# FORMATION OF VALUE ORIENTATIONS AMONG UNIVERSITY STUDENTS

## *FORMAÇÃO DE ORIENTAÇÕES DE VALORES ENTRE ESTUDANTES UNIVERSITÁRIOS*

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**Abstract.** The role of communication, the specifics and flow of communication processes and, accordingly, the requirements for their participants, is increasing in modern society and in all spheres of professional activity. In this connection, the problem of the formation of the communicative creativity of students at the stage of professional training at the university is actualized. At present, this aspect of the vocational training of students in technical areas lacks attention both in theory and in the practice of vocational education. The article examines the theoretical foundations of the theory of the formation of the communicative creativity of university students, interpreted as a set of interrelated and interdependent components that represent a certain integrity based on the use of a set of scientific approaches: systemic, participatory and discursive, implemented on the basis of the principles: transformation of cognitive content into emotional, freedom choice of communications, social reinforcement of creative behavior. The scientific approaches considered in the article were the theoretical foundations for the development of the theory of the formation of the communicative creativity of university students. The materials of

the article are of practical value for organizing the process of vocational training in the context of the development of the communicative creativity of students.

**Keywords:** communicative creativity; theory of the formation of communicative creativity; scientific approaches, principles.

**Resumo.** O papel da comunicação, as particularidades e o fluxo dos processos de comunicação e, consequentemente, as exigências de seus participantes, está aumentando na sociedade moderna e em todos os âmbitos da atividade profissional. Nesse sentido, é atualizada a questão da formação da criatividade comunicativa dos estudantes na etapa de formação profissional na universidade. Atualmente, esse aspecto da formação profissional dos estudantes em áreas técnicas carece de atenção tanto na teoria quanto na prática da educação profissional. O artigo examina os fundamentos teóricos da teoria da formação da criatividade comunicativa dos estudantes universitários, interpretada como um conjunto de componentes inter-relacionados e interdependentes que representam uma certa integridade baseada no uso de um conjunto de abordagens científicas: sistêmica, participativa e discursiva, implementadas com base nos princípios: transformação do conteúdo cognitivo em emocional, liberdade de escolha das comunicações, reforço social do comportamento criativo. As abordagens científicas consideradas no artigo foram os fundamentos teóricos para o desenvolvimento da teoria da formação da criatividade comunicativa dos estudantes universitários. Os materiais do artigo têm valor prático para organizar o processo de formação profissional no contexto do desenvolvimento da criatividade comunicativa dos estudantes.

**Palavras-chave:** criatividade comunicativa; teoria da formação da criatividade comunicativa; abordagens científicas; princípios.

## 1. INTRODUCTION

### 1.1. Introduction to the problem

A review of modern scientific and pedagogical literature shows that the formation of such a personality trait as the communicative creativity of university students requires developing a pedagogical theory.

It is important to determine the theoretical foundations for its construction, as they are the starting points that serve as the basis for the research and explanation of its results.

Such grounds in the article are theoretical approaches as the fundamental orientation of the research, the point of view from which the object of study is considered, as well as the principles of the implementation of these approaches (Averianov, 1985; Bakholskaia, 2017).

### 1.2. Relevance

The modern dynamics of the development of higher education indicates the rapid growth of requirements for a graduate as a bearer of universal human culture, possessing not only professional knowledge in subject areas, professionally significant competencies but also competent in relations with other people (Antropova, 1999).

The results of scientific research of scientists dealing with this problem, as well as our data confirm the position that the process of developing the communicative creativity of university students is still understudied and low-effective within the framework of traditional education (Alekseeva & Novgorod 2008, Bakholskaia 2017).

The issues of the theory of the formation of communicative creativity in relation to students of a technical university remain insufficiently developed, therefore, the problem of studying scientific approaches and principles of their implementation in relation to the communicative creativity of students, as the theoretical foundations of the theory of the formation of communicative creativity of students of a university, becomes urgent.

### 1.3. Study of the problem

Researchers who study various aspects of the problem of the formation of communicative creativity give different interpretations of the initial concepts. Our research allowed us to dwell on the following definitions.

Communication is converse, share of thoughts, information, ideas, etc.; transfer of certain content from one consciousness (collective or individual) to another by means of signs fixed on tangible media (Azarenko et al., 2021).

Creativity is an internal resource of the student, his potential for the implementation of the creative process, the result of which is the creation of a new product, as well as the ability manifested in the desire for novelty, out-of-the-box thinking when performing certain types of activities and obtaining new, original final products of this activity (Polat et al., 2003).

Scientists consider the formation of the communicative creativity of students as a purposeful process aimed at the development of personality traits, capable of generating original, non-standard ways of solving problems to achieve the goals of interaction with the subjects of the communicative process (Bakholskaya et al., 2019).

The theory of the formation of communicative creativity among university students is understood as a set of interrelated and interdependent components: motivational - target, content - organizational, evaluative - corrective, reflective and prognostic, aimed at the formation of communicative creativity among university students, reflecting the internal logic of the relationship of components and their content (Stubbs et al., 2020).

The development of the theoretical foundations of the theory of the formation of communicative creativity involves the definition of scientific approaches as a strategy for achieving the set goals, namely, for building a theory of the formation of communicative creativity of students.

The study of the considered problem has shown that scientists have accumulated quite a lot of experience in the use of various approaches to the development of pedagogical systems, their integrated complementary implementation, considered by scientists from different points of view (Karunnaia, 2008; Meshcheriakov & Zinchenko 2008).

However, the analysis of theoretical sources, the practice of professional training of university students, indicate an insufficient development of the communicative aspect, in particular, such a trait as communicative creativity.

The formation of communicative creativity is a complex and multifaceted process, therefore the combination of several theoretical approaches may become the basis for a theory of the formation of the communicative creativity of university students (Konarzhevskii Iu, 1990).

### 1.4. Hypothesis

The article suggests that the theory of the formation of the communicative creativity of university students in professional training will be effective if it is based on a set of scientific approaches: systemic, participatory, and discursive.

## 2. METHODS

The authors applied methods that allow substantiating the use of a set of systemic, participatory, discursive approaches as a theoretical basis for the theory of the formation of the communicative creativity of university students. According to the authors' point of view, this allows for a systematic approach; communicative creativity as a personality trait directly depends on the creative, motivated participation of communicants in the communication process, which is ensured by a participatory approach; changes in personal qualities, the implementation of purposeful actions and the implementation of a special type of dialogical activity orients towards the application of the provisions of the discursive approach.

To study the stated problem, methods of structural and functional analysis were used to identify the essence and components of the theory of the formation of the communicative creativity of students for the subsequent purposeful controlled formation of this trait. Within the framework of the participatory approach, an analysis of the structure of the communicative act was used, the determination of directions for increasing its motivational component through interaction and complicity in the communication process, which makes it possible to implement the method of indirect control of the communication process. The discourse approach was implemented using content analysis of communicative acts, determining the directions of manifestation of creativity during their construction.

This made it possible to analyze the current state of the problem of the formation of the communicative creativity of students, to predict the mechanisms for developing the theory of the formation of this trait in students.

## 3. RESULTS

Studies devoted to various aspects of the stated problem propose various theoretical approaches as a basis: an intercultural-semiotic approach aimed at developing communicative creativity, considering the principles of integration, situationality, contextuality, interactivity (Dolgikh, 2007); a reflexive approach to the development of the communicative creativity of trainees within the framework of the teacher's communicative competence, which is based on the teacher's reflexive-innovative activity related to self-knowledge, comprehension and creative transformation of one's own professional activity (Gretsov & Piter, 2008), an activity approach (van Dijk, 1989; Boiko, 1995), etc.

Having analyzed the research potential of modern theory, we have chosen a number of approaches as the theoretical foundations of the theory of the formation of the communicative creativity of university students: systemic, participatory, and discursive.

The application of a systematic approach to the formation of the theory of communicative creativity of students allows considering the formation as a special component of the system of professional training at the university; determining the properties of the system being developed - integrity, controllability, integrability, flexibility, transparency; identifying the component

composition of the phenomenon of "communicative creativity": emotional (creative motivation, empathic perception of the interlocutor, emotional flexibility and lability), cognitive (intellectual initiative, ease in establishing communicative contacts, flexibility and originality in communication); conative (communicative activity, the ability to improvise, independence and adequacy of response); determining the goal of the theory - creativity as the student's ability, manifested in the generation of original, non-standard ways of solving communication problems aimed at achieving communication goals and maintaining subjective well-being in intersubjective relationships with a partner; identifying the possibilities of increasing the effectiveness of this theory by organizing systemic influences on the formation of the communicative creativity of university students.

Thus, the systematic approach provides guidelines for building a theory of the formation of communicative creativity and sets its general structural features (Bystrai, 2003; Blauberg et al., 2003).

The substantive aspect of filling the developed theory involves the use of a participatory approach, according to which participation acts as a property of the studied pedagogical phenomenon, interpreted as the wide participation of various subjects in the development and direct implementation of programs of socially significant activities based on collegiality (Marianne & Jorgensen, 2008; Meshcheriakov & Zinchenko 2008) as a method of organizing pedagogical collective, contributing to the formation of relations of mutual responsibility, cooperation (Kubriakova, 2000).

Here, the concept of "participation" is defined as a method of organizing a team based on collective responsibility and cooperation. At the same time, participation is a management principle, a method of motivation and a means of improving the quality of communication in the process of analyzing and making management decisions based on the active participation and creative self-realization of the subjects of activity.

The specificity of the subject of our research lies in its connection with the communication process carried out in the process of discourse - utterance, speech.

As communication proceeds through discursive components, which features of the construction determine both the process and the result of the communicative act, this focuses on the possibilities of using a discursive approach in the process of developing the theory of the formation of the communicative creativity of university students.

The discursive approach is currently actively used in anthropological, linguistic, psychological, sociological, historical, literary, and other studies. Modern pedagogy often uses methods of discourse analysis, discourse content, etc. (Passov, 2006).

As scientists consider discourse to be one of the most complex interdisciplinary concepts, its understanding varies significantly depending on the field the researcher works in. We adhere to the understanding of discourse as a coherent text in conjunction with various life, sociocultural, psychological and other factors, that is, being a text in the event aspect, discourse includes a paralinguistic accompaniment of speech (facial expressions, gestures).

Researchers (Serio, 2009; Iakovlev, 2006) argue that traditional approaches cannot cover communication processes implemented in the language of real life not as static fixations of unchanging meanings but as the creation of these shared meanings in their constant interaction

and change. Language is organized through discourses and can not only have a strong influence on the behavior of people, but even predict it to some extent.

Thus, having used the discursive approach in our research we managed to consider the manifestations of pedagogical processes as texts, and reveal the text as a basis for the development of theoretical and analytical ideas about speech interaction.

Considering this approach as the basis for the formation of students' communicative creativity allows us to take into account contextual variables (global, local, social, cultural context) and natural text (oral communication), as well as discourses (as a picture of the world) in the behavior of subjects of the educational process.

The article also clarifies the principles of constructing a theory of the formation of students' communicative creativity: transformation of cognitive content into emotional, freedom of choice of communications, social reinforcement of creative behavior. At the same time, the principle of transforming cognitive content into emotional content suggests that an intellectual task (a problem to be solved) is transformed into an emotional problem (an emotional attitude to a task being performed), while an emotional attitude is considered as a self-sufficient manifestation of individuality; the principle of freedom of choice of communications - focused on providing students with the opportunity to choose and establish communications depending on the interests and needs of the subjects of communication; the principle of social reinforcement of creative behavior is realized through the support and development of creative ideas, extraordinary solutions, problems and tasks, acceptance and unbiased creative behavior.

The structure of the theory of the formation of students' communicative creativity and the principles of its implementation were also determined.

The principle of creative speech-thinking activity presupposes the constant involvement of the student in the creative communication process, the substantive basis of which is non-standard, the selection of situations based on the age and psychological characteristics that contribute to the activation of the students' mental activity and the need for their discussion (Akulova et al., 2016).

The principle of modeling situations of novelty and uncertainty. The situation, understood as the theory of student relationships, is a constant factor in learning, regardless of what type of speech activity the student is mastering. The creation of new situations allows students to gain direct experience of discovering new ideas in themselves and the application of the acquired experience in new conditions, and also contributes to the development of improvisation, self-control and management of emotional reactions.

The principle of co-creation, creative self-development and self-fulfillment allows us to establish in the act of communication between partners the optimal form of their interaction as a dialogue, the essence of which is their mutual enrichment and personal development. Co-creation gives the student the right to his own pace, his level of communicative creativity and his way of its implementation.

## 4. CONCLUSION

The analysis of research on the problem revealed its relevance due to a significant increase in the requirements for communicative processes in social and industrial relations, suggesting the ability of university graduates to generate successful solutions to communication problems,

as well as insufficient theoretical and methodological development of these issues in the theory and practice of higher education.

Modern psychological and pedagogical literature defines communicative creativity as the student's ability, manifested in the generation of original, non-standard ways of solving communication problems aimed at achieving communication goals and maintaining subjective well-being in intersubjective relationships with a partner.

We determined that the formation of communicative creativity as a quality of a student's personality is carried out within the framework of the theory of the formation of communicative creativity among university students, which is understood as a set of interrelated and interdependent components: motivational - target, content - organizational, evaluative - corrective, reflective and prognostic.

We substantiated that the theory of the formation of communicative creativity can be effective, considering the provisions of the systemic, participator, and discursive approaches, as well as a number of principles for their implementation.

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