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CREATIVE TASKS IN FOREIGN LANGUAGE STUDYING FOR PROFESSIONAL PURPOSES

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Since the importance of using creative tasks while studying a foreign language in a professional way is an important means of activating the creative activity of future border guards, the basic types of creative tasks have been determined and a sequence of different forms and tasks have been defined, namely: preparatory (propaedeutic), educational (forming) and actually creative. This paper presents one of the most effective methods of educational activity stepping up of the future border guards while studying a foreign language for the professional purposes, which is the creative tasks usage for cadets' professional skills development.

Key words: creative activity, foreign language, innovative approach, effective training, future border guards, educational process.

Introduction. The entry of Ukraine into the European educational area requires further improvement of the training system and advanced training of personnel in the aspect of professional foreign language competence. The peculiarities of the professional activity of modern border guards determine the specific features of their professional training at the stage of studying at the National Academy of the State Border Guard Service, which implies the educational qualification of a bachelor's and a specialist's degree obtaining. Constructing the theoretical and practical training content of future border guards while training, we are aware of the urgent need for the formation of an extraordinary creative

person capable of providing the professional activity competently. Therefore, the educational process at the higher military educational establishment should be aimed at activating the creative activity of future border guards. The educational and cognitive creative activity activation of future border guards provides for the search and introduction of new effective teaching technologies, methodologies, innovative approaches in the process of foreign language studying for professional purposes. One of the most effective means of training is the creative tasks usage at classes with future border guards. Enriching the content of educational materials with creative tasks in the process of foreign language studying will promote activation of cadets' creative activity, the development of their independence, initiative in the creative search for solving problem situations in future professional activities.

The basis of the research related to the formation of the creative activity of future specialists is the achievement of scientists in the aspect of the theory of cognitive activity (V. Davydov, B. Korotayeva, G. Kostiuk, S. Sysoyeva, T. Shamova), concepts of the creative potential of the individual development (A. Bogolyavenska, L. Vygotsky, I. Kaloshina, V. Klymenko, A. Leontiev, V. Moliak, V. Roments, S. Rubinstein), theory of creativity (L.Yermolayeva-Tomina, Ya. Ponomareva). A number of scholars directed their research to create conditions for activating the creative learning process (N. Davidyuk, O. Ignatovich, Y. Moroz) and forming a creative attitude to professional knowledge (O. Muzika, G. Chaplitskaya). Dissertational researches, concerning the formation of professional and creative qualities of cadets in professional training (V. Balashov, A. Mashtalir), their ability to professional art (O. Didenko), development of cadet's creative abilities are important for solving the research problem. (I. Snitzar).

The purpose of the article is to substantiate the importance of using creative tasks in foreign language studying for professional purposes as an effective means of activating the creative activity of future border guards.

According to the results of the analysis of publications of S. Rubinstein, T. Dutkevich, V. Klymenko, V. Molyaka, V. Rybalka, S. Sysoyeva, T. Tretiak, V. Yakunin and others, one of the most effective pedagogical conditions for the formation of the individual's creative activity in the process of foreign language studying is the creative tasks usage in the educational process. It is an important means of developing and enhancing the creative potential of future border guards. At the same time, creative tasks are an effective means of cultivating diligence, perseverance, will, character and determination [1, p. 155].

Within the framework of the problem under the investigation, special attention is paid to the methods of activating the solution of creative tasks as a process of creative activity. They are the method of garlands of associations, brainstorming, synectics, the morphological analysis of F. Zwicky, and the method of G. Bush's sevenfold search, and the algorithm for solving the inventive tasks by G. Altshuller, KARUS creative training method, method of test issues. According to T. Dutkevich [2], modern methods of inventiveness can serve as a strategic means of inventive tasks solving, which determines the basic direction of search and its sequence, and can also be used in educational work to develop the creative skills of subjects of studying.

The study and analysis of scientific and educational sources gives grounds to assert that the problem of creative tasks systematic usage in the educational process is very relevant. The results of our study conducted within the framework of foreign language training of future border guards convince that creative tasks are an important means of

stimulating and activating the creative activity of the individual at the higher military educational establishment. Thus, the overwhelming majority of teaching staff (68%) consider one of the conditions contributing to the creative activity of future border guards is to be the usage of creative tasks of various degrees of difficulty. In turn, future border guards believe that the creative tasks performing in foreign language studying assists to fully reveal its creative potential (31%), prompts the search for, originality and independence of the problem (28%), develops the skill to think, think critically and realize themselves (39%). Cadets are interested to look for unusual or paradoxical methods of solving various tasks, non-standard situations.

Considering the above mentioned we can conclude that solving creative problems is one way of mastering foreign language and assimilating new concepts that help future officers to master the skills and abilities of cognitive and professional direction, develop creative thinking, independence, etc. They can also be used as a means of the general mental development and specific skills diagnosing of future border guards, as a means of controlling their knowledge, skills and abilities. The disciplines of foreign language studying have the largest range of opportunities for the application of creative tasks (in content, communicative, emotional, organizational aspects). Therefore, being aware of specific knowledge value within the disciplines for future professional activities, we determine the enrichment of their content with creative tasks as one of the conditions for the creative activity formation of future border guards.

Researchers interpret the concept of «problem» ambiguously. According to V. Yakunin [3], the task is both the immediate goal and the problem situation, as well as a separate stage of one or another activity. The task includes not only the purpose, but also the circumstances or

conditions under which it can be achieved. From the point of the formal structure, the task consists of the following elements: the purpose expressed in the requirements of the task, the scope of the subject with given relations, and the set of actions that change the conditions of the task to achieve its goals. Creative task can be defined as such as the method the result of which the person does not know [4, p. 122].

In our opinion, the idea of V. Klymenko is interesting, noting the importance of tasks for the development of the individual creativity. He affirms "a task is a situation that requires a certain action from a person. Tasks are created in order for a person to possess concepts or a certain regulation. In solving the problem, a person takes the view of the way people went during the creation of the concept, the discovery of regularities. Then, the person has his own thoughts in the process of thinking, feelings and imagination, and then he is able to generalize them into the system, to create concepts independently, to understand the regulations "[5, p. 110].

In the scientific research it was found that the basis of the concept of a creative person formation is the concept of educational and creative task, that is, such a form of organization of the content of educational materials, with which the instructor introduces the subjects of learning in the problematic (creative) situation, directly or indirectly sets the goal, conditions and requirements of educational activity with elements of subjective creativity [6].

In our opinion, the effectiveness of creative tasks in educational materials usage will depend on properly selected content, so it is important to consider the basic requirements when developing them:

1. In the structure of creative tasks it is necessary to combine the main components: intellectual (perception and allocation of essential features and properties of objects, objects, actions, their comparison,

classification, etc.), motivational (professional interest, aspiration for self-improvement) and objective (theoretical knowledge in this sphere, professional skills and creative activities).

2. Tasks should stimulate a creative attitude towards discipline and have a professional orientation.

3. Tasks should be consistent in terms of content and complexity, contain uncertainty, in particular:

Uncertain data (which, for example, must be found in the studying of a real object; an uncertain situation in which you need to clarify the problem);

Multivariate results or methods of obtaining results (tasks are aimed at development of divergent thinking and skills to build hypotheses);

The choice of several positions of the variant that corresponds to the given conditions (tasks are aimed at the development of convergent thinking and the skills of testing the hypothesis).

4. Tasks should be available; cadets at the same time should find solutions from the "elements" [7].

Modern teaching methods have not developed yet a unified approach to the classification, systematization of foreign language creative tasks for professional purposes. In our opinion, in order to intensify the creative activity of cadets in the process of studying foreign language, it is necessary to use the following types of creative tasks. They are: tasks for identifying contradictions, problem vision; tasks without full source information; forecasting tasks, tasks for optimization; tasks for review, logical tasks; research tasks; communicative problems; tasks for the development of imagination; aesthetic problems [4, p. 187-192], situational and creative tasks.

Since the usage of creative tasks involves an orderly sequence of different forms and contents of tasks that are gradually complicated and

logically related to the program materials, we suggest to emphasize the following tasks: preparatory (propaedeutic), educational (forming) and actually creative. The main purpose of the preparatory tasks is the motivational support for further creative activity, the formation of the focus on its implementation, the mastering of the basic knowledge necessary to perform the creative tasks. Educational tasks should form the readiness of the future border guards for creative activity; to teach how to perform creative tasks, that is, to work out the necessary techniques, skills, operations. These tasks are training. The training and work with them depends on the training of future border guards. This process involves explaining by the instructor, working out and performing tasks by the cadets independently. Thus, cadets acquire techniques, mechanisms, procedures of creative activity, which prepares them for performing their own creative tasks.

The purpose of these tasks is the formation of cadets' ability to creative activity, to self-fulfillment of creative tasks. All tasks are based on a reasonable correlation of rational and emotional, creative and cognitive in the learning process. In accordance with the tasks of each component of the educational activity, the forms of organization of activities and the style of relationship between instructor and cadets change.

As the problem of educational and cognitive tasks grows, the level of independence of future border guards increases, as they are resolved.

The role of the instructor in this process varies from direct operational control to indirect promising management of the educational and creative activities of cadets [8, p. 137-138].

Here are examples of some creative tasks usage in foreign language classes for professional purposes.

Preparatory (propaedeutic) tasks.

1. *You are a border guard at the airport. Ask all possible questions to check the foreigner's papers.*

2. *You are a border guard at the highway BCP. Ask all possible questions to do the vehicle search of a car with travelers.*

3. *You are checking documents of a van driver. Tell him to park the van and prepare his documents and the trailer for examination.*

4. *A citizen of India was detained while trying to cross the State Border of Ukraine without documents. Ask him questions as for his identification and purpose of illegal crossing.*

5. *You have discovered illegal migrants in the Turkish bus. Interrogate and identify one of these persons.*

6. *You are performing service duties on the train. Introduce yourself to the passengers from the USA, check their papers and advise them to address the American Embassy to extend the term of their passport validity.*

7. *Suggest the passengers of the bus produce their papers for border control. Ask them about their citizenship and the purpose of their visiting Ukraine.*

8. *Railway check point. You are an officer checking the papers of the passengers. Reproduce the procedure of the passport examination of one of the foreigners, advise him to extend visa in Kyiv.*

9. *You are checking documents of the pop group entering Ukraine. The visa of one of the group members expires in 3 days. Remind him of extending it and wish them good luck.*

10. *Act as a check point officer, greet the visitors from Australia, inquire about their plans and the purpose of visiting Ukraine, wish them good luck after examination of their papers.*

11. *Seaport check point. Check the papers of the crew, ask the Master of the foreign ship about the papers, port of registry and destination, stowaways etc.*

12. *You are checking the papers of an American citizen. The signature in his passport is missing. Explain to him that the passport without a signature is invalid. Let him sign the passport.*

13. *Ask all passengers of the car to leave it, to show the documents. Explain one of the passengers that his passport is not valid to cross the state border of Ukraine for some reason. Advise him to proceed to the office to clear the situation up.*

14. *A foreigner coming from Great Britain to Ukraine produces his documents. Ask him about the purpose of his visit, the object of his staying in Odesa and wish him farewell.*

15. *Checking the passport of a citizen of India you have noticed that the owner is nervous and excited. Ask him when and where he obtained his passport, suggest that he should take off his glasses, explain to him that his passport is invalid because the photo of the real owner was removed and substituted by his one. This passport doesn't belong to him.*

16. *Students from Great Britain are going to Ukraine by bus. Ask them to leave the bus and produce their papers. Check their papers and wish them good luck.*

17. *Check point at the airport. You are checking the papers of the captain, navigator, stewardess and crew members. There is a problem with a stewardess's visa. It's overdue. Perform your service duty.*

18. *A Canadian girl wants to renew her visa at the Check point. Explain how to do it, ask whether she is ready to pay Consular duty, help her to do the formalities.*

19. *You are checking documents of the passengers of the foreign plane. Introduce yourself, ask the passengers to get their passports ready*

for the inspection, remind about controlled substances, whose importation is prohibited.

Examples of educational (forming) creative tasks.

1. A citizen of China arrives in Ukraine by the train «Moscow-Lviv» on business. During border control he presents a valid service passport and an official invitation of the «LTD» company in Lviv. He is going to visit other cities of Ukraine.

2. An Egyptian citizen arrives at the Ukrainian border crossing point by car claiming to travel to Germany for tourist purposes. At the first line check, the traveler shows a valid passport with a valid German visa, a transit Ukrainian visa, his driver's license, vehicle registration, and other documents (hotel booking, letter of invitation etc), proving where he is going to stay in Germany. He has enough money to cover his staying in Germany.

3. A citizen of Japan, who lives in Germany, arrived in Ukraine. During passport control he produced a valid Japanese foreign passport, and an invitation to Ukraine. There is no doubt as to the validity of his passport and its belonging to the bearer.

4. A Canadian family arrived at the check point to enter Ukraine. The family consisted of a husband, a wife and two children of 12 and 17 years old. The husband produced valid foreign passports of Canada. The children were written into their mother's passport.

There are some examples of the creative tasks usage in foreign language classes for professional purposes.

Task 1.

A Tunisian citizen arrives at Boryspil airport. The purpose of his trip is to visit his relatives (brothers and sisters) living in Kyiv. He has a valid Ukrainian visa, a return ticket, and a letter of invitation to Ukraine.

However, this letter is not notarized (as the Ukrainian law requires). Comment on the situation.

Task 2.

A person arrives in Ukraine by the flight №135 «New-York – Kyiv». He is an Israeli citizen, but he has a permanent residence in the USA. He has a valid foreign passport of Israel with him. The purpose of his trip is to take part in the scientific conference in Kyiv.

Task 3.

A Belgian citizen arrives at the Ukrainian border crossing point by car. During the first-line check, it is found out that one page in his passport is missing.

He has no other documents confirming the purpose of his trip.

Task 4.

A family from Iceland arrives at Boryspil airport. They present valid travel documents and papers confirming the purpose of their visit. They are going round the main cities of Ukraine and its places of interests. They do not have a Ukrainian visa.

Task 5.

A citizen of France arrives at the Ukrainian BCP by train from Poland. He has a valid service passport, a return ticket, and an official letter of invitation for an international medical conference. He does not have a Ukrainian visa.

Task 6.

An Italian citizen, who permanently lived in Turkey, arrived in Ukraine by car. He showed a valid foreign passport, issued in Italy and an invitation to Ukraine. He was going to proceed to Turkey via Ukraine and to stay for a day at his friends' in L'viv.

We must note that the use of creative tasks should be systematic and relate with all stages of learning process. By enriching the content of

educational material with creative tasks in foreign language classes in a professional way, it is necessary to ensure the diversity of their types in accordance with the levels of creative activity formation and the cadets' free choice of creative tasks at an accessible level. We also consider the creation of a creative atmosphere, attentive attitude to new ideas, constructive critique, the atmosphere of benevolence, and the reasonable use of humor.

Conclusion. Thus, the results of the research suggest that one of the conditions for the formation of the creative activity of future border guards is enriching the content of educational material with creative tasks in the process of foreign language learning for professional purposes. Creative tasks must meet the following requirements: be professionally oriented and have a stimulating principle, contain uncertainty, be accessible. In addition, they should also be focused on the sphere of actual and potential development of cadets' abilities, which is one of the basic rules of “personality and activity” approach in the process of pedagogical management of educational and cognitive activity of future border guards and the development of their creative activity.

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