

THE DEVELOPMENT OF CREATIVE SELF-ACTUALIZATION WHILE TEACHING A FOREIGN LANGUAGE

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Abstract.

The relevance of the problem is due to the changes taking place in the social, cultural and spiritual sphere of society, which have an impact on the development of education, which is associated in particular with the definition of value priorities in the educational field, as well as the objective need of modern Russian society in creative, active, capable of effective activity in non-standard situations specialists. The article aims to reveal the concept of developing the ability of students to creative self-realization from the point of view of the axiological approach. The article shows the real ways of actualization of the accumulated experience in educational practice considering this approach to learning a foreign language, its content and forms in the practical implementation of teaching activities, the results of which deepen, expand and concretize ideas about modern methodological approaches to learning. The leading approach to the study of this problem is the analysis of psychological and pedagogical literature, the study and synthesis of advanced pedagogical experience. Thus, the creation of prerequisites for the development of students of non-linguistic universities in the process of learning a foreign language ability to creative self-realization will take place when the pedagogical process will be fully implemented goal-setting personal and multicultural development of the student, focused on the fact that not only in the future but now he will be given the opportunity to lead creative life. Thus, the dynamics of the student's self-development in a multicultural environment and achieving its creative self-realization in multilingual environment acquires its real shape under the condition that the teachers of such educational goals as raising self-developing actively, tending to the universal values of the individual, fostering a better understanding by the student of the meaning of true education, the education needs of the young person in civics and tolerance. And for this purpose, it is necessary to combine the aspiration of the student to an understanding of other cultures with his self-education and led to activity manifestation of his individuality. Only with the implementation of the axiological approach productive assistance to students is possible so that they could confirm their spiritual and intellectual worth.

Keywords: foreign languages, education, student, teaching practice, axiological approach, creative self-realization, multicultural development.

Introduction

Methods.

Considering the axiological approach as a methodological basis for the development of the ability to creative self-realization of students of non-linguistic universities in the process of learning a foreign language, it is possible to identify the following important approaches.

The essence of the first approach is that creative self-realization is considered in a clearly defined framework - as an essential and integral component of the individual professional development of the young man.

The second approach to the study of the ability of creative self-realization distinguishes it as one of the main indicators of the moral and psychological maturity of the individual. According to this approach, the most important aspect of the formation of the "I" is the formation of the motives of the individual and its value orientations, in the process of which the differentiation and concretization of motives and goals gradually structure an activity-oriented plan for further life.

The basis of the third approach of developing the ability to creative self-realization is to study the stages of this process associated with changes in professional-oriented relationships and individual psychological characteristics of the personality.

An important methodologically-sound approach to the development of creative self-realization is an axiological approach, the relevance of which is the following. The higher school as a subject of its development, as an integral organism, developing in interaction with the environment, in the course of its educational activities outlines certain value guidelines, which, one way or another, are aimed at non-transitory human values. This is where it is fashionable to see the productive (internal and external) development of the University since such a priority as the formation of a Person will be the main value setting. For example, in professional (creative self-realization of graduates); in society (the possession of social skills, the ability to act productively in different situations); in communication (the desire for equal dialogue with others), etc[1].

Thus, based on the axiological approach, the University can achieve several pedagogical results:

- directing the activity not only on professional development but also on the moral nature of the student, teachers manage to form moral competence at the future specialist;
- the process of self-development of students becomes dynamic, resulting in the creation of prerequisites for students' readiness for creative self-realization;
- students gain experience in goal setting of many of their activities and as a result they feel a stronger need for goal setting and throughout their life.

All of it, in the end, leads to the main result - to self-development of personal integrity, which on the basis of creative self-realization opposes negative influence from the outside. Thus, the axiological approach in education can be called modern pedagogical axiology, the area of pedagogical knowledge that considers educational values from the perspective of the intrinsic value of the person and carries out value-based approaches to education, based on knowledge of the value of education itself [2].

Hence, pedagogical axiology affects changes in the field of humanitarian knowledge, because, through the development of the philosophy of education, pedagogy and psychology, values began to be associated with the content and quality of education, considering the system of value norms and their transfer in the educational process. It should be noted that a special significance here is, for example, the development of the values of the culture of the country of the studied language, value norms and attitudes of the people of this culture, which, in turn, also contributes to the development of students' ability to creative self-realization[3].

Results.

According to the analysis of scientific research, the implementation of the axiological approach in teaching a foreign language includes four interrelated components: target, meaningful, procedural and effective. Based on the target component, students gain knowledge about the values of the culture of the studied language; they form the interests, motives, and needs for the study of culture of different countries; formed language competence for productive, communicative activities in a multicultural environment [4].

The meaningful component includes emotionally valuable, cognitive and behavioral aspects, each of which performs its function in the educational process. For example, if the cognitive aspect is represented by literary, aesthetic, geographical, historical, ritual and other elements, the values of the culture of the people of the studied language, in the study of which students are motivated to study various kinds of cultural materials. The behavioral aspect is associated with the introduction into the educational process of elements of the values of the culture of the people, encouraging students to tolerant behavior.

This is followed by a procedural component that provides implementation in the educational process of research and cognitive activity of students, aimed at the acquisition and assimilation of information on the studied culture; the creation of language situations, activating the activities of students in the consolidation of language material; as well as the motivation of young people to different types of language activities: gaming, artistic, communicative, etc.

It should be noted that a foreign language as an academic discipline has a huge impact on the development of the students' creative abilities. Thus, communicative teaching of a foreign language has a positive impact on the development of all mental functions of the student, for example, on the development of generalized abstract thinking. L. S. Vygotsky emphasized in this regard that a foreign language contributes to the release of the individual's speech from the captivity of specific linguistic phenomena [5]. It is known that in the mind of a person using only his native language, thought and the ways of speech formation are inextricably linked. Here, a foreign language helps to see different ways of expressing thoughts in the native language, some other connections between form and meaning. However, when learning a foreign language, the development of thinking does not necessarily occur only by comparing with the native language. It is due to the solution of all sorts of speech-making tasks associated with the semantic content of the learning process that cognitive, as well as communicative functions of thinking, develop actively.

It should be noted that if the purpose of the educational system is the development of the student as a person and as a subject of his cognitive activity, the axiological approach always has a real opportunity to interact readiness for creative self-realization of both students and teachers. But this happens only in the process of self-development of personal qualities such as the ability to self-esteem; value orientation to study; psychological balance; the desire to know and be able to speak a foreign language, etc. Activities of teachers of the University, on the basis of this, should be aimed at identifying the ability of students to self-actualization; at the unnatural motivation of their self-activation of their potential and, ultimately, the manifestation of their creativity in all their activities [6].

Conclusion.

In the course of the study of this topic, it can be concluded that the development of the ability to creative self-realization in the conditions of higher education can also be considered as a methodological approach to the organization of the educational process of learning foreign languages. Since the value orientations of today's youth are changing in the direction of multilingualism and multiculturalism, this, to some extent, changes the emphasis in the field of education, in particular, the teaching of a foreign language. Moreover, language education involves the provision of effective teaching of a foreign language as a means of satisfying the individual's need for social and cultural activities.

The discipline "Foreign language" seems to us to have a great potential for the development of the ability to creative self-realization among students, which will only increase if you apply certain didactic technologies, active methods and organizational forms of learning that contribute to the creative approach to language mastery.

Moreover, a foreign language as an academic subject can become an essential factor that forms a student's personality, since knowledge of languages is necessary for the versatile development of a young person and the full realization of his (her) capabilities in future professional activity. In this regard, the leading purpose of teaching a foreign language is the development of students by means of this subject on the basis and in the process of mastering their foreign language activities. This goal should be realized in the unity of its main components: educational, developing and practical. Thus the educational component assumes, for example, formation by means of training in other languages of the active personality for which independence, diligence, aspiration to the practical use of the available knowledge are characteristic.

In addition, the subject "Foreign language" develops language skills, the culture of speech behavior; forms strong-willed qualities, memory, curiosity, perseverance and stable positive emotions.

Also, the foreign language teaches students the ability to listen carefully to the interlocutor, adequately respond to replicas, make a request, transmit information, etc.

In other words, the study of any foreign language forms the skills of communication, and this is the most important aspect in the establishment of productive relations between people, which is necessary for future professional activities. Hence, the practical knowledge of the language in the sphere

of both everyday and business communication becomes an indicator of the success of the specialist and the real opportunities for his creative self-realization.

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