

Developing Creative Potential of a Schoolchild by Means of Native Language

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Abstract

The paper discusses the issues of developing schoolchildren's creative potential in Tatar and Kazakh languages and literature classes. The authors define the environmental conditions, including the educational environment, as an important condition for the development of creativity and innovative thinking. According to the Federal State Education Standards (FSES), schooling should be focused on simultaneous achieving subject, meta-subject, and personal results. The authors consider developing creative potential as a process aimed at formation of personal results since the ability to think outside the box can be viewed as a personal quality contributing to self-determination in a profession and as a person. The study shows that modern textbooks of Tatar and Kazakh languages and literature focus on the actualization of creative thinking. At the same time, the authors emphasize that a textbook is only a crutch, while teacher's creative understanding of the tasks proposed in textbooks and methodological guidelines play a much greater role.

Keywords: *creative thinking, creative abilities, creative potential, textbook, project activities, case technology, conversation.*

Introduction

Creativity is a complex, controversial process, the psychology of which is difficult to explain. Even ancient philosophers paid attention to creativity as a personal quality and even believed that this trait brought an individual closer to gods. The interest in this phenomenon is not diminishing, but still increasing, reflecting the decisive role of creativity in the development of the individual, society, and the state. The modern educational process is characterized by reforms, innovations,

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modernization, which are due to the rapidly changing reality of our time. Some scholars argue that modern people need the speed of reaction, a variability of actions, and irregularity in solving numerous professional and personal tasks (Belkova, 2012). The need for creative thinking and abilities ceases to be the prerogative of a specific group of people (musicians, poets, artists). Edward de Bono wrote that the need for creativity is already quite clearly recognized in business (Bono, 2005).

In the conditions of socio-economic alterations, the society puts forward a new social demand to the educational institutions – formation of a developing personality, fully fitting into the new social system (Akhmetshin et al., 2017; Bochkareva et al., 2017). Despite the fact that the question of bringing up a creative person is being raised with increasing frequency in our society, its characteristics and criteria require further clarification. When describing the features of thinking that characterize a creative person, it is necessary to emphasize the speed – an ability to express the maximum number of ideas; flexibility – a variety of ideas, ease of association; originality – an ability to generate extraordinary ideas; sophistication – an ability to improve one's product or give it a finished look. Highly developed creative thinking is a necessary quality of a successful modern personality (Bochkareva et al., 2018), therefore it is reasonable to assume that developing a creative potential should occupy a central place in Tatar and Kazakh language and literature classes.

Thus, the relevance of this paper is determined by the increasing interest of scientists and researchers to the development context of schoolchildren creative abilities; the lack of systematic research in the field of teaching non-standard technologies in Tatar language and literature and Kazakh language and literature classes. In the view of the above, the objective of this paper is to disclose the possibilities of Tatar literature classes in the development of schoolchildren creative potential.

Method

The authors aim to determine the possibilities of the Tatar language and literature classes in the development of creative potential. The purpose of this report is defined by the following objectives: to determine the potential of the Tatar language textbooks in the development of schoolchildren creative potential; to define the potential of the Tatar literature textbooks in the development of schoolchildren creative potential; to reveal the conditions for the development of

creative thinking in the Tatar language and literature classes. To achieve these objectives, the authors utilized the following methods: theoretical analysis of literary, linguistic, pedagogical, and methodical literature; analysis of the modern Tatar language and literature textbooks; as well as the general scientific methods of description and comparative analysis.

Findings

The accumulation of experience and knowledge is a prerequisite for creative activity. The authors have analyzed the modern Tatar language and literature textbooks. The headings of the existing native language textbooks in the Turkic-speaking schools represent only two types of tasks declared by the authors:

- 1) speech development tasks;
- 2) independent performance tasks.

In fact, the tasks proposed by the textbooks' authors are quite diverse and are aimed at the formation of both a solid knowledge basis and a creative personality. Let us illustrate this statement with several examples (the examples are taken from a textbook for the 9-th grade (developed by M. Zakiev)):

– Due to the fact that some sounds do not correlate with letters, there are certain difficulties in the spelling of words. Organize a conversation on the topic "Is it necessary to change the Tatar alphabet?" and present your opinion in the essay (Zakiev and Ibragimov, 2015: 18).

Commenting on this task, we note that the problem of changing the alphabet was particularly relevant two decades ago. However, according to the authors of the textbook, the problem does not lose its relevance; they suggest students think about ways to solve it. Since there can't be only one correct answer, this question can be identified as a problematic issue for the case. A teacher has to provide references including scientific literature and online resources, as well as some guide questions helping to solve the issue.

– create a vocabulary of neologisms you know (Zakiev and Ibrahimov, 2015).

We highly recommend organizing a project study based of this task with the provision of the final product – a school neologism vocabulary in the Tatar language. We focus on project activity because it is an "integrative activity synthesizing elements of cognitive, value-orientational, creative, transformative and communicative activities, allowing creative perception of reality, shaping self-education skills, interest in the program material studied, affecting the quality of

knowledge, the level of literary education and the personal development of students" (Safonova, 2010: 72).

The students' project activities shall be implemented in stages.

At the initial stage, the task is to justify the relevance of creating school neologism vocabulary. During the conversation about the role of neologisms in life, about the factors provoking a surge in the formation of new words, students should independently justify the need to perform such a task. The initial work is directed to the development of personal results, in particular, the students' consciousness of their ethnicity, knowledge of history, language, and culture.

At the planning stage, the students shall be divided into different groups and will be planning their activities in accordance with their capabilities and preferences. During the project, the students can be divided into the following groups:

- 1) the first group: performing the task with neologisms borrowed from the English language;
- 2) the second group: performing the task with neologisms borrowed from the forgotten Arab-Persian language, which have become popular at the beginning of the 21st century;
- 3) the third group: writing an introduction to the neologism vocabulary.
- 4) the fourth group: selecting the illustrative material for the neologism vocabulary.

Research work is an important stage of the project activity. The criteria for this stage are scientific nature and independent thinking. Relying on lexicographical sources, the students shall find the meanings of the collected words. The difficulty lies in the fact that dictionaries hardly manage to register such changes in the language as the appearance of new words. The words are often found in the language of the media, so the students have to analyze the word in its context and offer their own vocabulary entry on certain neologisms. At this stage, the students develop such personal achievements as aesthetic consciousness and aesthetic creative activities.

At the conclusion stage, we recommend to hold one more lesson or devote the biggest part of the lesson to this issue. At this stage, we consider it important that schoolchildren form a holistic worldview, corresponding to the modern level of science and social practice; develop the willingness and ability to engage in dialogue with other people and to reach mutual understanding in it.

At the presentation stage, the students offer a layout of the future vocabulary (an electronic version). Each group presents their workflow; introduces the results of their work and their role in the final result. This stage allows forming a conscious and responsible attitude to one's own actions (for example, children realize that thanks to mutual help, unity and concessions, the result becomes possible). It also contributes to developing a communicative competence during collaboration with peers (the presentation of the finished product and one's role in the process of creating a product requires stylistically competent accurate and eloquent speech, an ability to make reasonable arguments).

At the evaluation stage, you can organize a conversation in which the students shall answer the questions: *What are the positive aspects of the research progress, what are they connected with? Did you experience any failures or blunders, what are their reasons?* At this stage, the work contributes to the achievement of such personal results as the development of moral consciousness and competence in solving moral problems based on personal choice.

Of course, at the request of the teacher and students, the project work can be implemented in other fields.

– write an essay on the topic "Native Village", use the geographical names of your region (Zakiev and Ibragimov, 2015: p. 120).

The authors believe that such a task perfectly contributes to creative thinking and speech development. Moreover, the students involved in this work form an interest in their native land, its history, and etymology of geographic names of the native land.

Several tasks aim at organizing a conversation on a particular topic. At the same time, the objective of the textbook is to offer an ambiguous, interesting and relevant issue, able to develop a real discussion or an exciting conversation. It is important to remember that a teacher is highly responsible for this conversation; he should ensure the flow of different thoughts, encourage students to creative thinking with the help of the guide questions. We completely agree with the opinion of F. Gabidullina, who emphasizes that a conversation, a dialogue in a classroom primarily depends on the correctly asked, well-chosen questions (Gabidullina et al., 2018a; 2018b).

The authors of the Tatar literature textbooks also pay much attention to the formation of a creative-minded person. Let us consider some of the questions and tasks that can push students to search for non-standard solutions. The data is presented in tables.

Table 1

Creative questions and tasks in the Tatar literature classes (on the example of the Tatar literature textbook by A. Zakirzyanov, 9-th grade)

Creative Task	Topic Studied	Question (task)
Essay	Lyrics by H. Tufan	Write an essay on the topic "The Lyrical Hero of Hassan Tufan" (Zakirzyanov and Fakhretdinova, 2015: 19)
Writing a report	Modern Tatar Prose	What writers from your region do you know? Use additional resources and write a report (Zakirzyanov and Fakhretdinova, 2015: 151)
Presentations	Modern Tatar Prose	Make a presentation about the life and work of writers at the suggestion of a teacher (Zakirzyanov and Fakhretdinova, 2015: 151)
Work with online resources	Lyrics by H. Tufan	Name famous writers and poets whose names became the names of the planets. Use online resources (Zakirzyanov and Fakhretdinova, 2015: 19)
Expression of personal opinions about a masterpiece, a hero, an epimyth, etc.	On Friday, In The Evening by A.Gilyazov	Express your personal opinion about the final (Zakirzyanov and Fakhretdinova, 2015: 73)
	The Handkerchief by T. Minnullin	Hatira believes that you can be happy if you keep the beauty of your soul. She proves it in her own way, delighting grandmothers-neighbors. She considers it right to wait patiently for the coming happiness. Do you agree with her? (Zakirzyanov and Fakhretdinova, 2015: 144)
Exchange views in groups or in class	On Friday, In The Evening by A.Gilyazov	Name the works about a village, memory, intergenerational relations written by Russian and Tatar writers of the 20 th century Discuss them in class (Zakirzyanov and Fakhretdinova, 2015: 73)
	Morning Wind by F. Sadriev	People like Nuriasma have various problems in life. What do you think? Make your point (Zakirzyanov and Fakhretdinova, 2015: 221)
Problematic Issues	The Handkerchief by T. Minnullin	Who is a positive hero in the piece? (Zakirzyanov and Fakhretdinova, 2015: 144)
		What can you say about the author's position? What did he want to say to the readers? (Zakirzyanov and Fakhretdinova, 2015: 144)
	Morning Wind by F. Sadriev	"Here is the only judge: Justice" How do you understand these words? (Zakirzyanov and Fakhretdinova, 2015: 221) The city has no memory... How do you understand these words? (Zakirzyanov and Fakhretdinova, 2015: 221)

Of course, this is only a small part of all creative tasks. They are presented in Creative Task section. The tasks under the headings "Independent Performance Tasks", "Comparative Tasks", and "Speech Development Tasks" have as big potential as "Creative Tasks" for the formation of a creative-minded person (Zhundibayeva et al., 2013). Thus, we can conclude that a textbook is a good help for a teacher in the formation of a creative personality in the Tatar literature classes. Another feature of creative potential development in language and literature classes at Turkic-speaking schools is the education and upbringing of students on a broad historical and cultural background; that is, the implementation of a culturological approach, the formation of ethno-cultural competence. At the same time, the role of the native language becomes much wider than the subject of learning: in the modern context of classes, the native language can and should be perceived as a special national phenomenon embodying the historical and aesthetic memory of the people, a source of knowledge in various areas of human and national culture.

There are two directions in teaching the native language and literature within the cultural approach. The first one is teaching the native language and literature in the context of the native culture, cognition, comprehension of the native culture reflected in the language and in literary works. The second direction is the cognition of the native people culture in the dialogue of cultures, awareness of originality and uniqueness of the native language and literature in comparison with other cultures and languages. Let us compare A. Gilyazov's "On Friday, In The Evening" and A. Solzhenitsyn's "Matryona's Place". This comparison shall cover several issues; some of them are shown in the table below.

Table 2

Comparison of the works of different nations

The author and his work	"On Friday, In The Evening" by A.Gilyazov	"Matryona's Place" by A. Solzhenitsyn
Location	Aksyrgak Village on the banks of the Ik River	Talnovo Village near Moscow
Main Characters	Bibinur Nan	The Narrator, Ignatich, Matryona
Auxiliary Characters	Zhigangir, Zuhabanu, Galikey	Thaddeus, Yefim, Kira, Kira's husband
Episodic Characters	Asmabike, Vali, Zakia	Three Sisters
Who is the narrator?	The author, characters, Bibinur (her thoughts)	The narrator
Portrait and behavioral features of the main characters	Bibinur is a grandmother who has long been living alone in poverty (there is not even a samovar or a sewing machine). She doesn't know other life and holds no grudge.	Matryona is a lonely, hardworking, people-loving woman. There is nothing in her house except for ficus, mice, cockroaches, and a lame cat. The villagers do not understand her, but Matryona doesn't feel offended.
Main Character's Features	Marries a person who is much older than herself in order to help orphans to survive and develop as a person. Children grow up and show themselves as callous people, but Bibinur does not tolerate bad words about her children. At the end of her life, she falls in love with Zhigangir, Chairman of the collective farm; her love is her relief. But this joy does not last long: the chairman dies. The story ends with the death of Bibinur.	Matryona is a sick woman, who is deprived of a pension. But she finds solace in work that she does for free. She got married as a young girl, gave birth to six children, but they all died. When she married Thaddeus, she gave a lot of energy to raising his daughter Kira. Kira becomes the indirect culprit of Matryona's death.
Opposition	Bibinur – fellow villagers Bibinur – relatives Bibinur – adopted children	Matryona – fellow villagers Matryona – relatives Matryona – state authorities
Attitudes to the main characters	The author depicts the indifference of society to the fate of individuals. Bibinur is not offended by anyone, not deprived, but her misfortune is in her solitude: there is no one who would listen to her, who would understand her.	The author depicts the indifference of society to the fate of individuals. Matryona is also not offended by anyone, not deprived, but she is still alone: she has no one to share her joys and sorrows.
The author's attitude to the main character.	The narrator loves her, regrets, honors as holy.	The narrator loves her, considers intelligent and beautiful, incapable of betrayal.

What torments the main character?	People's indifference, misunderstanding, extinction of moral values	People's indifference,, misunderstanding, extinction of moral values
The Title Meaning	Friday is a holy day for Muslims. On this day, as a rule, holy people die.	The place reflects Matryona's life, the fate of this house, as well as people who are interested in material gain in relation to this house.
Value	Good and compassion are vital to people, this is the only meaning of life.	Each place is alive as long as holy people like Matryona live in it. Matryona is a lodestar of life according to the laws of conscience.

Of course, this comparison was carried out not by students themselves, but during a heuristic conversation. The authors of the textbooks offer many tasks and questions that require an exchange of opinions, organization of a conversation. Scholars highly appreciating the merit of the conversation method in literature classes, write, "Live communication between a teacher and a student in the process of analyzing a literary work in a classroom occurs mainly in conversation" (Fedorova, 2003). N.I. Kudryashev proposes using a heuristic method in organizing students' analytic activities: analyzing an episode, selecting quotes for answering a question, analyzing characters, comparing characters, writing essays on private and generalizing topics" (Kudryashev, 1971: 84). The dialogue in literature classes S.A. Leonov has been reviewed in detail by. The scholar puts forward the following position, "Based on the general scientific theory of a dialogue, considering the specificity of literature classes at school, it is advisable to use the following types of dialogues for the development of students' speech: critical, literary studies, including commentary-textual studies as the types of interpersonal dialogues, as well as theatrical and artistic studies as functional-role dialogues" (Leonov, 1994: 60). The tasks should increase the readers' attention to peculiarities of the verbal image of life, they should focus on teaching young readers to see the life described in the book, to hear the voice of the author with the help of a figurative word. Such activities have a positive impact on the students' creative potential development.

However, it is worth noticing that creative personality development occurs under certain conditions, without which the students' creative potential can remain only at the intuitive-creative and reproductive-creative levels. The goal of the native language and literature classes is to develop the students' creative potential to the creative-generalizing and creative-research levels. The analysis of theoretical and methodological literature has contributed to the identification of the following conditions for achieving this goal (Belkova, 2012; Kudryashev, 1971; Leonov, 1994; Mayorova, 2016; Orlova, 2016; Pogodina, 2010):

1) evaluation of both the final result and the process of creativity. For this, we believe it is important not to be limited to such tasks as writing essays, reports, abstracts, and so on, which will be performed by students independently at home but to include creative tasks in the course of the lesson. Excellent opportunities are provided for this purpose by such innovative technologies as case technologies, business games, role-playing, simulation games, as well as

2) encouraging the desire to experiment with materials, forms, ideas, techniques, and expressive means. Lack of desire to experiment turns the creative process into reproductive activity. More recently, the projects, cases, and quests have become a new phenomenon in school, including literature lessons. Today, many innovative methods are already familiar to students, thus the new, non-traditional forms and methods are one of the promising objectives of a teacher. We consider the book trailer method effective, especially since it is a new method in pedagogy; the teachers consider it the most effective means of propaganda and advertising of leisure reading. This method creates a huge space for experiments with ICT technologies, music, integration of various industries and arts. But the main condition is the students' understanding of the conceptual foundations of the piece of art, based on which the book trailer has been created, as well as

3) providing interdisciplinary connections. As was noted above, many innovative methods are focused on the fact that students have to integrate knowledge, skills, and abilities to different sciences and arts. Highlighting various aspects of human life, different historical epochs, various social phenomena, a piece of art creates excellent conditions for ensuring interdisciplinary connections. Here are some examples of drawing attention to the books included in the school curriculum:

– "Mom, I Saw A Puppy!" by R. Minnullin (6-th grade): Tatar literature + zoology + psychology. That is, in this lesson, you can discuss the problem of keeping pets in a city apartment, the problem of stray dogs; make a brief description of child psychology, with an emphasis on why young children often dream of a four-footed friend.

– "The Itil River Flows" by N. Fattah (9-th grade): Tatar literature + history.

Moreover, in literary criticism, there are several comparative works which provide interdisciplinary connections of Russian and Tatar literature (Gabidullina, 2014). This trend is noticeable in textbooks as well. Thus, the 9-th grade textbook provides a comparative analysis of "On Friday, In The Evening" by A. Gilyazov and "Matryona' Place" by A. Solzhenitsyn.

4) Creating an atmosphere of creativity. Interest in creative activities is contagious. If a teacher enthusiastically explains, shows, suggests methods of action, or pushes students to solve the problem situation, the students become involved in the process. If on the contrary, a teacher is indifferent to the organized activities, then, according to scholars, the results will be much lower than the real possibilities of students.

5) Ensuring the perception of creative activities not only as an exciting pastime but also a serious occupation.

6) Supply Support. This condition is dictated by the realities of modern times. Despite the fact that history knows many examples when children who grew up in poor families achieved high creative results, modern scholars write that "without observing this condition it is very difficult to achieve high results" (Mayorova, 2016: 160). We do not think that this factor is decisive in the creative development potential in the Tatar language and literature classes; we would like to designate it as providing students with the latest trends in literary criticism (Gabidullina and Sattarova, 2015; Gabidullina et al., 2017).

Conclusion

Thus, after describing the phenomenon of creativity and creative activities, the authors have examined the possibilities of developing the creative potential of an individual in the Tatar language and literature classes. The analysis of the Tatar language and literature textbooks allows us considering them as a basis for educating a creative person, which is connected with the fact that the tasks addressed to the students are different: there are many questions proposed for discussion in class; problematic issues; many topics for writing essays and reports. The authors believe that many textbook issues and tasks can be used as a basis for students' case studies or project work. We also consider it expedient to use the book trailer method, which allows applying the students' creative potential. All of the above confirms that in the Tatar language and literature classes the teacher can and should pay attention to the creative process. It is important to evaluate both the result and the process; encourage the desire to experiment; ensure the integration of various fields of sciences and arts; create an atmosphere of creativity; perceive creative activities as a serious occupation; get acquainted with the latest trends and directions of scientific works. In these conditions, the creative thinking develops, including its speed, flexibility, originality and improvement.

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