

## **FORMATION OF THE FUTURE LEGIST'S CREATIVE PERSONALITY BY MEANS OF CREATIVE EDUCATION IN THE PROCESS OF FOREIGN LANGUAGE TRAINING**

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The article reveals the theoretical aspects of the future legist's creative personality formation in the process of foreign language training. The article highlights the basis for the development of the future legist's creative abilities by means of creative education. The role of creative abilities in professional self-determination of a future specialist is defined in article. Thus, an essential prerequisite of a future professional determination is development of students' creative personality. The development of legists' creative skills should become an integral part of future specialists' training.

*Key words:* creative personality, creative abilities, foreign language, future specialist, creative education.

An important requirement of modern society is the demand for creative personality of a future specialist. There is an evident need for professionals capable of permanent personal self-development. All this creates an objective necessity of implementation in the higher education system fundamentally new approaches, centered not on the gradual linear accumulation of knowledge and skills in the student's mind, but on the development of creative abilities, which provide the opportunity to apply acquired competencies in unusual situations, to act creatively.

J. Guilford, C. Rogers, P. Taylor, P. Torrance, G. Wallas dedicated their works to the research of the problem of a creative personality formation. J. Flanagan studied the measurement of ingenuity, H.G. Gough and F. Barron – the measurement personality traits relevant to creative achievement, P. Torrance studied creativity in schoolchildren and the effect of the educational system upon the development of potential creativity.

The creative individuality's properties studied A. Andreev, A. Maslow, K. Platonov, S. Sysoeva, O. Shcherbakov. The necessity of creative abilities development as an integral part of a future specialist personality is examined in works of such scientists as N. Basova, H. Berehova, R. Gareev, J. Drach, V. Nagayev, V. Noskov, A. Sologub and others. Considerable experience has been already accumulated and different approaches to the creative personality and creative skills have been thought about. However, analysis of the scientific literature shows that the problem of future lawyers' creative abilities development, in the process of foreign language education in particular, yet has not been studied enough.

The objective of the article is the theoretical substantiation of essence of a future specialist's creative personality formation by means of creative education in the process of foreign language training.

Modern pedagogy emphasizes the need for comprehensively developed personality, including creative abilities of future specialists.

Creativity in general can be defined as an ability or an occurrence. It refers to developing an alternative way of solving a problem or dealing with some other subjects. The distinctive aspect of a criteria alternative is that it is better on whatever criteria are considered relevant than the alternatives that were previously being considered. A special kind of creativity involves not merely finding a better way of doing things, but of finding a way that exceeds the best initial expectations of whatever sides or viewpoints may have been in connection over how to deal with the problem. This so-called super-optimizing creativity does more than just finding a new better or best alternative. It finds an alternative that is better than the previous ones [4, p. 3].

In the scientific literature, personality is defined as a concrete, integral human individuality in the unity of the natural and social qualities. It is pointed out that today the goal of education and training is changing. It is aimed not to give a certain complex of knowledge and skills, but to provide a free development of personality [1, p. 243]. S.O. Sysoyeva in her turn emphasizes that a person should be treated as a systemic social individual quality, which is formed in a joint activity and communication. Based on this definition, a creative personality is a subsystem of personality, which is characterized by a set of creative qualities of the individuality, that ensure the success in creative activities. The boundaries of personality's creativity vary from an extraordinary solution of a simple task to creation of a new objective in a particular area [2, p. 46].

Scientists today stress upon the necessity to develop creative skills as an integral part of a future specialist personality. Among the basic creative abilities researchers refer fluency and flexibility of thinking, mental performance, abstraction, search for analogies and associations, systematic and dialectical thinking, originality, creativity, self-control, ease of generating ideas and creative imagination.

A number of leading psychometricians undertook test-development efforts in the general domain of creativity abilities. Undoubtedly important contributions were made by J.P. Guilford. He was the first to introduce the concept of divergent (creative) thinking (that is flowing in different directions). However, the latter does not provide a specific number of answers; non-trivial search and unexpected solutions are encouraged. Among the 16 factors of creativity the researcher singled fluency (word, associational, expressional, ideational), flexibility (spontaneous, adaptive), originality, elaboration, thinking (reflective, rigorous, autistic), esthetic activities (esthetic appreciation and esthetic expression) etc. [6]. Creative abilities, therefore, is a complex of personal traits, which is a system of interconnected components

arranged to form a complex synthesis of knowledge and skills based on past experience.

Development of creative abilities is one of the important tasks of specialists' training. It is particularly important to develop these qualities in the process of a future legist's education. In addition to fundamental scientific skills such qualities of a future specialist are essential: 1) professional (respect for the laws, love to the profession, the ability to evaluate the activity in a critical way), 2) ethical (morality, high ethical views, integrity, responsibility for work performed, humanity, tolerance), 3) intelligent (the ability to distinguish the essential from the inessential, the depth and flexibility of thinking, independent judgment, observation, productive memory), 4) emotional qualities (ability to remain tolerant in conflict situations), 5) organizational ones (ability to organize his or her own work and teamwork effectively) [3].

Creative learning is the effective way of creative abilities' development of a personality and promotes education efficiency, initiative, independence, ability to analyze, transform educational information, involves the development of creative thinking, imagination and intuition. The methods of creativity intensification include brainstorming, synectics, conference of ideas, debate, heuristic conversation, problematic lecture, training, case-method, role playing and others. It is proved that the problem-situational and role playing technologies are aimed to optimize the foreign language education, productive development of creative abilities; contribute to the formation of creative thinking; develop skills to advance arguments and to make decisions. Communicative problematic situations, that simulate professionally oriented situations of a future specialist, provide an active acquirement of foreign language competence, form motivation of cognitive activity, enrich foreign language vocabulary and develop the ability to think analytically and independently, to penetrate into the structure of the language and so on.

The following tasks can be the examples of creative learning implementation in the process of foreign language training:

I Problem solving: 1) A French businessman is going to sign a contract with a company in the USA. It is a very significant contract for the French company and Managing Director wants to conduct negotiations himself. The only problem is that he is afraid of flying by plane. 2) An average American family is going for a holiday. But the members cannot agree upon the place of the vacation. Children want to go to the seaside, mother prefers visiting Europe, father is dreaming of a quiet place near the forest. Advise how to solve the problem.

II Points for discussion: 1. The courts sometimes make mistakes, and innocent people are found guilty. Is this an important point in the argument against the death penalty? 2. Some people say the death penalty is against the constitution of the USA, because the constitution forbids "cruel or unusual" punishment. Do you agree? 3. In the USA, different methods of execution are used, e.g. the electric chair, lethal injection, gas. Which do you find the most/the least acceptable? 4. The last woman to

be executed in Britain was Ruth Ellis. She was hanged in 1955. She had shot her lover because he had another girlfriend. It was a “crime of passion”. Do you think the death penalty should be used for this type of crime?

Thus, an essential prerequisite of a future professional determination is development of students' creative personality. The development of legists' creative skills should become an integral part of future specialists' training.

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