

Implementation of Reflective and Creative Approach for Teaching English: Projection of Technological Model

Olyesya Razdorskaya

Kursk State Medical University (Russia)

razdorski@yandex.ru

Abstract

Modern language education requires the implementation of the modern technological model of the reflective and creative approach (RCA) worked out by us. This model meets the social, axiological and psychological requirements of modern pedagogy. Indicative and operational stage of the model's inculcation presupposes the active presentation of the educational material at the basis of the peculiarities of the development of the students' reflective and creative skills, at the necessity of the development of these skills for the students with the low extent of the expressiveness of reflection and creativity. Organizational and activity stage is a forming phase when the formation of the students' both language and reflective and creative competences takes place. Controlling stage includes the complex checking the formation of the students' competences. Criteria oriented testing is possible in conditions of choice of the different forms of the tests providing the control of formation of the skills and abilities. For this purpose it is recommended to use not only traditional test technologies, but also creative forms of educational activity worked out by us. The inculcation of reflective and creative approach in the process of language education of a student of non-linguistic higher education establishment is the experience of innovative pedagogical activity. The author's theory of interconnection of reflection, creativity and social and cultural component of teaching foreign language requires designing the effective concept of RCA at the basis of the unity of methodological, theoretical and technological aspects. The technological model of educational process offered by us is designed considering the symbiosis of reflection and creativity in pedagogical process. It unites the principles of synergetic approach and consideration of the psychological and didactic regularities while organization of education as well as creates optimum educational environment based on the students' personal features and forming their critical and divergent thinking. Technological model of language education has allowed to improve the qualitative characteristics of the educational process and motivation to learn, to enhance the parameters of the tempos of education and productivity of didactic process in general. That is why we consider this model to be effective and perspective. Practical inculcation of the model is carried out in the process of the experiment by means of working out the educational plans, the programs of basic and elective courses, textbooks and methodic recommendations for the teachers and the students.

1. Introduction

Synergetic approaches are rarely used in the process of teaching students foreign language for special purposes (a compulsory academic subject in Russian universities), including medical students, interdisciplinary barriers still hinder the synthesis of theoretical knowledge. We observe underdevelopment of the variance of the contents of education depending on the students' specialty.

Theoretical analysis of the available literature and the working experience convince that modern language education requires the implementation of the modern technological model of the reflective and creative approach (RCA) worked out by us [1]. In the framework of the improvement of language education, we need the substantiation of the ways of its modernization, determination of the factors of a specialist's effective language training, working out the methods of language training management, creation of didactic models of the basic and specialized elective courses and revealing the specific features of their technological organization.

Technological model is an effective and thus perspective form of designing language training [2]. It includes traditional methods and forms of educational activity and is added with the number of

innovative technologies forming the single model of teaching students of different medical specialties and allowing reaching the guaranteed results of the students' professional training.

Technological model of RCA is designed considering the factors stipulating the necessity of its constructing. This model meets the social, axiological and psychological requirements of modern pedagogy.

Implementation of technological model of language training is possible in the pedagogical conditions (educational and methodological support, organization of individual work, reflective managing the process of students' education [3], etc.) that provide creative self-realization not only of a University teacher in the different kinds of pedagogical activity but also of a student's personality. It presupposes reorientation of a teacher's reproductive pedagogical activity into creative.

In pedagogy not only the contents of education, but educational activity is modeled. Scientific models as the means for teaching certain academic subjects are designed for purely utilitarian purposes. The necessity of knowing the methods of modeling is connected with the general method of scientific cognition and also with psychological and pedagogical reasons [4].

2. Methods

We have worked out and offered the following directions of inculcation of technological model of RCA:

- technological model is carried out by means of the technologies of module education, students' individual work, reflective management of the students' educational process, organization of educational activity with the usage of technological cards.
- pedagogical conditions of implementation of the technological model of language education based on the activity theory of education, reflection and self-management have been worked out, scientifically substantiated and experimentally approved; the technological model's influence on the quality of the students' training was defined.
- we have worked out the theoretical and practical constituents of the elective course 'Languages and cultures of the world'; the contents of the academic subject Foreign Language which plays a significant role in the students' professional training were modernized.

For designing the model, we have used the unity of general scientific and pedagogical methods able to check and add each other. At the theoretical level, we were using the methods of theoretical analysis, survey and diagnostic, observational, proximation, experimental methods and the method of quantitative and qualitative evaluation of the obtained results.

3. The main part

Practical implementation of RCA is carried out in the technological model which is the project of purposeful and gradual studying a foreign language reflecting the united hierarchy of aims and orientation of all the components to their inculcation. Technological model meets the following didactic requirements:

- optimum correspondence to the educational aims and the capabilities of the students with the consideration of their level of development of reflective culture, creative qualities and language skills;
- revealing of the combination of the appropriate means of formation of reflection and creativity;
- predictive character of reflective and creative organization of education;
- orientation to the students' personal and professional development.

Efficiency of organization and modeling of RCA and reflective and creative technologies depends on the unity of pedagogical conditions the implementation of which provides the proper teaching of the students. These conditions were classified by us into external (using PEST analysis [5, 6]) and internal ones. By means of PEST analysis we have defined social, technical, economic and political conditions of inculcation of technological model.

In the limits of the technological model worked out by us we have defined the following units of internal pedagogical conditions: theoretical, methodological, methodical and technological.



Theoretical unit of pedagogical conditions presupposes that inculcation of theoretical model is possible in case of implementation of theoretical substantiation of the unity of reflection, creativity and social and cultural component of the language education of a medical student [7].

Theoretical conditions of inculcation of theoretical model of RCA presuppose the usage of the aspects of reflection and creativity in the process of working out the innovative orientations of language education (Table 1).

Table 1. Results of the influence of creativity and reflection on the educational aspects

Educational aspect	Creativity	Reflection
Cognitive	Openness to the new experience and new ideas, intensive mental activity, stable results of educational activity, sensitivity to the deficit of knowledge.	Formation of logical reflection the object of which is the contents of a student's educational activity.
Developmental	Development of the new forms of thinking; the condition of a person's creative self-development and self-actualization.	Control of the availability and importance of the development of the new forms of thinking.
Educative	Formation of the professionally important qualities in the framework of fulfilling creative communicative tasks.	Monitoring of the acquired professional and personal competences.

Methodological unit of the conditions of the technological model is aimed on the search of regulators of the usage of creative technologies in the language teaching. It promotes the improvement of the quality of teaching and enhancement of pedagogy's creative function among humanitarian sciences. We have defined the functions of the usage of creative component in the structure of pedagogical process, substantiated the possibility of considering language teaching as a functional system, revealed the methodological conditions of usage of reflective and creative technologies as well as the barriers hampering it in pedagogical process.

Methodical condition is aimed on working out the methodical recommendations for the teachers for inculcation of reflective and creative technologies.

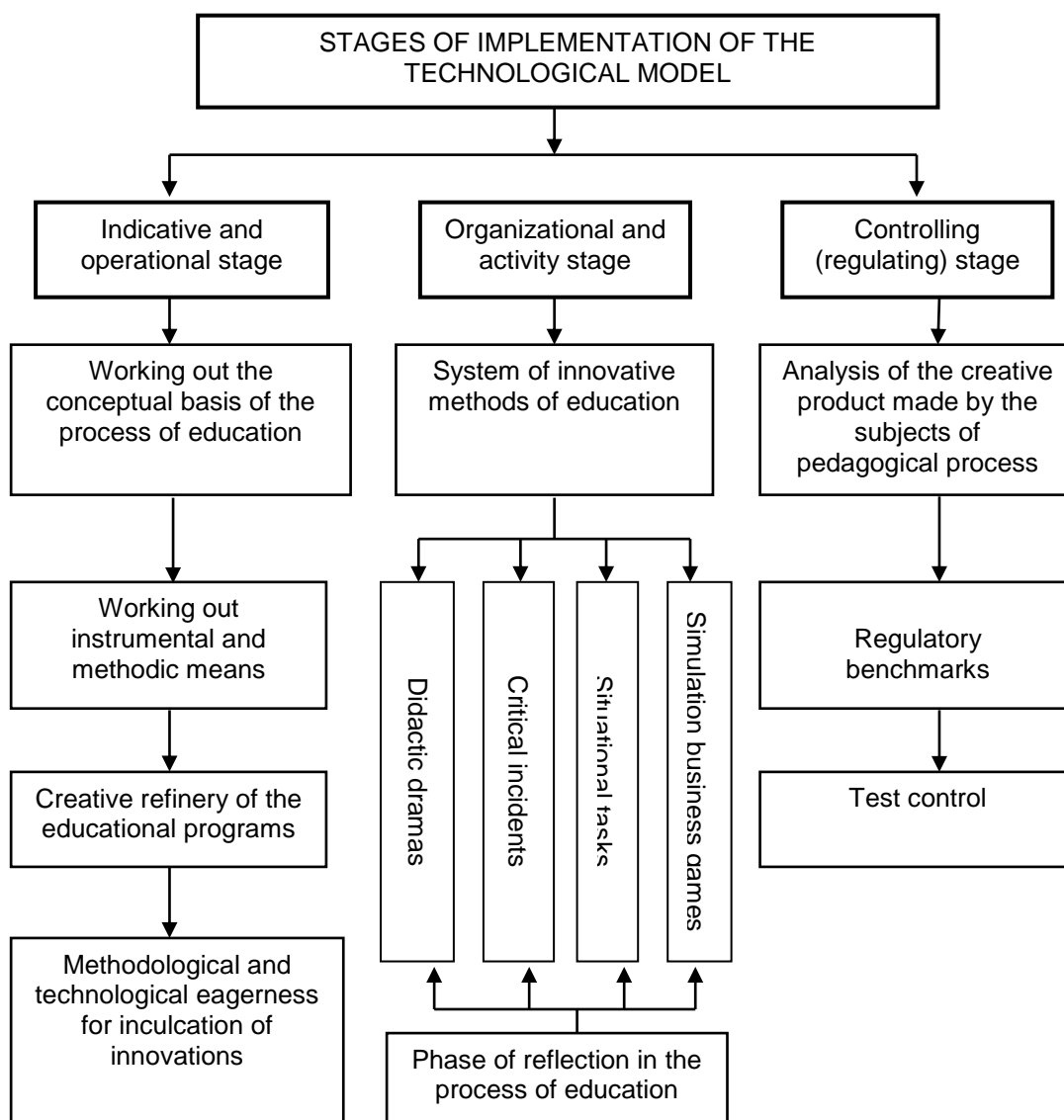


Figure 1. The scheme of inculcation of technological model of RCA.

By technological condition we presuppose the interaction of the subjects of language education in the external subsystem: certain subjects (students) use the technologies of their educational activity, the other subjects (teachers) work out the technologies and evaluate the efficiency of the methods and technologies revealing the extent of the influence of the methods (technologies) on achieving educational aims.

The algorithm of implementation of the technological model of RCA includes three stages: indicative and operational, organizational and activity and controlling (or regulating) (Figure 1).

Indicative and operational stage presupposes the active presentation of the educational material at the basis of the peculiarities of the development of the students' reflective and creative skills, at the necessity of the development of these skills for the students with the low extent of the expressiveness of reflection and creativity.

Organizational and activity stage is a forming phase when the formation of the students' both language and reflective and creative competences takes place.

Controlling (or regulating) stage includes the complex checking the formation of the students' competences. Criteria oriented testing is possible in conditions of choice of the different forms of the



tests providing the control of formation of the skills and abilities [8]. For this purpose it is recommended to use not only traditional test technologies, but also creative forms of educational activity worked out by us (for example, 'Brain Ring' for checking ethnocultural knowledge after finishing the studies of the elective course).

Classification parameters defined by us as well as the level analysis of the research and its conclusions have allowed us to outline the ways of inculcation and define the following essential characteristics of the reflective and creative approach at a higher education establishment:

- The inculcation of reflective and creative approach in the process of language education of a student of non-linguistic higher education establishment is the experience of innovative pedagogical activity.
- The theory of interconnection of reflection, creativity and social and cultural component of teaching foreign language worked out by us requires designing the effective concept of RCA at the basis of the unity of methodological, theoretical and technological aspects.
- The concept of the changes (their advantages over analogues and novelty): we have defined and scientifically substantiated the importance, status, functions and advantages of RCA; we have worked out its principles determining both pedagogically productive interaction of the subjects of education and the selection of didactic material and organization of educational process.
- Practical implementation of the innovative pedagogical experience is carried out at the indicative and operational, organizational and activity and controlling (or regulating) stages of technological model; in the framework of these stages we have worked out the contents of teaching foreign languages corresponding to the principles of RCA and providing the formation of multicultural creative educational environment and integral process of the students' professional training.

4. Conclusion

Thus, the technological model of educational process offered by us is designed considering the symbiosis of reflection and creativity in pedagogical process. It unites the principles of synergetic approach and consideration of the psychological and didactic regularities while organization of education as well as creates optimum educational environment based on the students' personal features and forming their critical and divergent thinking.

5. Results

Technological model of language education has allowed improving the qualitative characteristics of the educational process and motivation to learn and enhancing the parameters of the tempos of education and productivity of didactic process in general. That is why we consider this model to be effective and perspective. Practical inculcation of the model is carried out in the process of the experiment by means of working out the educational plans, the programs of basic and elective courses, textbooks and methodical recommendations for the teachers and the students.

References

- [1] Razdorskaya Olyesya. Interdisciplinary Integration: the Step to Professional Language Competence.
http://www.um.edu.mt/_data/assets/pdf_file/0020/171524/Razdorskaya_InterdisciplinaryIntegration.pdf
- [2] Mangani Lorenzo, Li Ping, 2007. Model-Based Reasoning in Science, Technology, and Medicine. Springer, 2007, pp: 525.
- [3] Tanner Rosie, Green Catherine, 2011. A Reflective Approach. Addison Wesley Longman Limited, pp: 134.
- [4] Делимова Ю.О. Моделирование в педагогике и дидактике.
<http://shgpi.edu.ru/files/nauka/vestnik/2013/2013-3-7.pdf>



- [5] PEST analysis. <http://www.quickmba.com/strategy/pest/>
- [6] PEST analysis methods and examples, with free PEST template.
<http://www.businessballs.com/pestanalysisfreetemplate.htm>
- [7] Раздорская О.В. Генезис основных категорий рефлексивно-креативного подхода/О.В. Раздорская// Российский научный журнал – 2014. - № 1 (39). – С. 160 – 166.
- [8] Раздорская О.В. Особенности оценки качества обучения студентов английскому языку/О.В. Раздорская// VI Міжнародна конференція «Стратегія якості у промисловості і освіті» (4 – 11 червня 2010 р., Варна, Болгарія): Матеріали. У 4-х томах. Том II (Ч. 1). Упорядники: Хохлова Т.С., Хохлов В.О., Ступак Ю.О. – Дніпропетровськ – Варна, 2010. – 720 с. – С. 251 – 254.