



**Methodological foundations
of communicative-creativity
system development among
university students**



METHODOLOGICAL FOUNDATIONS OF COMMUNICATIVE CREATIVITY SYSTEM DEVELOPMENT AMONG UNIVERSITY STUDENTS

FUNDAMENTOS METODOLÓGICOS DEL DESARROLLO DEL SISTEMA DE CREATIVIDAD COMUNICATIVA ENTRE ESTUDIANTES UNIVERSITARIOS

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Abstract

The article discusses the methodological foundations of communicative creativity system development for university students, interpreted as a set of interconnected and interdependent components that represent a certain integrity, based on the use of a set of scientific approaches: systemic, participatory and discursive, implemented on the basis of the principles of cognitive content transformation into emotional, free communication choice, and creative behavior social reinforcement. The scientific approaches considered in the article were the methodological foundations of a system development for the formation of communicative creativity among university students. The materials of the article are of practical value for organizing the training process in the context of students' communicative creativity development.

Keywords: communicative creativity; the system for communicative creativity development; scientific approaches, principles.

El artículo analiza los fundamentos metodológicos del desarrollo del sistema de creatividad comunicativa para estudiantes universitarios, interpretado como un conjunto de componentes interconectados e interdependientes que representan una cierta integridad, basada en el uso de un conjunto de enfoques científicos: sistémicos, participativos y discursivos, implementados en el base de los principios de transformación del contenido cognitivo en emocional, libre elección de comunicación y comportamiento creativo refuerzo social. Los enfoques científicos considerados en el artículo fueron los fundamentos metodológicos de un desarrollo del sistema para la formación de la creatividad comunicativa entre los estudiantes universitarios. Los materiales del artículo son de valor práctico para organizar el proceso de capacitación en el contexto del desarrollo de la creatividad comunicativa de los estudiantes.

Palabras clave: creatividad comunicativa; el sistema para el desarrollo de la creatividad comunicativa; enfoques científicos, principios



Introduction

The analysis of modern scientific and pedagogical literature allows us to conclude that the formation of such a personality quality as the communicative creativity of university students requires the development of a pedagogical system [23].

It is important to determine the methodological foundations for its construction, since they are the starting points on the basis of which the study is conducted and its results are explained.

Such grounds in the article are represented by the following methodological approaches: the fundamental orientation of the study, the point of view from which the object of study is considered, as well as the implementation principles for these approaches [7, 16].

Problem urgency

The modern dynamics of higher education development indicates a rapid increase of the requirements for a graduate as a carrier of a universal human culture, possessing not only professional knowledge in subject areas, and professionally significant qualities, but also competent in relations with other people [4].

The results of scientific studies of scientists involved in this problem, as well as our data, confirm the position that the process of university student communicative creativity development continues to be insufficiently studied and effective in the framework of traditional education [3, 5].

The issues of the methodology for the development of communicative creativity in relation to technical university students remain insufficiently developed, and therefore, it becomes urgent to study the scientific approaches and the principles of their implementation in relation to the communicative creativity of students as the methodological foundations of a system for the formation of communicative creativity of university students.

Problem study

The researchers studying various aspects of communicative creativity problem development give a different interpretation of the initial concepts. Our study allowed us to dwell on the following definitions.

Communication is talk, the exchange of thoughts, information, ideas, etc.; the transfer of this or that content from one consciousness (collective or individual) to another by the means of signs fixed on material carriers [2].

Creativity is the learner's internal resource, its potential for the implementation of the creative process, the result of which is the creation of a new product, as well as the ability manifested in the desire for novelty, innovative thinking in the process of certain types of activities performance and obtaining new, original end products of this activity [18].

The formation of the communicative creativity of students is considered by scholars as a goal-oriented process aimed at personality trait development that can generate original, non-standard ways of problem solution aimed at achieving the goals of interaction with the communicative process subjects [24].



The system of communicative creativity development among university students is understood as the combination of interconnected and interdependent components: motivational, targeted, substantively organizational, evaluative, corrective, reflective and prognostic, aimed at communicative creativity development among university students, reflecting the internal logic of the interconnection of components and their meaningful content [25].

The development of methodological foundations of the system for communicative creativity development involves the definition of scientific approaches as the strategy to achieve the goals, namely, to build the system for the formation of communicative creativity of students.

The study of the problem under consideration showed that the scholars have gained quite a lot of experience in application of various approaches to the development of pedagogical systems, their complex complementary implementation, considered by the scholars from different points of view [3, 12, 16].

However, the analysis of theoretical sources, the practice of professional training of university students, indicates an insufficient development of the communicative aspect, in particular of such quality as communicative creativity.

The development of communicative creativity is a complex and multidimensional process; therefore, it is precisely the combination of several methodological approaches that can become the basis to build a system for communicative creativity development among university students [25]. The analysis of university practice indicates that this quality is formed haphazardly, fragmentarily and non-purposefully. The noted circumstance determined the choice of the research topic.

Hypothesis

The article suggests that the system of communicative creativity development among university students in the process of vocational training will be effective if it is based on a set of scientific approaches: systemic, participatory, discursive.

Methods

The article used the methods to substantiate the use of systemic, participatory, discursive approaches as the methodological basis of the system for the formation of communicative creativity among university students. According to the authors, this allows a systematic approach; communicative creativity as a quality of a person directly depends on the creative, interested participation of communicants in the communication process, which is ensured by a participatory approach; the change in personal qualities, the implementation of targeted actions and the implementation of a special type of dialogical activity focuses on the application of the discursive approach provision.

To study the indicated problem, we used such methods of system analysis as structural, and functional, in order to identify the essence and components of the students' communicative creativity formation system for the subsequent purposeful controlled formation of this quality. As the part of the participatory approach, we used the analysis of the communicative act structure, determining the directions for its motivational component increase through interaction and complicity in the communication process, which allows us to implement the method of indirect control of the communication process. The discursive



approach was implemented using the content analysis of communicative acts, determining the directions of creativity manifestation in the process of their construction.

This made it possible to provide the analysis of the current state of the problem concerning the formation of communicative creativity of students, to predict the mechanisms for a system development to form this quality among students.

Main part

In the studies on various aspects of the problem we study, various methodological approaches are proposed as the basis: an intercultural and semiotic approach aimed at communicative creativity development, taking into account the principles of integration, situationality, contextuality, interactivity [12]; the reflective approach to the development of communicative creativity of students in the framework of the communicative competence of a teacher, the basis of which is the reflective and innovative activity of the teacher associated with self-knowledge, understanding and creative transformation of their own professional activity [5], an active approach [13, 16] and a number of others.

As the result of the research potential analysis for modern methodology, we have selected a number of approaches, as the methodological foundations of the system for the development of communicative creativity among university students: systemic; participatory; discursive.

The application of a systematic approach to the formation of student communicative creativity system allows you to consider formation as a special component of the vocational training system at a university; to determine the properties of the developed system - integrity, controllability, integrativity, flexibility, transparency; to identify the component composition of "communicative creativity" phenomenon: emotional (creative motivation, empathy perception of an interlocutor, emotional flexibility and lability), cognitive (intellectual initiative, ease in establishing communicative contacts, flexibility and originality in communication); conative (communicative activity, ability to improvise, independence and adequacy of response); define the system goal - creativity as a student's ability, manifested in the generation of original, non-standard ways of communicative problem solution aimed at communication goal achievement and maintaining subjective well-being in intersubjective relations with a partner; identify the opportunities to improve the effectiveness of this system through the organization of systemic influences on the formation of communicative creativity of university students.

Thus, the systematic approach provides the guidelines to construct a system for the development of communicative creativity and sets its general design features [1, 6, 7].

The substantial aspect of filling the developed system involves the use of a participatory approach, according to which participativeness acts as a property of the studied pedagogical phenomenon, interpreted as the wide participation of various subjects in the development and direct implementation of programs of socially significant activity based on collegiality [9, 24, 25] as the method of pedagogical collective organization, contributing to the formation of relations of mutual responsibility, and cooperation [14].

In the article, the concept of "participativeness" is defined as participation, the method of organizing a team on the basis of collective responsibility, and cooperation. At the same time, participativity is a management principle, the method of motivation and the



means of communication quality improvement in the process of analysis and making managerial decisions based on active participation and creative self-realization of activity subjects.

The application of a participatory approach to develop a system for student communicative creativity development allows you to justify the formation of communicative creativity as joint participation and interaction of the educational process subjects; to indicate the active subjective position of students in the process of communicative creativity development, that is, the possibility and need to apply the methods of self-development actively; to use mainly active and interactive forms of communication in the content of the system for student communicative creativity development.

The specificity of the subject of our study is related with the process of communication, carried out in the process of discourse - utterance, speech.

Since the communication process is carried out through discursive components, the process and the result of the communicative act depend on the construction features of this component, this focuses on the possibility of the discursive approach application in the process of the system development for the formation of communicative creativity among university students.

The discursive approach is currently actively used in anthropological, linguistic, psychological, sociological, historical, literary and other studies. In modern pedagogy, the methods of discursive analysis, discourse content, etc. are used increasingly [17].

Discourse as the stream of speech, includes the features of social relations, the features of its participants, reflecting their individual qualities, their connection with the communicative situation in which it proceeds. Scholars note that the discourse is embedded in the culture of its participants, and with it the national culture and mentality of the discourse is speech, reasoning, text. T.A. van Deick, M. Stubbs, P. Serio, and a number of other scholars have identified the main characteristics of discourse: it is a unit of language that exceeds the sentence in scope; in terms of content, discourse is associated with the use of language in a social context; organizationally it is dialogical [10, 21, 26].

Since discourse, according to scholars, is one of the most complex interdisciplinary concepts, its understanding varies significantly depending on the area in which the researcher works. We adhere to the understanding of discourse as a coherent text in conjunction with various life, sociocultural, psychological and other factors, that is, being a text in the event aspect, discourse includes paralinguistic accompaniment of speech (facial expressions, gestures).

Researchers [8, 15, 21] argue that traditional approaches cannot encompass communication processes that are implemented in the language of real life not as static fixations of unchanging meanings, but as the creation of these shared meanings in their constant interaction and change. The language is organized through discourses and can make a strong influence on people's behavior, and to some extent predict it.

Thus, the application of the discursive approach in our study allows you to consider the manifestations of pedagogical processes as texts; disclose the text as the basis for the development of theoretical and analytical ideas about speech interaction.



In addition, the consideration of this approach as the basis for the development of students' communicative creativity allows us to take into account contextual variables (global, local, social, cultural context) and natural text (oral communication), as well as discourses (as a picture of the world) in the behavior of the educational process subjects.

The article also clarifies the principles of constructing a system for the development of students' communicative creativity: transformation of cognitive content into emotional content, freedom of choice in communication, and social reinforcement of creative behavior. At that, the principle of cognitive content transformation into emotional one assumes that an intellectual task (a problem to be solved) is transformed into an emotional problem (emotional attitude to the task being performed), while the emotional attitude is accepted as a self-sufficient manifestation of personality; the principle of freedom of choice for communications is focused on providing students with the opportunity to choose and establish communications depending on the interests and needs of communication subjects; the principle of social reinforcement of creative behavior is realized through the support and development of creative ideas, innovative solutions, problems and tasks, the adoption and invalidity of creative behavior.

In addition, the structure of the system for the development of communicative creativity among students and the principles of its implementation were determined.

The principle of creative speech-thinking activity presupposes the student's constant involvement in the creative communication process, the substantive basis of which is non-standard nature, the selection of situations taking into account age and psychological characteristics that contribute to the activation of students' mental activity and the need for their discussion [19].

The principle of modeling the situations of novelty and uncertainty. A situation, understood as a system of student relationships, is a constant factor in learning, regardless of speech activity type a student masters. The creation of new situations allows students to gain direct experience of discovering new ideas and applying the acquired experience in new conditions, and also contributes to the development of improvisation, self-control and emotional reaction management [11].

The principle of co-creation, creative self-development and self-realization allows us to affirm the optimal form of their interaction as a dialogue in the communication act of partners, the essence of which is the mutual enrichment and personal development of its participants. Co-creation gives the student the right to his pace, his level of communicative creativity and his own path to its implementation [20].

Conclusions

The performed analysis of studies on the problem revealed its relevance, conditioned by a significant increase of requirements for communicative processes in social and industrial relations, suggesting that university graduates have the ability to generate successful solutions to communicative problems, as well as by insufficient theoretical and methodological development of these issues in higher education theory and practice.

In modern psychological and pedagogical literature, communicative creativity is understood as the learner's ability, manifested in the generation of original, non-standard



ways of communicative problem solution aimed at communication goal achievement and maintaining subjective well-being in intersubjective relations with a partner.

It is determined that the development of communicative creativity as a student's personality quality is carried out within the framework of the system of communicative creativity development among university students, which is understood as the combination of interconnected and interdependent components: motivational, targeted, substantive, organizational, evaluative, corrective, reflective and prognostic.

It is proved that the system of communicative creativity formation can be effective taking into account the provisions of the systemic, participatory and discursive approaches, as well as a number of principles for their implementation.

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