



Concept formation as a method of developing creativity in the "Tourism" branch students in the process of foreign language learning

A.L. Gelyastanova, A.Kh. Malkanduyeva*, F.A. Tugusheva, A.G. Khamurzova, L.Kh.Kharaeva

Federal State Budget Educational Institution of Higher Education "Berkov Kabardino-Balkaria State University", 173, Chernyshevskogo str., Nalchik city.

Malkandueva Aminat Khizirovna - address: apt. 5, 31, Balkarskaya str., North-Caucasian Federal District, 360017, Russian Federation

ARTICLE INFORMATION

Original Research Paper

Received May. 2018

Accepted July. 2018

Keywords:

Creativity

semantic field

frame

language competence.

La formación de conceptos como
método de desarrollo de la creatividad

en los estudiantes de la rama

"Turismo" en el proceso de

aprendizaje de lenguas extranjeras

ABSTRACT

Creativity acts as one of the forms of reality cognition. Creativity is seen as a personal property of a modern specialist. The semantic frame facilitates the modeling of human experience, knowledge, information in the form of linguistic units, texts, the activation of general knowledge, providing understanding in the course of language communication, including in the process of intercultural communication.

Resumen

La creatividad actúa como una de las formas de cognición de la realidad. La creatividad se considera propiedad personal de un especialista moderno. El marco semántico facilita la modelización de la experiencia humana, el conocimiento, la información en forma de unidades lingüísticas, textos, la activación del conocimiento general, proporcionando comprensión en el curso de la comunicación lingüística, incluso en el proceso de comunicación intercultural.

Palabras clave: Creatividad, campo semántico, marco, competencia lingüística.

1. Introduction

The solution of various communicative problems of various nature is aimed at achieving results that can be obtained based on the business mutual understanding in the professional field. As a result of communicative activities for the creativity formation, it is considered the specialist formation with the professional and language competencies.

The basis for the formation and development of creativity among students studying in the "Tourism" branch is a communicative approach that involves teaching the conceptual content of the professional field with the means of foreign language in the new conditions. The main creativity criteria are: the persons' ability to generate new ideas, to think non-standardly and extraordinarily; the ability to utilitarianize the results of thinking in practice; the ability to find an unconventional solution in specific situations, or rather the ability to go beyond the accepted stereotypes, to create something new from the already familiar things (Rogers, 1961; Guilford, 1967; Maslow, 1962; Torrance, 1963; Ponomarev, 1999; Bogoyavlenskaya, 2006).

2. Methods

The study includes various integrative methods, namely, cognitive and constructive, within the overall

communicative approach. The creativity formation by means of foreign language in the tourism branch on the basis of cognitive and constructive approaches means not only the formation of interest in general cognition in this field, but is also a means of forming a specialist in the professional field, since the cognitive approach is provided by the interaction of conceptual and verbal systems, and a constructive one contributes to the construction of its information and sense area on the basis of their own experience.

The involvement of students in an active creative activity or in other words the development of their creativity is recommended by using cognitive tasks of a search nature. The maximum development level is achieved by setting tasks, being not a simple set, but a system of tasks with an increasing difficulty, having individual nature conditioned by the student's abilities.

In our opinion, teaching a foreign language is one of the means of forming and developing creativity. The language functions in texts of all kinds and teaching a foreign language are traditionally and inextricably linked with reading and analysis of these texts. However, now the students have difficulties with perception and sometimes even understanding of coherent, linear texts, respectively, the traditional methods based on text work are becoming more and more ineffective. The difficulties in text perception are associated with changes in the cognitive style, as the modern world, saturated with the electronic communications, forms a type of perception, which is completely different from the text, the so-called mosaic thinking, a notion of which has recently become part of modern science. The main features of such thinking are usually considered the ability to quickly switch between the isolated meanings, high speed of information processing, preference for non-textual, imaginative information, as well as inability to perceive a long linear sequence, that is, the homogeneous and single-valued information, including a book text (Frumkin, 2010). A person with mosaic thinking is able to quickly find the necessary information by viewing a number of links on the Internet, but it is very difficult for him/her to understand the place of this information in the world's picture, to interpret it, to link it with the cause-and-effect relations with other information units, to draw some conclusions or generalizations. Another danger of mosaic thinking is the violation of the transfer mechanism for cultural and ethnic values from generation to generation, the inability to generalize information, to draw some conclusions and to create something new on its basis. The practice of teaching a foreign language clearly shows that the availability of any kind of information carries a paradoxical risk as the students can use various translation applications, quickly (and often mistakenly) find and choose the values of unfamiliar words in the electronic and incomplete dictionaries, etc. The speed of extracting the necessary information distracts and makes it unnecessary to learn the grammatical rules, the rules for correct sentence and phrase construction, to learn the new words and expressions. It is clear that the modern methods of teaching foreign languages should respond to the needs of students with a new type of thinking.

The concept formation, which is key to the mentality of native speakers, as well as a particular foreign language speaker, is one of the methods meeting the needs of modern students. This method will contribute to an increase of creativity in vocational training in general and a foreign language training in the professional field as part of the development of general cognitive abilities. According to the scientists, the concept formation occurs step-by-step and is based on information processed by each individual speaker, focused on some aspects of the perceived phenomenon and related to certain cultural, psychological and linguistic factors. A set of factors leading to any utterance production in which the information associated with the concept is updated through the various meanings and elements of a specific discourse in the tourism branch in our case, where it is used a lexeme associated with this concept verbalization (Karasik, 2002). There are basic approaches to studying the conceptual picture of the world, consisting of different conceptospheres and frames. For our study, the most relevant is the interdisciplinary, discursive method, that is, based on the concept specific use in various areas of

knowledge and exploring the discourse and linguistic features of communication (in our case, communication in the field of tourism industry) (Karasik, 2002; Slyshkin, 2000; Chudinov, 2003; Navitskayte, 2012). The followers of the cognitive approach hold the view that the concept is a consciousness unit reflecting human experience emerging in the process of perceiving the world and can be structured by singling out different conceptospheres (for example, "tourist industry"), frames (for example, "tourist or hotel service") and slots (for example, "tourism types"). The cognitologists consider the concept as "term designed to explain the units of mental or psychic resources of our consciousness and that information structure that reflects the knowledge and experience of a person; as an unit of operative memory, mental lexicon, conceptual system and linguamentalis, the whole picture of the world reflected in the human psyche" (Kubryakova, 1996).—

The concept work can begin with analyzing the actual language unit (or units) as a kind of nucleus around which it is build its periphery, including related concepts, their interrelationships, their combining abilities taken from various sources, ordinary book texts, as well as from various search engines, whose goal is to create a professional picture of the world created in the language studied in the form of a diagram, a table, a mind-up, and any other way of generalization and systematization. Thus, a student with a mosaic thinking will be able to implement his/her strong side - the ability to find the necessary information within its most diverse sources, while at the same time mastering the ability to systematize, interpret, find stable links and associations, and understand the features of using and compatibility of particular language units (Novikova, 2011) in a foreign language, creating a professional language picture of the world and forming a professional language identity. Thus, the features of modern mosaic reflection with its diversity and non-linearity of information obtained from the Internet can be used by creating a certain frame from a disjointed concept, where the cause-effect relationships become clear and understandable, so that their perception becomes qualitatively different, more complete and structured, systemic, which will lead to a more conscious understanding and reproduction in a foreign language. The concept is understood as "a unit of collective knowledge/consciousness, which has a linguistic expression and is marked by ethno-cultural specificity" (Vorkachev, 2001).

We are primarily interested in the cognitive and culturological modern approaches to understanding the concept. The concept in the form of mental education is the link with a social conceptosphere, that is, a cultural unit, fixation of the common human experience and knowledge, of a given individual. The cognitive approach reflects the transition from the private to the general, from the individual cognition to culture, whereas the culturological approach reflects another vector - from the general culture to the individual consciousness. The supporters of the cognitive approach understand the concept as the global thinking unit or the "quantum of structured knowledge" (Popova & Sternin, 1999). The structured knowledge is reflected in the language units of different levels. The concept is also viewed as a discrete operational unit of human memory, a common conceptual system and a language system that also has ethnonational specificity. The concept content reflects the ethno-cultural world of native speakers. From the linguistic point of view, all the vocabulary and special terminology used in the tourist branch can be designated as a semantic field, that is, a group of words united by a common theme, various semantic and associative links, which corresponds to the frame, that is, the organization of representations stored in the memory, the organization of the processing of these representations. The words denoting these representations are naturally related. Thus, the frame semantics explores the interaction of linguistic meanings of the words and structures of knowledge, which are designated by certain linguistic units. That is, we want to say that in the process of studying the professional content of the "tourism" branch by means of a foreign language, the latter ceases to be only the language of study, and becomes the language of instruction in some way. Thus, by studying the profession as a system of interrelated concepts forming a frame structure and

using the foreign language means, we improve our foreign language competence along with mastering the profession itself.

Our approach to creativity formation includes the cognitive-educational level and the communicative-activity level, where the professional activity is carried out. The cognitive-educational level is aimed at a motivated cognition process. The main motive for the creativity formation is the awareness of changing the requirements for a modern specialist, the cornerstone of which is the demand for a high level of professional, language and communicative competencies. At this stage, the student should familiarize himself/herself with the system of organizing tourism as one of the components of the modern world, one of the most important ways of intercultural dialogue and intercultural communication, serving to exchange the ideas, cultural and national traditions, which generally leads to the formation of a complete personality. Acquaintance with other countries, cultures, representatives of other ethnic groups influences the emergence, formation and development of cognitive interest in foreign language linguistics, and the effect of comparison deepens the interest in their own culture and language, there is a desire to be a worthy representative of their ethnos, culture and country. Tourism is an effective means of protecting nature and cultural traditions, since they are the basis of the resource base of this industry on an international scale. By identifying the goals of tourism, we can reduce them to the main ones, namely: humanitarian, socio-political and economic.

Thus, the result of cognitive activity at the initial level of creativity formation should be the creation of a holistic system vision of the peculiarities of its future professional field, which will allow a student, a future specialist, freely navigating the essence, goals and tasks of his/her professional activity, the subtleties of its content and the organizational work.

The educational materials that stimulate creativity are used as a teaching means at this level. It is the professionally and culturally oriented texts in a foreign language, creating a broad professional and cognitive background, revealing at the same time the key moments of this field of human activity. For this purpose, it is also used the communicative-cognitive exercises in a foreign language that orient the students to master the basic tourism concepts, goals and objectives. Consequently, in accordance with the developed pedagogical model of creativity formation on the first cognitive-educational level, which introduces a student into the world of tourism - internal and external, - it is used the methods of conversation, description, explanation, text analysis, performance of communicative and cognitive exercises in the studied language. For this stage, it is important to recognize the language role as the basis of education, to consider language as a means of promoting cognition, world vision and understanding.

Speech communicative activity finds its embodiment in two main forms - oral and written texts, - which reflect the conditions of professional activity, personal characteristics of the activity subjects, their needs and intentions. Consequently, the content of the communicative-activity level of creativity formation within the framework of the approach proposed is represented by a communicative interaction in the process of solving professional problems based on the students' awareness of their personal cognitive needs aimed at forming the cognitive and linguistic abilities ensuring their competitiveness in the services market. As a result of this stage, we understand the creativity formation and development on the basis of understanding the tourism branch as a frame, a conceptual field.

A special feature of our approach is the awareness of the tourism branch as a conceptual field and a semantic conceptual field consisting of various segments - nuclear and peripheral cognitive features - at the linguistic level. The frame is the cognitive context of a culturally conditioned knowledge that is common to a

particular speaking community or part thereof. Thus, we offer to consider the tourism branch as a frame structure, which is represented by a certain semantic field of lexemes, connected by certain semantic relations, in the language. The frame concept often correlates with the scenario concept, which denotes a typical situation that goes back to the prototype. For example, the students are encouraged to form the frame "Tourist Kabardino-Balkaria" based on the material of a foreign language. The students create a conceptual field covering almost all the professional tourism branch, which includes such segments as: customers, that is, the tourist product consumers, stay in the country/region, type of accommodation (hotel, hostel, camping, tourist base), types of transport, main tourist destinations (mountains and ski stations, national parks, cities, etc.), various types of tourist activity (hiking and horseback riding, rafting, bike rides, alpine skiing, mountaineering, recreation), gastronomy, tourist product price.

The students are offered a set of exercises, where the professional vocabulary is given in the form of conceptual groups thematically united in the frame "Tourist Kabardino-Balkaria". The first type includes exercises forming the basic skills of interaction of the concept form and content, that is, its graphic representation, utterance and semantic content. For example, it has studied the topic "place of residence" within the created frame. The students should determine the content of the corresponding lexemes - hotel, apartments, camping, base, cottage in Russian and find their analogues in French and German. The second type of exercises includes the development in structuring the thematic groups united in a frame, consisting in forming the skills for establishing various semantic links existing between them, for example, the issues of logistics and hotel arrangement, route selection, etc. The third type of exercises is aimed at developing the skills in the field of professional communication, including business correspondence (access via the Internet, telephone conversations, hotel booking, publication of tourist booklets, memos, etc.).

A set of exercises, including certain types of them, grouped around various elements of the conceptual tourist picture, is aimed at the creativity formation with the students.. Such a set contributes to firstly forming the interest in tourism realities, preparing students for international communication through lexical units, speech, linguistic, cultural and historical information relating to tourism linguistic culture. A set includes also the pre-text exercises with a task to extract information from the text, linguistic and cultural comments, text exercises, namely reading, understanding, comprehension of information about every tourist cluster object, and speech behavior. The post-textual exercises are designed to test the understanding of basic information embedded in the text, the level of knowledge gained on the topic, and creative exercises in the form of tests and maps to fill in relevant information, simulate language situations and communicate on a given topic.

It seems to us productive to analyze the whole conceptual volume of a certain structured knowledge related to tourism, to develop this knowledge in the process of teaching a foreign language for the special purposes or professionally oriented in the tourism branch, thereby leading to increased student creativity, increasing their motivation for learning and personal growth as the specialists in tourism.

3. Conclusions

The study conducted allowed us to make the following conclusions. The analysis made indicates a continuing contradiction between the students' need for specialized knowledge of a foreign language for solving professional problems and the students' unwillingness to use their creative potential in learning their professional activities by means of a foreign language that should be formed and developed in the process of the educational cognitive activity.

4. Summary

The creation of a common information area in the professional field through the use of semantic tasks, semantic situations, having an independent search nature, oriented toward the solution of communicative tasks, is at the heart of forming the cognitive and creative thinking. The semantic formation initiates creativity as a property of a person, changing the value-semantic scope of a student, creating conditions for his/her competitiveness in the services market, which include tourism. We come to the conclusion that one more productive method of professionally oriented learning of a foreign language can be learning the key concepts united in frames in the professional activity.

5. Conflict of interest

The authors confirm that the data presented does not contain any conflict of interest.

References

- BOGOYAVLENSKAYA, D.B. 2006. "Creativity Measurement - Description of Individuality". Materials of the Conference "Psychology of Individuality". pp. 55-58.
- CHUDINOV, A.P. 2003. "Metaphorical Mosaic in Modern Political Communication". Ekaterinburg. p. 248.
- FRUMKIN, K.G. 2010. "Where does the Threat Come from?". *Znamya*. No 9.
- GUILFORD, J. 1967. "The nature of human intelligence". McGraw-Hill, New York. pp. 538.
- KARASIK, V.I. 2002. "Language Circle: Personality, Concepts, Discourse". Volgograd, Peremena. p. 176.
- KUBRYAKOVA, E.S., DEMYANKOV, V.Z., PANKRATS, YU.G., & LUZINA, L.G. 1996. "Brief Dictionary of Cognitive Terms". Publishing House of the Moscow State University. p. 90.
- MASLOW, A. 1962. "Toward a Psychology of Being". Princeton (N. J.): Van Nostrand.
- NAVITSKAYTE, E.A. 2012. "Linguistic Means of Creating the Image of the Islamic Threat in the English-Language Media Discourse". Thesis of the Candidate of Philological Sciences. p. 172. <http://www.dissercat.com/content/lingvisticheskie-sredstva-sozdaniya-obraza-islamskoi-ugrozy-v-angloyazychnom-mediadiskurse>
- NOVIKOVA, V.V. 2011. "Russian Language in the Modern World: Traditions and Innovations in Teaching Russian as a Foreign Language and in Translation and Interpretation". II International Scientific and Practical Conference. pp. 527-530. Thessaloniki.
- PONOMAREV, Ya.A. 1999. "Creation Psychology: Selected Psychological Works". Publishing House: MODEK, MPSI. p. 480.
- POPOVA, Z.D., & STERNIN, I.A. 1999. "Concept Definition in Linguistic Research". Voronezh: Publishing House of the Voronezh State University. p. 32.
- ROGERS, C. 1961. "On becoming a person". Boston: Houghton Mifflin Company.
- SLYSHKIN, G.G. 2000. "Linguistic and Cultural Concepts of Precedent Texts in Consciousness and Discourse". *Academia*. p. 141.
- TORRANCE, E.P. 1963. "Education and the Creative Potential". Minneapolis: University of Minnesota Press.
- VORKACHEV, S.G. 2001. "Linguoculturology, Language Personality, Concept: Formation of Anthropocentric Paradigm in Linguistics". *Philological Sciences*. No 1. p. 70.