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USE OF CREATIVE WORKSHOPS TECHNOLOGIES IN PROFESSIONAL STUDENTS' TRAINING

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Today, the higher education system is undergoing significant changes in connection with current trends in the development of various spheres of life. This requires the use of innovative technologies in the educational process that aim at the professional and personal development of students. Such technologies contribute to the development of cognitive, mental, and creative abilities of students; form their skills and abilities to acquire new knowledge, analysis, creative application of scientific, technical and other achievements; develop such human qualities as initiative, the desire to learn something new, responsibility, independence, the spirit of competition; increase the efficiency of the process of forming professional competencies.

This technology is also the technology of creative workshops, which contributes to the formation of creative, research skills and abilities.

Workshop technology was developed in France in the 1920s. The main goal of this technology is to improve the quality of student learning through the use of innovative and integration processes and the active involvement of students in creative work, where they can improve themselves, realize their creative potential, show independence and initiative. The following stages of the implementation of a creative workshop are highlighted.

"Induction" – providing a favourable emotional climate and motivation to carry out creative activities, connect subconscious, emotions, forming one's own opinion on the topic under discussion. As an inductor, you can use everything that can awaken feelings, sensations, awaken associations, memories, and raise problems – drawing, sounds, phrase, text and object.

"Deconstruction" is the analysis of material (text, sounds, drawings, etc.) into details, the creation of a chaotic mosaic of words, phenomena, and events.

"Reconstruction" – creating your own project, writing your own text, drawing up a hypothesis, diagrams, etc., using the original "building" material.

"Socialization" – comparing your work with the work of other students: pair work, work in small groups, demonstration of the preliminary and subsequently the final result of their work. The main task is not so much to assess the work of

another student, but to evaluate yourself, your work and, if necessary, make correction. Group creative activity makes it possible to use the knowledge and skills gained in the process of group work to enrich your experience.

"Advertising" is the presentation of your product to all participants (reading a text, advertising a hypothesis, demonstration of a diagram, exhibition of drawings, etc.).

The "gap" is the culmination of creative activity: updating the idea of a phenomenon or object, a clear understanding of the discrepancy or incompleteness of one's previous knowledge, motivation to study the topic in more detail, to search for answers to unresolved questions, refers to a scientific source to check the compliance of new knowledge. This makes it necessary to study information using dictionaries, books, encyclopaedias, textbooks, the Internet.

"Reflection" – reflection, generalization of their feelings, emotions that arose in the course of the implementation of the creative workshop, "self-report" necessary for self-development [1, p. 205].

The use of workshop technologies plays an important role not only for personal development, but also in the professional training of future specialists [2]. This is due to the following:

1) the use of the technology of creative workshops makes it possible to introduce elements into the educational process that will help form a value attitude towards the profession, assess your level of professional competence and realize the need to improve professional training;

2) the creative nature of workshop technologies contributes to an integral understanding of the material being studied and the use of the knowledge gained in the professional field;

3) the technology of workshops is based on an activity approach, in which the student's self-realization is carried out through research, scientific, professional activities;

4) the use of such technologies helps to learn how to analyze, evaluate the results of their work, master the methods of forecasting, design, research [3].

The result of a creative workshop is not just getting new knowledge or skills. The process of cognition and creation of a creative product is of particular importance. This process develops trusting relationships in the team, promotes favourable cooperation and joint creativity. Another important quality of the creative workshop is the encouragement of analytical and creative activity, the development of associative thinking, the promotion of introspection and self-control. As a result of the implementation of the technologies of creative workshops, the process of forming professional competencies in future specialists is optimized.

References

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