PROJECTING HEALTH PROMOTION SPEECH CREATIVE ACTIVITY OF STUDENTS IN MODERN SYSTEM OF LANGUAGE EDUCATION

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ABSTRACT

Text manipulation suggests active speech production activity of students in comprehending, reproducing and producing texts. The authors of the article have proved the need to use health-saving technology in the process of speech production development of students. It is concluded that projecting health promotion speech creative activity of students contributes to didactic solutions. The possibilities of using health-saving technology in the process of speech production development of students have been considered by means of an example of organizing speech creative project and speech creative work en plein air in high school, and an overall conclusion about the effectiveness of using this technology in the process of teaching Russian language and literature has been made.

Keywords: Projecting. Health-saving technology. Speech creative activity. Speech creative project. Speech creative work en plein air.

PROJECCIÓN DE LA PROMOCIÓN DE LA SALUD A TRAVÉS DE ACTIVIDADES CREATIVAS DE LOS FLAS ESTUDIANTILES EN UN MODERNO SISTEMA DE EDUCACIÓN LINGÜÍSTICA

RESUMEN

La manipulación del texto sugiere la actividad activa de producción del habla de los estudiantes en la comprensión, reproducción y producción de textos. Los autores del artículo han demostrado la necesidad de utilizar la tecnología de ahorro de salud en el proceso de desarrollo de la producción del habla de los estudiantes. Se concluye que la proyección de la actividad creativa del habla de promoción de la salud de los estudiantes contribuye a soluciones didácticas. Las posibilidades de utilizar la tecnología de ahorro de salud en el proceso de desarrollo de la producción del habla de los estudiantes se han considerado mediante un ejemplo de organización del proyecto creativo del habla y el trabajo creativo del habla en pleno aire en la escuela secundaria, y se ha llegado a una conclusión general sobre la eficacia del uso de esta tecnología en el proceso de enseñanza de la lengua y la literatura rusas.

INTRODUCTION

Introduction into the problem
Changes in conceptual view of the role of the Russian language and literature as subjects of study in the context of modern paradigm of education require setting up new tasks for preparing graduate as a personality who is ready for productive activity in any sphere of life, possessing functional literacy, the indicators of which are universal learning skills. Present education system quickly and adequately responds to inquiries and dictates of the times by introducing innovation technologies into educational process, among which health-saving technology takes pride of place. Health-saving technology, as well as collaboration technology, is an ingrained technology inherent in any educational technology. The purpose of the present article will be projecting students’ speech production activity, identifying the possibilities of using health-saving technologies in the process of speech production development of students. A dominant idea of this process is the text as a universal means of teaching, education and development of students. A dominant research method is the projection of health promotion speech creative activity of students.

URGENCY OF THE PROBLEM

Modern education is focused on the search and development of novel learning technologies, the introduction of which into the learning process will allow the formation of the student’s personality and his/her development into a fully rounded creative individual who is ready for productive activity in any area of life. Innovations in education necessitate transforming certain components of the learning process: the configuration of the lesson, the roles of a student and a teacher, the tasks they face. The very principles of the approaches obtained today regarding education reflect the need to use active methods that stimulate an independent activity of students, provide dialogism and the possibility of showing a personal attitude of the subjects of learning to what is happening in the educational process. In keeping with this approach, it becomes relevant to turn to project-based learning which implies an activity approach, the main principle of which is the idea of the formation and development of psychological attributes of an individual in conjunction with activity as a subjective process: according to this vision statement, “activity shapes the mentality” (RUBINSTEIN, 2000, p.17). It is the idea of the productivity of acquiring omnifarious knowledge, learning skills via the subject’s carrying out of independent activities that is suggestive of the potential effectiveness of an active use of project activities in learning.

In addition, the application of project activities in educational practice can solve the problem of motivation. Practicing teachers make the point that there is a loss students’ personal interest in academic subjects mastery due to “academicism and isolation from practice” (AKULICH, PAKHOMOVA, 2020, p.17), therefore the value of projecting is beyond doubt: a project work affords a student the opportunity to unlock his/her creativity, activates independent cognitive activity and stimulates research activities (BABANSKY, 1982). Analyzing the specifics of the process Russian language study, it is necessary to resort to the principles of communicative activity approach.

The ultimate goal of Russian language teaching is the formation of an idea of the language as an instrument of communication and the education of the student’s linguistic personality, which implies the development of the ability to use language means to achieve communication goals in a variety of situations. That is why it is extremely important to understand the linkage between language and speech development of a student. E.S. Antonova pays attention to the fact that language acquisition as a means of communication being a primary objective of Russian teaching is definitely activity oriented. Consequently, project activities in the process of mastery of academic discipline “Russian Language” should be oriented to speech production: through immersing in certain situations, a student will be able to realize his/her own creative potential and acquire a number of communicative and cognitive skills (PONOMAREVA, CHURILINA, 2019).

STUDY OF THE PROBLEM

Present project-based learning is based on the principles advanced by J. Dewey, W. Kilkpatrick and E. Collings. The basic ideas are as follows (POLAT, 2000):

- the goal is to educate a person who knows how to adapt to different situations;
- the student’s actions are conductive to personal discovery, which becomes an instrument of cognition;
• this way of attainment of truth entails developing the ability to self-study;
• the student’s personal interest becomes the main motivational component: enthusiasm that keeps a student learning through activity;
• a key element is always an independent activity of students (individual, pair, group).

Projecting in this case means “purposeful activity to find solutions to problems and make changes to the natural or artificial environment”: a student experiences specific situation, which allows him/her to gain an insight into the problem or the object under study, due to which a new object is constructed. Thus, the educational project can be interpreted as independently developed material or intellectual product from the idea to its realization; in this case, objective or subjective novelty is of fundamental importance (SELEVKO, 2005). At the same time, a significant aspect of the organization of educational project is the rethinking of the role of a teacher in the learning environment as a subject-to-subject activity. The particularity of the role of a modern teacher is that he/she needs not only to convey a certain amount of information but to organize and direct educational activities of each student, including in a situation of collective work (TATARINTSEVA, 2020, p.86). This means that students should be set a worked problem, attitude, and the goal of a complex of actions regulated by the teacher.

Especially important in the process of projecting becomes an emotional feeling of a student sharing his/her personal experience: the teacher creates a situation, as a result of which the student comes on a scent of his/her subjective discovery. Consequently, the teacher in this case is both an organizer and a mentor, considering the psychological characteristics of the student, applying his/her personal communicative and cognitive experience to “switch on” the same mechanisms in the student’s activity (SERIKOV, 2020). The aspect of teacher-student relationship is key: the very teacher’s personality, his/her interest in the student’s personal growth and in the problem under consideration, the ability to forge a bond of trust and the desire to convey not only knowledge, but also the experience of cognitive activity – all this becomes an additional incentive for productive learning activities.

In addition, it makes sense to turn to an issue of reorganizing the learning space. The traditional paradigm of relations between a teacher and a student implies a kind of opposition between the subjects of education, which would become a bottleneck for the full realization of the student’s creative potential: the same conditional opposition is also embedded in the component of the location of students in the classroom space. In this regard, it is reasonable to assume that alternative options for organizing the learning space can become a reliever of psychological stress, a means for elimination of communication barriers and creation of psychological comfort, which will facilitate a motivated independent activity of students. Moreover, the absence of classroom closure, firstly, will be able to level the student’s stereotypical attitude towards the configuration of the lesson, and, secondly, it will contribute to the liberation of the participants in the educational process, releasing their creative potential. In this regard, the idea of conducting out-of-door lessons, in the open air, seems to be productive. The above aspects determine the relevance of the problem of health promotion of students in the process of learning.

Defining the notion “health” in the context of pedagogical technologies, G. K. Selevko remarks that health implies “a state of complete physical, spiritual and social well-being” (SELEVKO 2006, p.431). Physical health implicates a high level of body functioning; mental health is determined primarily by a feeling of satisfaction with one’s own achievements; and the social one is manifested in how successfully a person contacts with others [Ibid.]. That is why it is erroneous to reduce the understanding of student’s health only to his/her physical state: the psycho-emotional state of the central subject of education is also of fundamental importance. According to N. F. Bazarny, factors in education that are destructive for health include the limitation of space and its isolation, the increasing flows of abstract information when imagination dies out, the conflict between the activity of mental activity and complete static, the loss of spiritual potential between a teacher and a student, the loss of meaning and interest in organizing an educational and cognitive process (BAZARNY, 1995).

Despite the fact that these factors do not directly affect the student’s physiological state, their role in the organization of learning process should not be underestimated: among other things, the creation of ideal conditions for psychological comfort of a student that motivate and activate his/her cognitive and creative activity should be approximated to the extent possible. It is on these positions that modern health-saving learning technologies are based. That kind of idea is reflected in the works by N. K. Smirnov, who considers “all technologies, programs and methods aimed at fostering in students a culture of health, personal qualities that contribute to their preservation and strengthening, the formation of ideas about health as a value, as well as
motivation to promote healthy living" to be health saving [Smirnov 2006]. Such technologies should be intended to preventing threats associated primarily with psychological and pedagogical factors, and only then with hygienic and environmental and organizational and methodological factors (SMIRNOV, 2002, p.23).

The main problems of the educational process are, firstly, the traditional authoritarianism of the teaching and learning process, which consists in the fact that a teacher is central and becomes the leading subject. Secondly, the source of stress for a student can be the teacher's striving for deliberate pace of work, averaging the volume of information assimilated by students, the level of difficulty of tasks, which becomes the cause for narrowing down the potentialities of each student to show their individual qualities, creativity, temperament and personality traits (SMIRNOV, 2002, p.26-27). From this point of view, creative projects are of particular importance, the specificity of which lies in the fact that such projects develop the following student's active creative activities: the very creative process, but not the objective result planned in advance, is brought to the forefront (LAZAREVA, 2009). In other words, the priority is the student's self-expression, which in this case becomes the main task of the project.

Active methods and forms of teacher-student interaction, a creative constituent part of the educational process seem to be necessary components of the learning process: in this case, a student has an opportunity to fully demonstrate personal qualities, being in a state of psychological balance. Therefore, it is legitimate to interpret health promotion in the educational process as "education aimed at ensuring mental health of schoolchildren" (GARAYEVA, 2017, p.289). It is noteworthy that some researchers single out its spiritual and moral side as one of the components of the multidimensional concept of health. So, I. P. Andriadi and L. S. Elkova argue that the basis of health of a modern person is its spiritual component, "this is the understanding of health as the ability to create good, self-improvement, mercy and generous helpfulness" (ANDRIADI, YELEKDEVA, 2009, p.16) ... The authors believe that spiritual health is achieved by the ability to live in harmony with oneself, society and its subjects, the ability to model events and plan their activities [Ibid].

One of the conditions of project realization is that following of students' cognitive interests are succeeded by learning process; a teacher should provide teaching support for personal strength, creative potential, individual characteristics, spirituality, morality; these principles correlate with the conceptual guidelines of humanistic pedagogy, which fully meet the ideas of health-saving educational technologies. Reflection of students becomes an important component of project activity, without which projecting within the learning process is impossible: it is reflection that makes it possible to assess the workload of the application tasks, to correlate individual internal capabilities with the goal, to plan and correct one's own actions. Reflection in this case denotes a certain level of freedom from the conditions of educational activity that come from the outside, therefore, provides a situation of psychological comfort (RODICHEVA-YAROVENKO 2020, p.133), which is necessary to create a speech creative state of a student.

The speech creative state of a person is nothing more than the speech creative reaction of the human body to external and internal influences, expressed in the degree of mobilization of speech creative abilities and aimed at the perception and creation of texts. The artistic speech creative state is characterized by readiness, among which, first of all, one should name the readiness for artistic speech, the so-called attitude towards artistic speech. The system of readiness that determines an artistic speech creative state includes readiness for a metaphorical vision of the world (sensory-metaphorical abilities), readiness for empathy (empathic abilities), readiness for emotional self-expression (emotive abilities). These readiness ultimately determine the readiness for the verbal realization of an artistic conception, and the speech creative process becomes the essence of project activity. A possible alternative innovative form of a training lesson within the discipline "Russian Language" can be a speech production lesson, in which the text becomes a starting point and sets a topic for discussion, and "the space of the lesson is filled with tasks aimed at developing writing, speaking, reading and listening as the types of speech activities" (PONOMAREVA, GUBCHEVSKAYA, 2020, p.3).

**Hypothesis**

Projecting of students' health promoting speech creative activity becomes feasible unless the following conditions have been fulfilled:

- Realization of the principles of modern health-saving educational technologies;
- Breaking authoritativeness of the process of education, establishing subject-subject relationships between a trainer and a learner;
• Creation of conditions of psychological comfort for students that facilitate activating their cognitive and creative activities;
• Expansion of opportunities of each student to show individual qualities and creative talents;
• Application of innovation forms of organization of project health saving speech creative activity of students.

Considering the current characteristic of health promotion in education, it can be assumed that project activities is fully allied to the approved principles of present health-saving educational technologies. Being based on the independent activity of students, project activity becomes a way to solve the problem of asynchrony of cognitive processes in a large group of students. Besides, project activity involves a backsliding on the authoritarian model in the relationship between teacher and student and enrichment of the teacher’s role-based function, which, of course, has a beneficial effect on the psychoemotional state of the subjects of education and gives space for reflection of a student.

METHODS

The leading research methods of the problem are the projection of health promotion speech production activity of students and the experimentation with word and text. Projecting speech creative activity of students as the main method of this research allows solving a complex of didactic tasks, among which, first of all, the development of all language activities of students: writing, speaking, reading and listening. The experiment as a research method is aimed at diagnosing and developing students’ speech creativeness. Experimental work with word and text, assuming the search for linguistic means corresponding to the author’s intention, contributes to the establishment of the writing process of students.

MAIN BODY

Projecting in the process of mastering philological disciplines allows students to carry out their cognitive activities and brings out the creative abilities in them. Social and spiritual and moral health of students is promoted in this case thanks to communicative practice: spiritual and moral resources are realized in language activities, which we consider as activities for the reception, reproduction and creation of texts of different styles and genres (PONOMAREVA, CHURILINA, 2016). Projecting health protecting speech creative activity implies first of all the arrangement of conditions of students’ comfortable successful speech creative activity:

• Trust-based relationships between a teacher and students and between students: psychological freedom.
• Students’ speech creativeness: a motivation component of the process of education.
• Project tasks of speech creative engagement: correlated with students’ age, interests and talents.
• Place of projecting: language laboratory equipped with books and media funds, town and out-of-town zones (garden square, park, forest).

The main method of projecting health promoting speech creative activity of students is the laboratory method of teaching – the Dalton plan. The Dalton Laboratory Plan organizes independent project activities for students. The Dalton Plan was first implemented in Dalton, Massachusetts in 1920. The originator of this new school system was Miss Helen Parkhurst. The essence of the Dalton plan is to change all the former school order, usual to student and teacher. Classes are abolished and turned into laboratories for individual subjects. The laboratories should be provided with all necessary facilities for independent activity of students. When organizing the language laboratory, one should keep in mind the two main aspects of school teaching: grammatical observation, literary erudition constitutes one side of these classes, development of writing and speaking the other one. The laboratory must be equipped so that students have the opportunity to observe linguistic phenomena, collect and organize the necessary information, produce their own texts of different styles and genres. The main content of the methodical work on the Dalton plan is a well-formed task. The structure of a project assignment is introduction (title of the topic, purpose of the work); task (observations, plan of practical work); report on the work done (presentation of completed language works). Let us consider the speech creative project and the speech creative work en plein air as innovative forms of organizing the project health promoting speech producing activity of students. Speech production project (group and individual) involves working with works of literature, art, science; diarizing and journaling; creating works (art, journalistic, scientific);
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preparing a collection, an almanac. The main stages in organizing and carrying out the speech production project:

1. Organizational stage: goals and objectives of the project, project tasks of speech creative engagement.
2. Preparatory stage: speech creative trainings — initiating and spurring speech creativity (PONOMAREVA, 2015).
3. Speech production stage: fecundating, producing the project.
4. Concluding stage: making presentations of the project speech creating task.

High school students are offered a speech creative project the purpose of which is to create a language activities notebook. The implementation of the project will require students to do the following tasks: to select texts from various works of a writer (landscape, portrait of characters, description of the area, etc.); to formulate questions based on the selected texts; to select paintings and music as an accompaniment to the selected texts (integrative tasks); to create their own texts based on the source text; to present the language activities notebook. An innovative form of organizing speech production activity of students is a speech creative work en plein air, which involves communication with nature, which has a healing health-promoting effect on a person. The purpose of the speech creative work en plein air: collecting material for their own text about the state of nature and man; venue: public garden, park, suburban area; teaching method: observation of nature; results of the speech creative work en plein air: verbal sketches of what they have seen, heard, felt and creation of their own text; the end result: presentation of the product of creative project activity. Speech creative work en plein air assumes preparatory work of students: selection of story (poetic and prosaic) telling from literary works; selection of landscapes appropriate for the season from paintings; language trainings (verbal and artistic reflection, fantasy binomial, filling in an associative card, etc.); experimental work (search for a metaphorical equivalent of the original word, enrichment of the text with figurative means).

The preparatory work of students for speech creative work en plein air requires lexicographic support: students’ referring to dictionaries of various types (etymological, mythological, dictionary of symbols, dictionary of Russian epithets, dictionary of figurative means, etc.). Speech creative work en plein air assumes preparatory work of students: selection of artistic (poetic and prosaic) descriptions from literary works; selection of landscapes appropriate for the season from paintings; execution of speech creative trainings (verbal and artistic reflection, fantasy binomial, filling in an associative card, etc.); experimental work (search for a metaphorical equivalent of the original word, enrichment of the text with figurative means). The preparatory work of students for speech creative work en plein air requires lexicographic support: students’ referring to dictionaries of various types (etymological, mythological, dictionary of symbols, dictionary of Russian epithets, dictionary of figurative means, etc.). Well-grounded and multifarious preparatory activities before speech creative work en plein air promote health-saving speech creative activity; observation on state of nature and man is applied to students’ existing subjective experience enhancing their language experience.

**SUMMARY**

Thus, projecting health promoting speech creative activity of students as an innovative form of organizing educational work aimed at developing all types of speech activity of students is a universal form of organizing language education. Dictated by the requirements and demands of the time, modern lesson involves the use of innovative technologies, in particular health-saving technologies, thanks to which a complex of didactic problems of the lesson is successfully solved. A speech creative project and a speech creative work en plein air as forms of organizing an educational lesson correspond to the ideas of health promotion: students carry out cognitive and creative activities in conditions of psychological comfort, and the role-playing activity of a teacher in this case is aimed at interaction with students. In addition, the conditions for conducting a speech creative work en plein air presuppose going beyond the classroom, which becomes a factor in the liberation of students and motivation for their creativity. The proposed lesson forms are fully aligned with the principles of the communicative activity approach: speech development of students in the process of experiencing specific situations is of paramount importance in the Russian language lesson. The work of students with the text stimulates and initiates the students’ speech creative activity. Ultimately, speech creative project and speech creative work en plein air allow to form and develop universal educational actions of students necessary for productive activity.
CONFLICT OF INTERESTS

The authors confirm that the present data do not contain any conflict of interests.

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