

Professional Training of Social Pedagogues as Creative Individuals in Al-Farabi Kazakh National University

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Abstract

When training the social workers one of the most important qualities that should be developed among the future professionals is the social creativity. Two test methods were used to study the formation of creative abilities: one is to determine the characteristics of the creative person; the other is to determine the creative potential. The paper studied and analyzed the answers of the future social pedagogues of two groups. In conclusion, the following recommendations are made: to create the necessary conditions to follow a creative teacher behavior; to form students' skill sets to use creativity for problem solving that in future will benefit to their professional activities.

Key Words: creativity, social creativity, social educator, creative potential, communicative potential, creative approach.

1. Introduction

Modern fast-moving world require socially active, enterprising, creative thinking professionals who can independently raise and solve diverse problems under non-standard conditions. Social pedagogue deals with people whose capabilities and resources are insufficient to solve problems, so that they tend to rely on professional expertise. The variety of problems and circumstances leading to various difficulties, the uniqueness of each individual's personality determines the need for the development of creativity by social pedagogue. It is important not only to possess a certain amount of knowledge being able to practice it in life but also transform that knowledge creatively as the circumstances emerge. In order to be confident in a situation of constant change, in order to respond to them adequately, the social educator must activate their creative potential and be able to help discover their ability to solve the issue faced.

2. The experience of training of social pedagogues in Kazakhstan

Training of social workers in the Republic of Kazakhstan has been delivering since the mid-90's and it was rerun after four-year break since the 2010-2011 academic year. During this period, a lot of work has been done: in the Classificatory of specialties of higher education, a new specialty as "Social pedagogy and self-knowledge" has appeared, has been conducting training and refresher courses for teachers, organizing scientific investigations on youth socialization issues, section of the Republican educational-methodical council of the Ministry of Education and Science of the Republic Kazakhstan on the issues of social pedagogy and self-knowledge acts, as well as creative communications with leading universities in Russia to proceed to the implementation of the "Double-diploma education" programs in this area are establishing (Taubayeva Sh.T., Kozhakhmetova K.Zh.,2012).

Issues of development of creativity of specialist personality are discussed in the study of basic disciplines as "Introduction to pedagogical activity", "Psychology and Human Development", "Self-knowledge", "Methods of

teaching self-awareness", "Theory and methods of educational work", "Social pedagogy" and others. The works of Kazakh and Russian scientists: I.R. Khalitova (Khalitova, 2006) V.V. Trifonov (Trifonov V.V., 2004. p. 21), G.J. Menlibekova (Menlibekova, 2003), K.J. Kozhakhmetova (Kozhakhmetova K.Zh., 1998, p.317), A.N. Teslenko (Teslenko A.N., 2011) and others are devoted to the training of the social pedagogues. According to E.V. Konova, productive solution is to focus on the creative approach of education, which ideally should diagnose, maintain and develop the creative potential of every individual (Konova, 2011). Considering the professional activity of the social pedagogue, we need to highlight the subject of this activity - the expert with deep knowledge of social and situational difficulties of pupil's vital activity, capable of helping him, possessing in perfection of set of general theoretical and specialized knowledge, a set of necessary knowledge and skills, having certain abilities.

The following special abilities are distinguished: observation, the ability to orientate quickly in the situation, intuition, empathy (the ability to imagine yourself in the place of another person and understand his feelings, desires, ideas and deeds), as well as self-reflection.

In addition, the social pedagogue should possess such professionally important qualities for all social workers as sociability, focus on the interaction with people, kindness, curiosity, interest in working with people, firmness in defending his point of view, the optimism, the ability to find a solution to the disputed situations, diligence, neuro-psychological stability. Undoubtedly, communication skills, in other words - the ability to communicate is included to the most important professional qualities of the expert. Development of creativity is of particular significance. Social pedagogue has to change very fast, continue to grow, and develop in order to be popular in the society. Creativity allows a person to improve being resistant to regency, adapt quickly to changing conditions and requirements. It creates favorable conditions for the development of personlaity on whole, it promotes self-discovery, self-realization, self-reliance and tolerance. In this connection special emphasis should be made to the process of creativity development, necessary for successful implementation of professional activity.

3. The theory of creativity

A. Maslow considers creativity as the installation of self-realization of the person, where motivational, values and personality traits has played an important role in its creative potential disclosure, and the creative process is considered as a process, related to self-actualization and realization of their abilities and opportunities in life. Intellectual giftedness is considered by Maslow as necessary but insufficient condition for the manifestation of creativity. (Maslow A., 1999,p.478). According to D.B. Bogoyavlenskaya, creative type of personality inheres to all innovators, regardless of the type of activity: artists, musicians, inventors. (Bogoyavlenskaya D.B., 2002, p.320). From the viewpoint of S.L. Rubinshtein creative is any activity that creates something new, original , which , moreover, is a part of the history not only of the creator , but also of science, art. (S. L. Rubinshtein, 2009.p713). E. Torrens identified creativity as the process of manifestation of sensitivity to the problems. (Torrance, E. P.,1962). R. J. Sternberg in his paper "The Nature of Creativity" has mentioned that society can play a role in the development of creativity by increasing the rewards and decreasing the costs. (Robert J. Sternberg. 2006)

Creativity, from the scientific point of view, is regarded as a complex, multifaceted, non-uniform phenomenon, which is reflected in the variety of theoretical and experimental directions of its study. All the studies devoted to the study of creativity, can be divided into two areas. The first area is connected with the question whether creativity is dependent on intelligence, and focuses on the measurement of cognitive processes in connection with creativity. Representatives of the "cognitive" direction explore the relationship between creativity, intelligence, cognitive abilities, and real achievements. The most prominent representatives of this direction are: J. Guilford, S. Taylor, E. Torrens, A.J. Ponomarev, S. Mednik. Their work presents, mainly, the impact of intellectual cognitive features on the ability to produce new ideas. Another direction is engaged into clarifying whether the personality with its psychological characteristics is essential aspect of creativity, and is characterized by the attention to the personality and motivational traits. Many experimental studies are devoted to the creation of "creative personality portrait", identifying its characteristics, the designation of personal, motivational and socio cultural correlates of creativity. The most prominent representatives of this direction are: F. Barron, A. Maslow, D. B. Bogoyavlenskaya.

The components of creativity:

- Sensitivity to problem situations;
- Search, selection and formation of the problem;
- Generating hypotheses about the ways of solving the problem;
- Verification of these hypotheses;
- Finding and formulation of solutions;
- Interpretation and popularization of the results.

In the "Modern psychological dictionary" creativity is defined as "the creative possibilities (capacity) of a person, which can manifest themselves in thinking, feeling, communication, particular types of activities, to characterize a person as a whole or its particular sides – activity products, the process of their creation" (B.G.Mesheryakov, V.P.Zinchenko, 2007, p.640). At the moment, it is possible to talk about the tradition of understanding of creativity as the abilities, reflecting deep feature of individuals to create original values, make unconventional solutions, to go beyond the well-known; as an integral property of the person who embodies its creative abilities. Usually creativity is divided into intellectual and social creativity. We consider that creativity is a multi component complexly integral mental formation, revealing the ability of future social teachers to experiment, transformation of verbal and figurative standards, the establishment of new associative links between objects and phenomena, which is being actively implemented in the educational experience. Creativity is integrated into the structure of the personality traits of future professionals in working with children, the extent of which is determined by the possibilities of freedom of their creative expression. Under social creativity, it is considered the sustainable system property of the person, defining its special sensitiveness to new ideas and the intention in activity to the outcome outwards the given problem, the search for the new. Under the social creativity of the professional in working with children, it is meant a person's ability to find quickly and to use effectively non-standard, original creative solutions in interpersonal situations. The basis for the strategic development of the given ability is creative and communicative potential of the individual. Creative potential is defined as a system of personality traits (motivational, intellectual, emotional, volitional), which creates the opportunity to build, to create, to find new, to make decisions and act unconventionally. The communicative potential is a system of characteristics and abilities, providing participation of the individual in communication and interacting with other people.

4. Research Methodology

During the study of formation of creative abilities of the future social teachers it was used the test of E. E. Tunik of personal creativity (E.Tunik. 2002). This method allows determining four characteristics of creative personality: curiosity (C); Imagination (I); complexity (C) and risk tendency (R). According to this methodology, we offered 50 statements, where it was necessary to solve whether this statement fits the following criteria: "Mostly true," "Partly true", "No", "I cannot decide." In 50 points, 12 statements related to curiosity, 12 - to the imagination, 13 - to the ability to take risks, 13 statements- to the factor of complexity. The second method, on which the diagnosis was made - an adapted version of the test of S. Mednik (test of associations). (S. Mednik, 2015.) It was offered verbal triad (words trio), the elements of which belong to mutually distant associative areas. To testee it was necessary to establish an association between them by finding a fourth word, which would combine elements so that each of them is formed a certain phrase. As stimulus material in test, there were used 40 verbal triads. The technique aims to identify and evaluate existing at test, often hidden, locking creative potential. Completing techniques tasks were not limited in time, but the test spent approximately 1-2 minutes on each three words.

5. Discussion of Research Results

By the procedure of Tunik

3rd year students 1 group of 18 people, 2nd group of 23 people

	Curiosity	Imagination	Complexity	Risk tendency	The total combined figure
1 st group	19,05	19,22	20,11	20,05	78,16
2 nd group	24	24	26	26	82,5

According to this method, in this case, the definition of each of the four factors of creativity of the person is carried out on the basis of positive and negative responses, estimated in 2 points, partially coinciding with the key (in the form of "maybe"), estimated in 1 point, and the answer "do not know" estimated in 1 point.

As a result, we see that curiosity is more pronounced at the test of the second group, they love to learn new things and ideas, looking for different possibilities of solving problems, study books, games, maps, pictures, and so on. They also have more developed imagination, more than the first group focused on the knowledge of complex phenomena, are interested in complex things and ideas; they like to set challenges. High scores on the scale and risk tendency - these group students set high goals for themselves, allow the possibility of errors and failures, and don't yield themselves to other people's opinions. Compare for the interest the data in these groups by the second technique. At the same number of answers, the index of originality and uniqueness at the second group is higher than that of the first group.

Groups	index of originality	index of originality	quantity of answers
1 st group	14,95	0,74	11
2 nd group	15,88	0,79	11

If we draw a parallel with the level of progress in these groups, we can say with confidence that in the first group overall performance of group is below 23%, than in the second group. This is evidenced the practice of teaching.

6. Conclusion

Along with the selection of special tasks, allowing developing speed, flexibility, originality and thinking accuracy, the teacher can apply a number of proven common approaches to the promotion and development of creativity:

- 1) Providing a favorable atmosphere. Kindness on the part of the teacher, the rejection of value judgments and criticism of the student contribute to the free expression of creative thinking. Social reinforcement of creativity manifestations;
- 2) The enrichment of the educational environment of a variety of new objects;
- 3) Stimulating of students cognitive activity. Giving them the opportunity to ask questions. Encouraging of statements of original ideas;
- 4) The creative temper of "teacher-student" interaction. The presence of other positive samples of creativity. Creation of conditions for imitation of creative behavior.

The main objectives of established program must be:

1. Comprehension of the concept of creativity, comprehension of creativity barriers, i.e. anything that can block the creative perception of the environment;
2. Formation of skills and abilities to manage creativity;
3. Reciprocity withdrawal -activation of consistent performance in both hemispheres;
4. Binary - double processing of the same data in the two hemispheres.
5. enhancing the motivation of finding an answer to the pedagogical task, problem solving.

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