



## QUESTIONS ABOUT THE DEVELOPMENT OF CREATIVE SELF-EXPRESSION IN RUSSIAN LANGUAGE TEACHERS

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### ABSTRACT

*The article examines the development of creative self-expression of Russian teachers on the basis of modern society and innovative methods, that is, their ability to creatively apply professional knowledge in solving pedagogical tasks and problems, the ability to update and improve lesson direction, and show creative courage, activity and initiative. Creative self-expression is the most striking manifestation of a harmoniously developed personality in the modern world.*

Modern society sees the need for the formation of creative self-expression of the individual for further development, actualization of a person in society, his self-sufficiency. Self-expression is an important factor in the formation of personality, and as a result, a significant aspect of research for pedagogical science. Self-expression of personality is its manifestation. Through self-expression, a person demonstrates a number of qualities hidden from others. In this way, self-expression "reveals" the personality. This statement is even more true for creative self-expression. It is in creativity that a person can most fully realize himself on the basis of modern literature, where the main characters are the youth of the XXI century. Thus, "for creative self-expression, the subject must be self-focused. Attention first plunges into the personality, and then goes outside, revealing the richness of the inner content".

M. V. Dengina believes that the concept of "creative self-expression" is used in scientific literature as an integral part of the unique, inimitable in a person, in addition, it means the integrity of the individual, which indicates a certain stage of development. "Self-expression in a narrow aspect is capable of reflecting only one's own self-reflection, i.e. the subjective assessment of the subject in development and self-expression...". The importance of the concept of "creative self-expression" is emphasized by A.F. Lobova, considering it to be the fundamental concept of pedagogy. It is creative self-expression that allows the future teacher to choose the most rational path of humanistic and artistic and aesthetic development. It is a development from the existing to the latent possible. According to A.F. Lobova, "self-expression is a way of balancing the internal content with the external expression of the student's emotions and thoughts. This is the basis of the idea that creative self-expression contributes to the development of creative abilities.



Creative self-expression is not only the development of “I”, it is also the development of another subject. With the act of creativity, a certain “object” appears, perceived by other individuals. Through the process of perception, members of society become involved in the creative process by perceiving and rethinking the “object of creative activity”. There is a productive activity for the exchange of experience of perception and its interpretation. It can be argued that creative expression is not egocentric, despite its undeniably individual character [1:76]. Creative self-expression is a steady and constant realization of inner possibilities and creative abilities. Especially future teachers of RFL needs to accept his nature as creative creatures, to feel the desire for harmony and unity of the inner content and the outer world. Thanks to the development of creative self-expression, future teachers of RFL realize that the inner world is gradually becoming richer on the basis of literature, especially modern literature, where the characters are the prototypes of the youth of the XXI century. Inside every person lies the desire for excellence, the task of the teacher, perhaps the most important, is to awaken this desire and strengthen it. To support a student on this difficult, but interesting and exciting path is a task worthy of a real teacher.

At the present stage of development of society, the need for a person capable of creative self-expression is obvious. This is the task of education. Modern society sees the need for the formation of creative self-expression of the individual for further development, actualization of a person in society, his self-sufficiency. Self-expression is an important factor in the formation of personality, and as a result, a significant aspect of research for pedagogical science. Thus, the research topic is relevant for today’s stage of development of pedagogical science. There is a gap between the need for methods to form the creative self-expression of future teachers of RFL and the insufficient development of this topic in the specialized literature. There are several opinions about the necessary pedagogical conditions for the formation of creative self-expression of future teachers (especially future teachers of Russian).

To activate the formation of creative self-expression of students, it is necessary to use something new, interesting, non-standard, this contributes to the development of future teachers’ cognitive interest in learning and a stronger assimilation of knowledge. Modern pedagogical technologies can act as such a means in parallel with the Internet in teaching literature (combine Russian literature and the Internet), such a modern innovative method is called comparison, that is, comparative studies - a comparison of two works, heroes or one work in different versions. For example, you can invite students to compare works with film adaptations, find similarities and differences, come up with questions and interactive games on the content of the work. This method allows you to reveal the sequence of development of the logic of assimilation and application of the acquired knowledge. Based on the material of a work of art and film adaptation, such planning involves the coverage of the historical, cultural and national-specific context at each lesson.

In addition, in our opinion, comparison (comparative studies) can be combined with the technique of critical thinking, which includes three stages: Challenge - Comprehension - Reflection. So, when comparing, the following types of work can be used: historical digression, reconstruction of historical events, designing a family tree, costume ball, cultural commentary, poetry evening, meeting in a poetry cafe, debate on aesthetic issues. This is the first stage – Challenge. It allows you to interest students, arouse a steady interest in the topic being studied,



and generalize existing knowledge. The second stage allows not only to comprehend the information obtained in the process of analysis, but also to correlate it with existing knowledge. The third stage involves the formulation of theoretical conclusions based on the analysis of a literary text and film adaptation, thus identifying similarities and differences between them, taking into account individual layers of the author and comparing the results of experiments, as well as observations. Thus, the stage of reflection allows you to summarize the information received, to form a holistic view of the film adaptation based on a work of art as a fact of literary heritage among students. Also, when analyzing a contemporary work, instead of the comparative method, you can use the modern and innovative "Round up" method. The essence of which is a question-answer conversation, but with elements of logical reasoning and knowledge of the analyzed literary text. Thus, on our pair, two students from each team go out and stand in a circle. Then they ask each other questions about the content of the work of art or begin the hero's phrase – from prose or lyrics, the other must complete it; give a quote from the work, and the next student should reveal its meaning and say which character from the work this phrase belongs to. In this way, you can find out how the students prepared for the couple, whether they read the work or not.

And also, in the modern and innovative method "Round up" there are rules such as:

- ✓ each team has the right to change students from the circle three times (a student from this team has not dropped out);
- ✓ it is necessary to immediately answer questions (there is no time for reflection);
- ✓ the question or task is repeated once (this develops memory, as the creators of this method think);
- ✓ if a student makes a mistake or gives an incorrect reasoning, the teacher or other students do not interrupt, do not correct, but only take him out of the circle (after the game, they can explain and discuss the errors);
- ✓ The game ends when two remain in the circle (these can be students from the same team or different).

This modern and innovative method belongs to well-known American educators, methodologists and psychologists J. Dewey and W. Kilpatrick, they proposed it in the study of the English language, and we can use it in literature classes. Thus, in the process of studying a work of art in pairs, literature will be most productive and interesting for students if the teacher uses modern innovative methods that can help students develop memory and logical thinking. And also, the student not only comprehends the way of expressing thoughts, but also perceives literature as a source of information about the national culture of the people, since a work of art is a sign of a nation, expresses the national culture, tradition and values of the people, which is described in this or that work.

In this case, we consider the modern innovative methods proposed by us: comparative (comparative studies) and "Round up" to be the most productive and will be of interest to students when studying a work of art. Unlike classical forms, these modern pedagogical technologies help overcome the fear of failure, and also seem promising in terms of developing students' creative self-expression.

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