main condition for the appearance of the meaning of educational activity, where students are taught to navigate the typical communication situations in a variety of professional situations. The result of communication, in this regard, can be considered as the main indicator of readiness of students to professional work with a foreign language.

Pedagogical support of non-language high schools students' capacity for creative self-realization development

The problem of development of the capacity for creative self-realization in students of non-language high schools is associated with important theoretical and practical aspects related to pedagogical, which supports this process in terms of learning a foreign language. Under the educational provision, we understand first of all the following pedagogical conditions, which promote the most successful and productive activities of young people as future professionals: the cultivation of students' imperative to creative self-realization and development of their abilities, the disclosure of valuable sense of language training for competitiveness in today's job market; creating in the process of learning a foreign language situations of success by taking into account each student's individual ability and determination of prospects for the language training of each of them; formation in students the valuable relation to the study of a foreign language as a means of self-realization in future professional activities; enriching the content of foreign language teaching system, which are professionally significant concepts that help young people in their understanding of the essence of creative self-realization and methods of its implementation; the creation in the classroom dialogic interaction of the educational process through the use of integrated and communicative teaching method, which saturates the educational process personal meaning for each student and stimulates self-education components of their creative self-realization; systematic use of information in the classroom, communication and video technology training, providing creative abilities of students.

RESULTS

A comprehensive study of the problem of development of creative cognitive activity of non-language high school students by means of a foreign language has brought us to the need for a modeling method that enables us to describe and explain the reality, interpret phenomenal manifestations, empirical observations, explore trends, as well as to forecast, set new goals and to define a new practice of working with students. We consider a structural-functional model as a certain framework in which the procedural aspect of pedagogical activities (training and development) is included. As a result of the work on the theoretical modeling of the technological implementation model of pedagogical conditions of development of the capacity for creative self-realization of students in the process of learning a

foreign language, we have the opportunity to explicate the basic parameters of meaningful educational activity of non-language high school on the basis of the capacity of a foreign language. We consider the model as structural integrity, consisting of interrelated and interdependent components: the target component, a substantial component, procedural component and effective component. Thus, the target component of the model should include the subjective purpose of the university, its educational objectives and prerequisites for the development of the capacity for creative self-realization of students. The content aspect of the model is to provide didactic infrastructure for the development of this capacity, taking into account the formation of language literacy of students in the form of the necessary competencies for the language high school. The procedural aspect of the technological model provides pedagogical conditions for the training of future specialists, assumed in the form of creative self-realization (the potential and active forms) implementation of capacity building of the discipline "foreign language." The effective component of this technology model offers specific performance criteria for the development of the capacity for creative self-realization of students, which leads to the final result of the development process of this capability. This result is linked to positive changes "self-concept" of a young person as a linguistic identity and as a future specialist.

The diagnostic results of the capacity for creative self-realization of students differentiated were during processing questionnaires in three basic ranges of values:

- Low level (0 to 11 points) - readiness for creative self-realization in the educational process of the student is expressed very weakly. In the process of linguistic activity, the student takes most passive activity and occasionally prefers to be in the role of doer by the teacher's guidance. The student's initiative in the class is virtually absent. He focuses on the implementation of the traditional role of a student as an object of pedagogical influence on the assimilation of knowledge and skills.

- Average level (from 12 to 16 points) - to a certain degree the student's readiness for creative self-realization is inherent and is expressed sufficiently. The student seeks to exercise a certain activity, but his initiative is rare. He selectively applies to participate in the creative tasks. He tries to develop a personal position in certain issues, but not always expresses a creative attitude to the different aspects of language training.

- High level (17 to 20 points) - the student's readiness for creative self-realization is manifested in a pronounced manner. The student is inherent in the internal and external activity. He is highly independent on mastering a foreign language, is much focused on the different types of independent work with a creative focus.

The study of willingness to creative self-realization is a complex diagnostic procedure because of the multidimensional characteristics. As the main diagnostic tools in our work we used a modified version of "Self-actualization test." This technique allows you to determine the following parameters: "cognitive needs", "creativity", "self-acceptance". In this regard the scale of "cognitive needs" defined the severity of the student's desire to acquire knowledge about the culture of the target language; the scale "Creativity" defined the expression of a creative orientation of the person; the scale "Self-acceptance" determined the degree of acceptance of a student himself for what he is in reality. Determining the overall level of formation of students' readiness for creative self-realization we used the following indicators.

- Low level (0 to 22 points) - low level of desire for creative self-realization is evident in the lack of self-knowledge, in unawareness of the advantages and aspirations, in the absence of the desire to develop one's abilities and skills, to expand the range of one's creative possibilities.

Average level (23 to 33 points) - the desire for creative self-realization is not formed sufficiently and is evident at the average level. The student to some extent seeks to achieve in some areas, but do not always feel confident and shows no creativity.

High levels (34 to 57 points) - the student's desire to realize his intellectual and linguistic capacities manifests itself in a high degree. The student deliberately seeks to embody in the activities and fellowship of his linguistic abilities, expanding the range of his creative possibilities, adequately perceives other cultures and people of other nationalities. The student takes language training as one of the important spheres of creative self-realization to maximize its capabilities.

DISCUSSIONS

Today on the agenda is an issue about the lack of readiness of the future experts as professionals to creative self-realization in different types of activities, for example, in a foreign language. And it is very important for the self-development of the student as part of updating his subjective qualities. It is also associated with the social order of society to the emergence of creative and developing youth-oriented mastery of relevant professional competencies and knowledge of foreign languages. All this is aimed to ensure that young people get every opportunity for full creative self-realization in the education and in their future professional activities. Thus, the modernization of national higher education involves the organization of such an educational process where students are well aware of the importance and necessity of a continuous process of self-development, including creative attitude to themselves and their language training; where they cultivate a desire for creative self-realization; where they develop their initiative and independence, social activity and value attitude to languages. This requires the integration of professional, linguistic and cultural training of professionals in the unity with the development of their personal qualities; a wide range of opportunities for self-depth study of a foreign language; introduction in educational process of open systems of intensive training. Realization of the potential of a foreign language for the development of the capacity for creative self-realization showed that students in the high quality of the educational process deepen their linguistic competence in the form of such competencies as: linguistic competence (the ability to know the phenomenon of the studied language, different ways of expression, ownership of the new language means in accordance with situations of communication, etc.); speech competence (the ability to plan their verbal and nonverbal behavior with the given specificity of the situation of communication); compensatory competence (the ability to compensate for the shortcomings of oral writing; possession of advanced thinking skills in a foreign language at the expense of stable speech samples); educational and cognitive competence (possession of methods of self-study of a foreign language); socio-cultural competence (ability to build verbal behavior based on profile-oriented communication situations). Thus, the structure of creative self-realization of non-language high school students may include such components as: knowledge-component (set of professional skills of students and their interpretation in language practice); the activity component (use of professional skills based on modern information technologies in the process of active learning of a foreign language); evaluative component (adequate estimated ratio of the student to own the process of obtaining linguistic knowledge); component values (conscious positive attitude of the student to his cognitive activity as a creative process).

CONCLUSIONS

This study of pedagogical maintenance of development capacity of creative self-realization in students of non-language high schools in the process of learning a

foreign language has allowed the revealing of a psychological portrait of a self-fulfilling identity, which is based on the following assumptions: a) creative self-realization of a student is his personal quality and it is available to every individual; b) creative self-realization is achieved by self-education of the individual and the developing environment; c) creative self-realization is usually revealed in professional educational activity of the individual, the development of his personal professional culture, which is refracted universal culture; d) creative self-realization as a result of certain activity contributes to the satisfaction of the individual to achieve his life's sustainability; e) creative self-realization of the future specialist is usually presented in the potential form (creative professional opportunities for students combined with their personal capacity) and the actual form (the entire disclosure of the creative professional potential, which is represented by goals, interests, motivations, needs, self-learning activity and self-education). During the study of this problem, it was found that creating emotional and psychological attitude on the expansion of the creative language space in the university should be implemented as follows: teachers should not distance themselves from the students, and should constantly organize linguistic communication through creative inclusion in the intercultural space; to create all the conditions for improving a language and a common culture of students; to create conditions for improving the language training of students as an integral part of the development of their communicative culture. Studying the structure of creative self-realization of non-language high school students also identified certain educational resources that provide each student the opportunity to study on an individual program based on his cognitive abilities and motivation. These resources are based on the following requirements: the organization of a favorable psychological atmosphere of educational process; the creation of language environment, creatively oriented on language communication; provision of various forms of organization of educational activity of students with methods and techniques of creative character; encouraging students to the first independent step for the creative linguistic activity; differentiation of students' independent work with compulsory creative slant; the availability of such teaching tools that would facilitate the perception of the studied teaching material; rationalization of supply of lecture material in the study of linguistic disciplines.

At each stage of the experimental work carried out at the Institute of Language KFU for use in real educational process, development of didactic conditions and technological model of development capacity for creative self-realization of students of non-language high schools in the process of learning a foreign language certain data have been received. They reflect a certain tendency to increase the level of capacity for creative self-realization of the test group of students, which confirms the efficiency of the developed model and suggests a study successful.

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