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Creativity in the Context of Language Education of the Medical Students

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Abstract

Creative qualities are necessary in the professional activity of every specialist. In the article the results of diagnostics of these qualities with the help of N.F. Vishnyakova's questionnaire are presented. Peculiarities of creative qualities in the sphere of a physician's professional activity are shown. Creative disposition to teaching promotes the development of the students' creative qualities. The author substantiates the advantages of innovative educational technologies for optimization of the medical students' results and shows the necessity of a health care provider for the creative qualities.

Keywords: creativity; a physician's creative qualities; diagnostics; creative educational technologies.

1. Introduction

In the formation and development of the creative potential of the students one must consider such characteristic of a person as creativity. Creativity is a certain level of talent. It is a relatively stable characteristic of a personality. There are three sources of a person's creativity: social, personal and situational. Social is the aspiration for extraordinary solutions and ideas, which is influenced by the contradictions between the individual and society.

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Complete satisfaction of the social needs doesn't contribute to finding creative ways and solutions. Personal category of creativity is based on the psychophysiological characteristics of a person. Situational source is based on the changes of the state caused by short-term external influences, internal needs of changes, stimulating thinking processes.

We observe two types of creativity: the primary associated with creative insight, allowing to create a product with a high degree of scientific and market novelty, and combinatorial, promoting the creation of innovations by means of combination of well-known ideas, obtaining a product with lesser novelty [1]. With the combination of both types of creativity we can work out not only the 'imitating products' which replicate their predecessors, but also the new and unparalleled ones. The level of creativity does not always correlate with the development of intelligence. Albert Einstein noted: 'Imagination is more important than facts'. To generate creative ideas we need well-developed imagination, acting as its motivation factor. The main factor of realization of creative abilities is well developed divergent thinking providing the variety of options for possible solutions of the problem, which is especially important in the educational process.

2. Research objectives

The aim of our research is to examine the specific features of the creative qualities in the sphere of healthcare and to measure the manifestations of the medical students' creative qualities. The objective of our research is the diagnostics of the initial stage of the expressiveness of the students' qualities under study.

3. Research hypothesis

The inculcation of creative pedagogical technologies presupposes the support of the students' initiative and independence, the encouragement of their aspiration to self-realization, self-assessment and self-development. These qualities can't be formed in themselves, without the proper pedagogical support.

4. Literature review

The main factor of the development of creative abilities is the thinking capacity. The creative potential is mainly determined by it. According to Abraham Maslow, creative potential is a complex of intellectual and creative tools, interconnected within the professional and creative activity and characterized by the ability of an individual to the development of new ideas and concepts on the basis of available knowledge and information from the external environment [2]. When developing and implementing a variety of innovative projects in education, the most significant is the development of thinking with its creative and skill components.

Raising creativity at the higher education establishment should be primarily based on the consideration of the specific features and usage of individual methods [3]. The components of creative thinking of both a teacher and a student include:

- the individual transfer of knowledge and skills to a new situation, the discovery of a new problem in the standard situation;

- the establishment of the entire structure of the object when its separate components are available, the vision of its new function;
- offering the alternatives to solve the problem;
- combining and transformation of the well-known methods of activity (improvisation) in a new environment.

The points of application of creativity in creating teaching methods and techniques are various and numerous. The developers of the pedagogical technologies based on the competence approach should apply their creative abilities ensuring conditions and promotion of the development of the students' creative qualities.

5. Methods and materials

For gathering the data and the analysis of the initial stage of the development of creative qualities we were using the questionnaire of N.F. Vishnyakova 'In what sphere are you creative?' This questionnaire allows to measure the students' indexes of expressiveness of the certain creative characteristics quantitatively [4]. The questionnaire allowing to evaluate the objective qualities indirectly consists of 80 questions presupposing the answer 'Yes' or 'No'. We decided to use this questionnaire as it allows to define the respondents' expressiveness of such elements of creativity as originality, inquisitiveness, imagination, intuition, creative thinking, empathy, sense of humor and creative attitude to profession. We find the diagnostics and development of these qualities in a medical student as a future health care professional rational. In our opinion, these qualities acquire certain 'medical' specific features in a physician's professional activity.

Originality is one of critical thinking's characteristics, its skills are necessary for a physician for the analysis of professionally important data which is the basis of evidential medicine. Critical thinking is a metacognitive skill that determines the success of intellectual activity in general.

Inquisitiveness is the aspiration for acquiring the knowledge. A physician's inquisitiveness is displayed in the wish and actions for acquiring new information about providing qualitative and timely medical care.

Imagination is the ability to predict the results of the process of the treatment in conditions of incomplete information.

Intuition is a necessary, predetermined by the nature of creativity moment of crossing the borders of certain stereotypes of thinking, and logical programs of solving the professional tasks in particular. The idea of diagnosis appears most often by means of emerging of a new idea – the intuitive synthesis of the necessary flows of information. Then this idea should be checked and refined by means of the usual methods, both empiric and theoretic [5].

To some extent, each patient is atypical, the course of his illness is not predictable. Undoubtedly, a physician should have a personal strategy of the communicative approach to each patient. The exact performing of the

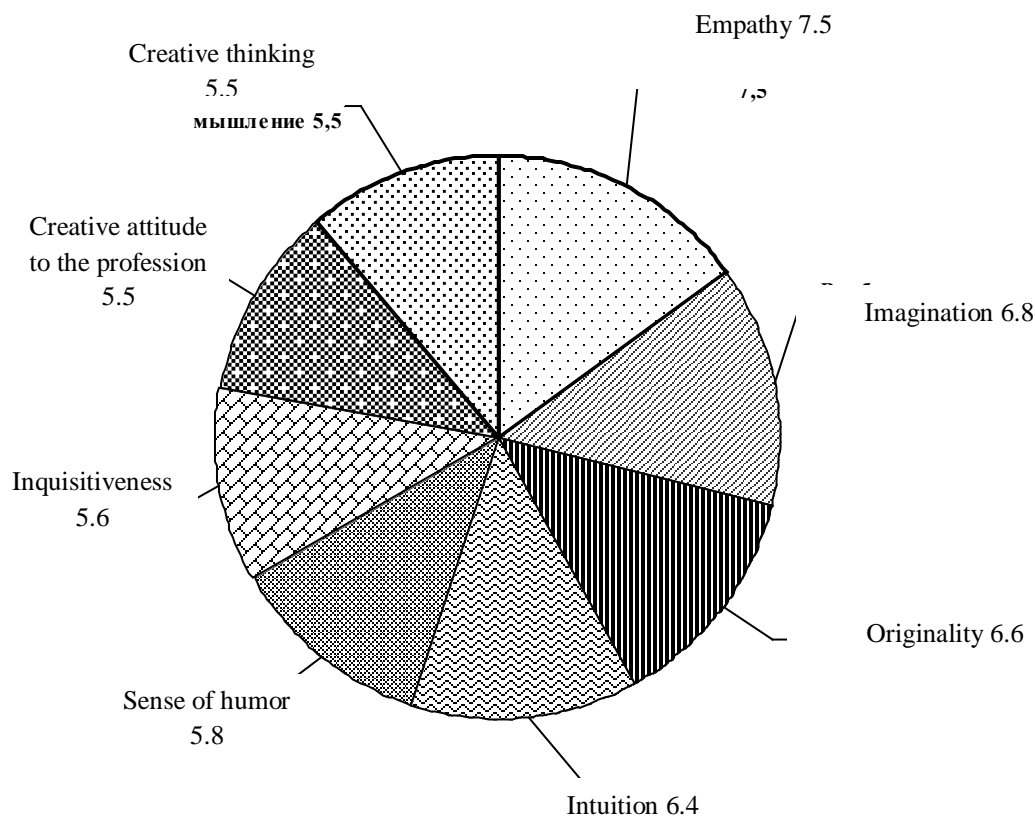
standard of treating an illness should be corresponded with the patient's side diseases; creative thinking is necessary for a physician for working out the strategy of the treatment.

Empathy is an emotional response to a patient's problem, empathy to its vital circumstances and internal state. Empathy is not only the rational judgment of the other person's problems, but also the aspiration to respond emotionally to his problems, 'feeling' them.

The sense of humor is necessary for a physician in the situations causing stress, and its absence or the lack of expressiveness proves the decreased emotional level and a person's insufficient intellectual development.

Creative attitude to the profession presupposes the aspiration to self-realization in the professional situations, to professional self-perfection by means of the formation of intellectual capital, to self-development and lifelong learning.

The research was carried out at the basis of the Department of Foreign Languages of Kursk State Medical University (academic year 2013/2014). Fifty seven medical students of the second year were surveyed. The results are calculated according to the instruction to the questionnaire and presented in the Figure 1.



Figure

1. The expressiveness of the medical students' creative characteristics

Empathy got the highest point (7.5), to some extent it can be explained by the age peculiarities of the contingent under study. The great extent of expressiveness allows the teacher to use the methods of reflective and creative approach worked out by us. These methods include the imitational modelling of doctor – patient communication (cases, problem situations, business games). Quasiprofessional communication in the process of the students' taking part in the active forms of education promotes the expression of empathy at the verbal level. We predict the good results of the contingent under study as a result of the usage of creative educational technologies.

Such characteristics of creativity as imagination (6.8 points) and originality of thinking (6.6 points) are enough developed. These characteristics help the students while their own working out the actions and scenarios of behavior in role plays and didactic dramas.

Only the high level of knowledge allows to think intuitively, to make professional decisions in conditions of time limits quickly. The respondents have demonstrated the average extent of the development of intuition (6.4 points). The sense of humor which index occupies the fifth place among the creative qualities (5.8 points) is formed in the process of taking part in the didactic drama 'Shooting a Movie about a Doctor' worked out by us. A visit to the physician is dramatized by the students in such genres as comedy, drama, thriller and melodrama.

The development of the students' inquisitiveness occupying the second last place in the rating of creative qualities (5.6 points) can be carried out by means of activation of the students' individual work (summarization and annotation of the articles in medicine in foreign languages, making up mini vocabularies, crossword puzzles, tests in the topics under study, formation of the students' portfolios).

The low indexes of such characteristics of creativity as 'creative thinking' and 'creative attitude to the profession' (5.5 points each) is caused by the fact that the second year medical students don't have the experience of real professional communication yet. These indexes are of theoretical character and can be developed at the practical classes in English to some extent. In order to make it we have published the textbook 'English for Medical Students: Get Acquainted with the Profession' where the students can read the extracts from the literary compositions of British and American authors about medical profession [6].

6. Conclusions and recommendations

Unlike the reproductive methods, creative educational technologies introduced by us assume the creation of the situations containing an internal collision and demanding adoption of the independent creative decisions, modelling of conditions of the professional activity meaning the search of new, uncommon decisions in the conditions of deficiency of time and a limited set of means. Approbation of the questionnaire of N. F. Vishnyakova confirms its application as the available diagnostic aids of the students' creative qualities. Differentiation of creative qualities allows the teacher to pay attention to the students with the lesser extent of expression of the characteristics under study.

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