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CREATIVE ACTIVITY AS AN ESSENTIAL COMPONENT OF VOCATIONAL TRAINING OF STUDENTS

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In the article the problem of vocational training of future specialists for professional work in the context of creative activity has been raised. The author reveals the notion of creativity and creative activity. An important emphasis on the significant role of creativity in teaching the principles of science has been made. There have been identified gaps and contradictions between the basic professional education and further training at universities in the context of professional activity.

Key words: *creativity, creative activity, vocational training, creative potential, professional orientation.*

Пермінова В.А., Литвин С.В. ТВОРЧА ДІЯЛЬНІСТЬ ЯК ОСНОВНИЙ КОМПОНЕНТ ПРОФЕСІЙНОЇ ПІДГОТОВКИ СТУДЕНТІВ

У статті порушено проблему професійної підготовки майбутніх фахівців до професійної діяльності в контексті творчої діяльності. Автором розкрито поняття творчості та творчої діяльності. Зроблено акцент на значенні, ролі та важливості творчої діяльності у викладанні основ наук. Виявлено недоліки та протиріччя між початковою професійною освітою і подальшою професійною підготовкою в університетах у контексті професійної діяльності.

Ключові слова: *творчість, творча діяльність, професійна підготовка, творчий потенціал, професійна орієнтація.*

В статье затронута проблема профессиональной подготовки будущих специалистов к профессиональной деятельности в контексте творческой деятельности. Автором раскрыто понятие творчества и творческой деятельности. Сделан акцент на значении, роли и важности творческой деятельности при преподавании основ наук. Выявлены недостатки и противоречия между начальным профессиональным образованием и последующей профессиональной подготовкой в университетах в контексте профессиональной деятельности.

Ключевые слова: *творчество, творческая деятельность, профессиональная подготовка, творческий потенциал, профессиональная ориентация.*

Socio-economic and democratic processes, modernization of technological education calls for the need the content, forms and methods for solving problems of socialization of students, their preparation for creative activity in the conditions of renewing of the production environment.

The problem of the development of creative activity in the pedagogical process is one of the important and key problems of pedagogy, its theory and practice, since at present there is no coherent system of involving the students in active creative activity in the process of studying and practical use of theoretical and material.

Nowadays, human uniqueness, the ability to make non-standard decisions, the ability to look at the problem from a new point of view is especially valuable. Such a human uniqueness is closely related to creativity. Creativity involves a new vision, a new

solution, a new approach, i.e. readiness to abandon habitual patterns and stereotypes of behavior, perception and thinking. Creativity is bringing something new into the world.

The issues of the development of creative activity were studied in the works of teachers and psychologists. They are reflected in the works of A. Alekhin, Y. Babansky, N. Boholyubov, L. Vyhotsky, V. Davydov, B. Kuzin, I. Lerner, V. Lebedko, S. Lomov, M. Skatkina, V. Slastenin. The peculiarities of the development of creative activity in the context of a modern person-oriented approach to learning are revealed in the works of E. Bondarevska, V. Serikov, Yu. Sen'ko.

The use of problematic teaching and modern educational technologies in creative activity are studied by Y. Lerner, A. Matyushkin, M. Makhmutov, P. Pidkasytyi.

Mankind has entered a new millennium,



into a new stage of its development, which is accompanied by profound changes practically in all spheres of our life, and above all, social, economic and political. Transformations in society are associated with the rapid development of science, technology, various technologies, which involves the appropriate material base and high qualification of specialists. Scientific and technological progress leads to changes not only material, but also moral character, requiring from the person a conscious, creative attitude to work, the ability to navigate in non-standard situations and make decisions. A specialist in modern conditions should possess not only fundamental knowledge and skills in the field of a profession, but also own several professions in order to be in demand on the labor market [1].

Creative activity is a complex, system-forming process that includes such components as creative attitude, creative expression, creative product, which are characteristics of this type of activity and play an important role in its formation.

The creative component is the leading component in the structure of creative activity.

The characteristics of the components of the creative activity of students are related to their personal characteristics. The level of development and the correlation of the above-mentioned components of creative activity make it possible to determine the features of the creative potential of students in various fields of activity. The created technique offers the widest opportunities for combining physical and mental labor, physical labor is saturated with intellectual and creative activity, requires the employee to own various types of activities in the production process, and this is a prerequisite for the all-round development of the individual. Today it is not enough to have practical skills alone. Modern production needs specialists who widely and knowingly use scientific knowledge in their professional activities. In addition, now there are forms of labor that require super-functional, polyprofessional knowledge, skills and qualities.

The contents of the university subjects and methods of teaching include considerable opportunities for the formation of a comprehensive, harmoniously developed personality, prepared for creative activity in various spheres of industrial work. But they are not always realized. This is due to the fact that up until now there is no comprehensive solution of such issues as the arming of students with polytechnic and design and technological knowledge, the development of their technical thinking, design skills, that is, interrelated components that provide a high level of prac-

tical preparation for the creative activity of the individual in process of theoretical training [2].

Today, all researchers recognize that the main thing in education is not the amount of information learned, but the ability to find it, use it creatively, absorb and process it for the continuous replenishment of its professional knowledge and skills. An important role in ensuring this in the teaching process is played by the principle of the professional orientation of teaching, the use of problematic teaching methods. One of the most effective means of promoting the creative activity of students is independent cognitive activity, its logical and mental organization.

Becoming a creative person is part of the education of a full-fledged person. First, an individual who knows how to approach the work creatively will always have an advantage over people who use established methods, and will achieve success in any business much faster. Secondly, it is in the process of labor activity that people most often experience self-doubt, a feeling of powerlessness. The less a person has the opportunity to show initiative, creativity in work, the more he loses faith in himself, in his own strengths and the more likely he has various emotional failures and stresses. Thirdly, right now, in the period of development of market relations, people who are able to make non-standard decisions are needed. Only a society consisting of individuals with high creative potential can provide themselves with decent living conditions. This explains the increased and ever-growing interest of pedagogical science in the study of the organizational process of creative activity [4].

We assume that the student's creative activity is formed in activity, acting as the highest manifestation of personality as a social subject. In the life of the individual creative activity is an expression of the genuine social essence of man, the uniqueness of his creative individuality, the style of labor activity and its results, which is especially important in the conditions of market production.

Creative activity is an independent, highly organized, motivated activity aimed at developing the creative qualities of the personality of the future specialist. It manifests itself in the achievement of a high level of implementation of new original approaches, ways and methods of solving problems of educational, research, and inventive nature. It results in new public or subjectively significant knowledge and material values.

The problem of purposeful preparation for the creative activity of students is very complex and multifaceted. This is due to the fact



that creative activity is interconnected with many aspects of the educational process, it is both a goal in terms of personality formation, and the result, conditioned by a certain way of organizing student learning activities, and a means of increasing the effectiveness of the learning process.

The constantly growing shortage of time and material resources, competition, unemployment force specialists to be ready to change the profile of specialization, accelerate the return of knowledge.

In connection with this, the problems of improving the preparation of the younger generation for productive and creative activities, the upbringing of a creative, comprehensively developed personality, capable of intervening in production actively and understanding complex technological processes become more urgent.

Priority in solving these problems belongs to the system of primary vocational education, which should provide general and polytechnical knowledge and meet the growing demands of scientific and technological progress.

Modern education system must create conditions for the formation of a creative personality, disclose potential and the develop capabilities. Today, the simple assimilation of knowledge is insufficient, the need for independent creative activity should be formed in the younger generation. The need for this has existed before, but with the growth of scientific and technological progress, the requirements for the activation of the individual are increasing [3].

The reform of vocational education is aimed at improving the level of vocational training at primary vocational schools. The adoption state programs of primary vocational education determines the strategy and tactics of the development of the system of vocational educational institutions (technical schools, colleges, schools), content, methods and forms of work. However, life requires a systematic review of the content of primary vocational education, curricula, a methodology for teaching that facilitates the acquisition of necessary professional knowledge and skills. The solution of issues connected with the preparation for the creative activity of students in the process of theoretical training, which allows us to master the program material with minimum time and fullness, and to acquaint students with new achievements in science and technology.

Many young workers are not always properly versed in technology and technological processes, do not show activity in creative activity. This is due to certain contradictions that have arisen in the system of primary vocational education: on the one hand, the

urgent need of the community for creative and qualified personnel, and on the other hand, a decrease in the level of creative activity, a lack of interest in the student's educational activity throughout adolescence. Violation of the optimal proportions of the state of reproductive and productive activity, which occurs due to the increased volume of knowledge, disharmony of the rational and emotional qualities of the individual, expressed in an excessive increase in the intellectual development of students, which is associated by teachers with the accumulation of knowledge; the inability of students to navigate the huge flow of information, the lack of the ability to analyze the surrounding conditions independently; discrepancy between professional and technical tasks put forward by social and scientific and technical progress, and the level of special and general technical knowledge, polytechnical and professional skills acquired by future workers; the contradiction between knowledge and skills received by students in the process of theoretical training, and the requirements for the level of knowledge necessary for the effective formation of professional skills and skills of a creative person; and also between the requirements for the management of various elements of production (subject, means, technology and product of labor) and the limited abilities and creative abilities of students.

Practice shows that a significant number of students do not know how to proceed to the solution of the problem if the latter is not an exercise of the template type, but is set up unusually if its formulation differs from the adopted standards; can not independently "link" knowledge, formulas, statements to non-standard-set, problematic production and technical situations independently.

Students show an insufficiently developed ability to apply knowledge in changed situations, as evidenced by questionnaires, analysis of independent works, conversations, etc.

Thus, the urgency of researching the problem of preparing for creative activity is due to changes in the country's socio-economic development, the need for a creative specialist who consciously and responsibly makes decisions that can master and introduce new technology. In the process of professional training, teacher must create an atmosphere of search so that each student has the conditions for manifesting and developing his creative abilities. Creation of an atmosphere of search for technical problems and ways to solve them is the main condition for the success of education of future professionals within the school.

The main component of the practical training of students for creative activity is its polytech-



nical education, which can be provided in the process of solving and fulfilling the students' production tasks, polytechnical tasks, creative practical exercises. It is necessary for the students to be able to apply the laws, theoretical statements acquired by them in the study of the foundations of the sciences, and also enriched with new general, polytechnical, design and technological knowledge that are embodied in the properties of the material, parts, technological adaptations and equipment. Such tasks and practical exercises should encourage students to perform such mental operations as comparison of various phenomena, factors, devices of machines, parts, committed labor

actions, operations, analyze them, identify and group characteristic features, general principles, synthesize and generalize.

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THE ROLE OF ENGLISH FOR SPECIFIC PURPOSES IN THE MODEL OF VOCATIONAL TRAINING OF FUTURE SPECIALISTS

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The article touches upon the problem of professional training of future specialists for professional activity by means of a foreign language for specific purposes in the context of a pedagogical model. The concept and components of the pedagogical model are revealed. The author emphasizes the importance and key aspects of teaching a foreign language for specific purposes in higher educational establishments as a guarantee of effective professional training of highly qualified specialists. The essence of professionally oriented training of future specialists by means of a foreign language is determined.

Key words: *pedagogical model, professionally oriented training, foreign language for specific purposes, professionally orientation.*

Пермінова В.А. РОЛЬ АНГЛІЙСЬКОЇ МОВИ ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ У МОДЕЛІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ ФАХІВЦІВ

У статті порушено проблему професійної підготовки майбутніх фахівців до професійної діяльності засобами іноземної мови за професійним спрямуванням у контексті педагогічної моделі. Розкрито поняття та компоненти педагогічної моделі. Автором зроблено акцент на важливості та ключових аспектах викладання іноземної мови за професійним спрямуванням у вищих навчальних закладах як запоруки ефективної професійної підготовки висококваліфікованих спеціалістів. Визначено сутність професійно-орієнтованої підготовки майбутніх фахівців засобами іноземної мови.

Ключові слова: *педагогічна модель, професійно-орієнтована підготовка, іноземна мова за професійним спрямуванням, професійна орієнтація.*

В статті затронута проблема професійної підготовки майбутніх фахівців до професійної діяльності засобами іноземного мови за професійним спрямуванням у контексті педагогічної моделі. Розкрито поняття та компоненти педагогічної моделі. Автором зроблено акцент на важливості та ключових аспектах викладання іноземного мови за професійним спрямуванням у вищих навчальних закладах як запоруки ефективної професійної підготовки висококваліфікованих спеціалістів. Визначено сутність професійно-орієнтованої підготовки майбутніх фахівців засобами іноземного мови.

Ключевые слова: *педагогическая модель, профессионально-ориентированная подготовка, иностранный язык по профессиональному направлению, профессиональная ориентация.*

Today, the sociocultural, economic and political situation in Ukraine forms real needs for the knowledge of foreign languages, close

attention is paid to the English language, which today is used by a large part of the world's population. In a country that is part