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MODEL OF PROFESSIONAL CREATIVITY DEVELOPMENT OF A FOREIGN LANGUAGE TEACHER BY MEANS OF ART THERAPY IN THE CONDITIONS OF ADDITIONAL EDUCATION

MODELO DE DESENVOLVIMENTO DE CRIATIVIDADE PROFISSIONAL DE PROFESSOR DE LÍNGUAS ESTRANGEIRAS POR MEIO DA ARTETERAPIA NAS CONDIÇÕES DA EDUCAÇÃO COMPLEMENTAR

MODELO DE DESARROLLO DE CREATIVIDAD PROFESIONAL DE UN PROFESOR DE IDIOMAS EXTRANJEROS MEDIANTE ARTE TERAPIA EN LAS CONDICIONES DE EDUCACIÓN ADICIONAL

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ABSTRACT: The paper presents the results of the development and analysis of the model's effectiveness for a foreign language teacher's professional creative development utilizing art therapy in the framework of additional education. The paper aims to provide a theoretical and empirical study of the effectiveness of the model for the professional creativity development of a foreign language teacher through art therapy in the framework of additional education. Attention is drawn to the role and importance of creativity in the foreign language teacher's activity, to the importance of creative learning in the context of linguistic education. The research methodology and its algorithm are selected, including conducting a complex psychological and pedagogical experiment, conducting diagnostics of the declared parameters, and statistical analysis of the results based on the Spearman rs criterion before and after implementing the developed model. The study of the effectiveness of the model for the professional creative development of a foreign language teacher using art therapy in the framework of additional education was carried out based on the Institute of Foreign Languages of the Peoples' Friendship University of Russia (RUDN) in the Center for Additional Professional Education. The experimental and control group were formed. Each group

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consisted of 35 people. The sample is homogeneous by age and gender. The study results allow drawing a conclusion about the effectiveness of the developed development model and outlining the vector for further research in line with the stated problems.

KEYWORDS: Additional education. Art therapy. Creativity development. Foreign language. Teacher.

RESUMO: O artigo apresenta os resultados do desenvolvimento e da análise da eficácia do modelo para o desenvolvimento criativo profissional de um professor de línguas estrangeiras, utilizando a arteterapia no contexto da educação adicional. O artigo tem como objetivo fornecer um estudo teórico e empírico da eficácia do modelo para o desenvolvimento da criatividade profissional de um professor de língua estrangeira através da arteterapia no âmbito da educação complementar. Chama-se a atenção para o papel e a importância da criatividade na atividade do professor de língua estrangeira, para a importância da aprendizagem criativa no contexto da educação linguística. A metodologia de pesquisa e seu algoritmo são selecionados, incluindo a realização de um experimento psicológico e pedagógico complexo, realização de diagnósticos dos parâmetros declarados e análise estatística dos resultados com base no critério do *rs* de Spearman antes e depois da implementação do modelo desenvolvido. O estudo da eficácia do modelo para o desenvolvimento criativo profissional de um professor de línguas estrangeiras usando a arteterapia no âmbito da educação adicional foi realizado com base no Instituto de Línguas Estrangeiras da Universidade da Amizade dos Povos da Rússia (RUDN), no Centro de Educação Profissional Adicional. Os grupos experimental e controle foram formados. Cada grupo era composto por 35 pessoas. A amostra é homogênea por idade e sexo. Os resultados do estudo permitem tirar uma conclusão sobre a eficácia do modelo de desenvolvimento desenvolvido e traçar o vetor para novas pesquisas de acordo com os problemas apontados.

PALAVRAS-CHAVE: Educação adicional. Arteterapia. Desenvolvimento da criatividade. Língua estrangeira. Professor.

RESUMEN: El artículo presenta los resultados del desarrollo y análisis de la efectividad del modelo para el desarrollo creativo profesional de un profesor de lengua extranjera utilizando la terapia de arte en el marco de la educación adicional. El trabajo tiene como objetivo proporcionar un estudio teórico y empírico de la efectividad del modelo para el desarrollo de la creatividad profesional de un profesor de lengua extranjera a través de la terapia de arte en el marco de la educación adicional. Se llama la atención sobre el papel y la importancia de la creatividad en la actividad del profesor de lengua extranjera, sobre la importancia del aprendizaje creativo en el contexto de la educación lingüística. Se selecciona la metodología de investigación y su algoritmo, incluyendo la realización de un experimento psicológico y pedagógico complejo, la realización de diagnósticos de los parámetros declarados y el análisis estadístico de los resultados con base en el criterio de Spearman *rs* antes y después de implementar el modelo desarrollado. El estudio de la efectividad del modelo para el desarrollo creativo profesional de un profesor de lengua extranjera utilizando la terapia del arte en el marco de la educación adicional se llevó a cabo con base en el Instituto de Lenguas Extranjeras de la Universidad de la Amistad de los Pueblos de Rusia (RUDN) en el Centro de Educación Profesional Adicional. Se formó el grupo experimental y de control. Cada grupo estaba formado por 35 personas. La muestra es homogénea por edad y sexo. Los resultados del estudio

permiten sacar una conclusión sobre la efectividad del modelo de desarrollo desarrollado y delinear el vector de futuras investigaciones en línea con los problemas planteados.

PALABRAS CLAVE: *Educación adicional. Arteterapia. Desarrollo de la creatividad. Lengua extranjera. Docente.*

Introduction

Foreign language proficiency as a means of international communication is an objective necessity today and is becoming increasingly important in the context of general globalization, international cooperation and Russia's integration into the world community. The problem of preparing for professional and personal communication with representatives of a different linguistic society, as well as improving the effectiveness of teaching a foreign language by improving the professionalism of teachers, determines the relevance of this study (AMINOVA; TSAKHAEVA, 2018; BAKANOVA; ELIZAROVA, 2019; BORISOV, 2018; BORISOVA *et al.*, 2018; BUGREEVA, 2019; GADZAOV; DZERZHINSKAYA, 2018; GADZHIEVA, 2018; GNATYUK; PEKERT, 2018).

The essence of this work is the search for the most effective innovative technologies and methods that contribute to the formation of a creative personality, and in relation to language education, the formation and further development of professional creativity of teachers and their linguistic creativity, which is expressed in the ability to use freely original linguistic techniques and means of expressing thoughts in a foreign language in the conditions of ever-expanding international cooperation at various levels of intercultural contacts and exchanges.

Thus, in order to implement the formation of professional creativity of teachers, it is necessary to develop an updated, personality-oriented model of teacher training, taking into account the systematic work on the development of creativity in the process of additional professional education programs using current methods of developing the declared parameter (FILIPPOVA *et al.*, 2019; KOROTKOV, 2019; KRYUCHKOVA, 2018; KUZNETSOV *et al.*, 2018; MAKAROVA, 2019; NARKEVICH; NARKEVICH, 2018; OSIPOVA, 2018; POPOV, 2018; SERGEEVA, 2019).

Literature review

Professional creativity of a foreign language teacher is a dynamic component of the teacher's personality, who is responsible for the ability to generate original ideas and find non-

standard solutions in the course of professional activity. The identification of such elements as intellectual, personal, social and emotional creativity in the structure of professional creativity is dictated by the specifics of the teacher's professional activity. The relationship of these components forms a new quality, which can be defined as "the teacher's professional creativity". This structure of professional creativity is determined by the specifics of professional activity and professionally important qualities of a foreign language teacher.

It should be emphasized that the inclusion of problem situations in the educational process, as one of the key methods of modern language teaching, requires significant professionalism on the part of the teacher and a high degree of his creativity (EGAH, 2015). It is the problematic presentation of material in the framework of teaching foreign languages that encourages students to actualize their entire creative potential and intensify their intellectual and communicative activity (IVCEVIC, 2015). In addition, as Vayk notes in his research, the problem situation is characterized by a bright color and high dynamism of emotional experiences, which, by changing the energy potential of the need to solve the problem, affect the motivation of the search, and the emotions of success play the role of a stimulus to the creative process (WYKE, 2013).

In order to form professional creativity, the teacher should develop a whole interconnected system of increasingly complex creative tasks and exercises with elements of problematical character, aiming them, on the one hand, at an independent search for a solution to the task and contributing to the development of foreign-language communicative competence, and on the other hand, maintaining a high level of motivation and interest (MOROZ, 2017; EGAH, 2015).

As L.A. Spepanek noted, one of the effective methods for the development of creativity is art therapy, it is important that this method has high efficiency in the framework of adult learning (STEPANEK, 2015). Art therapy stimulates the creative perception of educational material, cognitive activity of students, immersing students in active controlled communication, allowing them to show creativity, creative thinking, and linguistic creativity and contribute to the formation of professional creativity of foreign language teachers in the framework of additional education.

Proposed methodology

The research of teachers' creativity was carried out on the basis of the Institute of Foreign Languages of the Peoples' Friendship University of Russia (RUDN) in the Center for

Additional Professional Education. The experimental and control group was formed. Each group consisted of 35 people. The sample is homogeneous by age and gender.

The aim of the article is a theoretical and empirical study of the effectiveness of the model for the professional creativity development of a foreign language teacher by means of art therapy in the framework of additional education. To achieve this goal, a complex psychological experiment was conducted, including the problem-search method, the cross-section method, and the experimental method consisting of the indicative, forming, and control stages.

During the arrangement of the experiment, the studied parameters were determined:

- intellectual creativity;
- individual creativity;
- social creativity;
- emotional creativity.

The following diagnostic methods were used in the experimental study:

- intellectual creativity: a modified and adapted version of the Williams Creative Test Set, CAP;
- individual creativity: diagnostics of personal creativity by E.E. Tunik;
- emotional creativity: an adapted version of the questionnaire by J. Avril;
- social creativity: modeling of social situations by D. Keifer, MS;

In the course of the experimental study, a number of tasks were implemented for the diagnosis and qualitative analysis of the results obtained. In the control and experimental groups, the actions presented in table 1 were performed.

Table 1 – Algorithm of actions in the course of the experiment

Algorithm of actions
1) diagnostics of the structural components of creativity: intellectual, individual, social and emotional creativity;
2) implementation of the developed model
3) repeated diagnostics of the structural components of creativity: intellectual, individual, social and emotional creativity, checking the effectiveness of the developed model

Source: Prepared by the authors

Result Analysis

Having integrated the structure of pedagogical creative activity according to Kan-Kalik, the phases of intrapsychic mechanisms of the creative process according to Ponomarev and the structure of creative activity proposed by us, based on the generally accepted stages of creativity in psychology, we developed a model of art-pedagogical technology. A step-by-step description of the actions of participants in the educational process with the art-pedagogical tools used is presented in Table 2.

Thus, under the art-pedagogical technology, we propose to understand a relatively flexible and variable sequence of stages and intrapsychic phases of creative activity, each of which involves the use of art-pedagogical tools and the implementation of actions of the teacher and students aimed at the creative solution of educational tasks (MOROZ, 2017).

Table 2 – Actions of subjects of the educational process in the framework of art-pedagogical technology

Phase description	Art-pedagogical tools	Actions of the teacher and students
1. Pedagogical concept	Photo facilities Visual aids	At this stage, students are saturated with theoretical material within the framework of the proposed discipline. Further, the teacher introduces students to the features and specifics of the art-pedagogical approach in education and the developing and teaching capabilities of art-pedagogical tools as a tool for implementing the creative idea of the teacher.
logical analysis phase; intuitive decision phase.		
2. Concept development	Photo facilities -Visual aids	At this stage, the teacher clearly demonstrates the use of art-pedagogical methods in the classroom. At this stage, students are stimulated and encouraged to act and form a creative idea. The teacher gives the students a task intended as part of the study of a certain topic, the implementation of which involves the use of art-pedagogical tools. Students begin to form an action plan with the help of which they will be able to achieve the set creative goal and implement the pedagogical plan
verbalization of an intuitive solution; formalization phase of the verbalized solution.		
3. Concept implementation	Photo facilities -Visual aids - Analysis of literary works and excerpts	There is a search and application of the necessary resources for the implementation of the conceived creative goal. The implementation of the idea is in the form of

phase of formalization of knowledge; actualization phase.	- Analysis of video materials and feature films -Musical aids - Dance (movement) aids - Means of staging - Working with the puppets.	presentation by students of the resulting products of their creative activity, their interpretation and disclosure of the main pedagogical goal and idea.
4. Analysis and evaluation of creative results	Analysis of literary works and excerpts - Analysis of video materials and feature films -Musical aids - Dance (movement) aids	With the help of the developed assessment cards, students evaluate the effectiveness and efficiency of the completed task according to certain criteria. Reflection also takes place in the form of a verbal discussion together with the teacher and classmates. Conclusions and possible suggestions are formulated.
reflection phase		

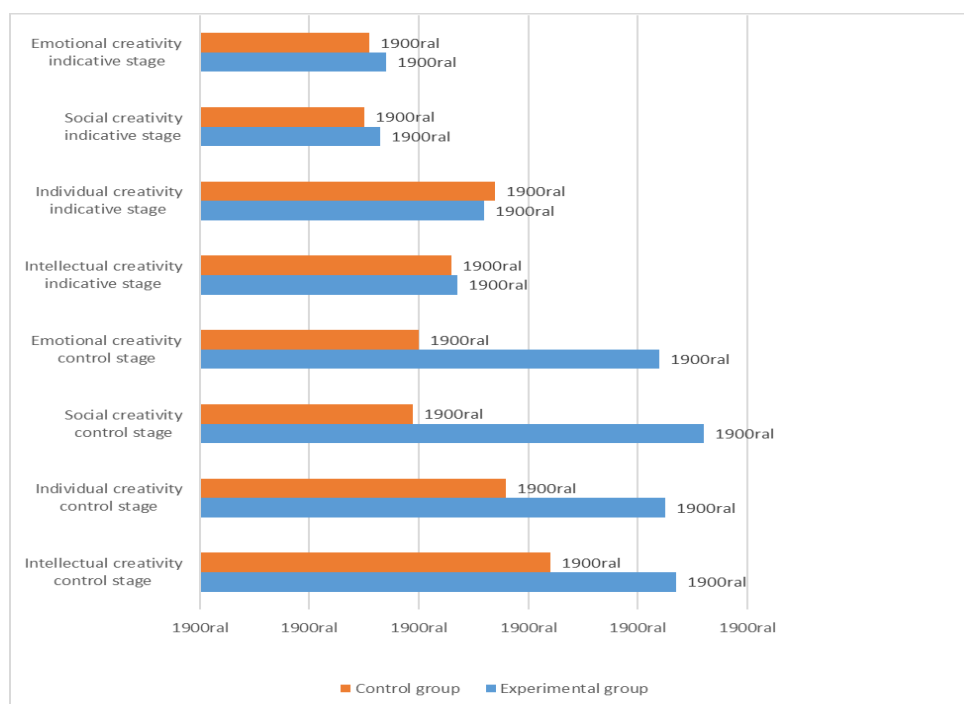
Source: Prepared by the authos

Next, we will pay attention to the effectiveness of the model of forming the creative abilities of foreign language teachers through additional education programs, through the implementation of training programs and art technologies.

Diagnostics was carried out according to the methods specified earlier. Comparative results of creativity diagnostics are presented in Fig. 1.

The obtained results indicate a very high level of formation of all components of creativity in the experimental group, and an average level of formation in the control group. It should be noted that in the control group, only intellectual creativity reached a high level of formation.

Figure 1 – Results of diagnostics of the structural components of creativity after the implementation of the developed model



Source: Prepared by the authors

In the experimental group, the diagnostic indicators of intellectual creativity increased by 35.5%, individual creativity - by 23%, social creativity - by 57.2% and emotional creativity - by 46.5% compared to the diagnostic results at the indicative stage of the experiment.

In the control group, the diagnostic indicators of intellectual creativity increased by 24.5%, individual creativity - by 4%, social creativity - by 6% and emotional creativity - by 5.7% compared to the diagnostic results at the indicative stage of the experiment.

Based on the obtained data, we can see that the dynamics of the development of the structural components of creativity in the experimental group is significantly higher than in the control group. Only the indicators of the dynamics of the development of intellectual creativity in both groups of subjects are approximately comparable, which, in our opinion, is due to the emphasis of the educational process on the priority development of the cognitive sphere of students in the framework of additional education, which was overcome by the implementation of the development model through art therapy.

Comparing the dynamics of the development of individual, social and emotional creativity in the control and experimental groups, we observe a low level of the dynamics of the development of these parameters in the control group of subjects - below 9%. Such an indicator of the dynamics of development, from the Eysenck's point of view, means the lack of

consistency and conditions necessary for the successful development of abilities. According to Eysenck, the rate of dynamics from 20% to 50%, means “stable growth, there are conditions required for parameter development”, an indicator of the development higher than 50%, means “non-linear growth of parameter under the impact of factors, purposefully influencing the parameter development”.

Based on the results of the control stage of the experiment, we can conclude that the program for the formation of teacher creativity is significantly effective. Training sessions and art therapy practices had a positive impact on the formation of creativity and its structural components, the strength and depth of the relationship between them, on the strength and depth of the relationship between creativity and the teacher’s PIQ, as well as on the strength and depth of the relationship between creativity and the effectiveness of solving professional tasks.

The results obtained indicate the high efficiency of the presented model. The data show that the level of dynamics of the development of the professional creativity components in the experimental group of subjects is on average 42%. Despite the fact that in the control group, the level of development dynamics is generally insignificant and uneven. It is worth paying attention to the fact that in the control group only the dynamics of the intellectual creativity development is significant, while in the experimental group, a uniform increase in all parameters is noticeable.

Conclusion

In the course of the research, a model was developed for the professional creativity development of a foreign language teacher by means of art therapy in the framework of additional education.

The results of the diagnosis of professional creativity indicate that the developed model has a high efficiency, providing significant dynamics of the development of the declared parameters and the uniformity of their development.

Further research in line with the chosen problems requires a larger sample of subjects and a longitudinal study, which will allow tracing the development of the declared parameters in dynamics, which will allow using a larger range of statistical methods.

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