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РОЗВИТОК ТВОРЧИХ ЗДІБНОСТЕЙ МАЙБУТНІХ ЖУРНАЛІСТІВ У ПРОЦЕСІ ВИВЧЕННЯ НІМЕЦЬКОЇ МОВИ ЯК ДРУГОЇ ІНОЗЕМНОЇ

У статті висвітлено основні професійні якості майбутнього журналіста, особливу увагу приділено розвитку творчих здібностей студентів. Креативність характеризується як ознака високого рівня професійної компетентності майбутнього фахівця. Творчі здібності розглядаються як невід’ємна складова сучасного журналіста, який вправно й майстерно виконує професійну діяльність. У статті проаналізовано найважливіші чинники, що впливають на зростання попиту на креативність у сфері журналістики. Автором розглядається термін «творчість», надається його визначення щодо особистості майбутнього журналіста. Описано найважливіші компоненти творчості. Автор аналізує процес формування творчих здібностей майбутніх журналістів. Проаналізовано особливості викладання німецької мови як другої іноземної. Автор виділяє найбільш суттєві чинники, які необхідно враховувати в цьому процесі. У статті приділено увагу принципам, на основі яких має здійснюватися розвиток креативних здібностей майбутніх журналістів у процесі іншомовної освіти. Розроблено спеціальні методи та технології розвитку творчих здібностей майбутніх журналістів у процесі вивчення німецької мови. Кожен метод подано в розрізі розвитку певних творчих здібностей майбутніх журналістів у процесі вивчення німецької мови як другої іноземної. Більш того, у статті наведено приклади завдань з метою удосконалення творчих умінь майбутніх журналістів під час іншомовної освіти. Надано короткі інструкції та поради задля ефективної імплементації зазначених методів в освітньому процесі. Впровадження таких методів і технологій креативного навчання як імітаційні ігри, творче письмо, рольові ігри, дискусії, креативна розповідь сприяють розвитку творчих здібностей майбутніх журналістів в процесі вивчення німецької мови як другої іноземної. Автором запропоновано рекомендації щодо ефективного застосування зазначених методів.

Автор окреслює подальші розвідки, пов’язані з аналізом формування й удосконаленням навичок творчого письма студентів у процесі вивчення іноземної мови студентами нелінгвістичних спеціальностей.

Ключові слова: майбутні журналісти, креативність, вивчення другої іноземної мови, творчі здібності, методи, технології навчання, німецька мова.

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DEVELOPING CREATIVE ABILITIES OF FUTURE JOURNALISTS IN THE PROCESS OF LEARNING GERMAN AS A SECOND FOREIGN LANGUAGE

The article highlights the main professional qualities of a future journalist, paying special attention to creative abilities. Creativity is characterized as a mark of a high level of professional competence. Creative abilities are considered to be necessary for future journalists in order to fulfill professional tasks skillfully. The article analyzes the most important factors that influence the increasing demand for creativity in journalism. The term creativity, its definition in the frame of journalistic profession and main characteristics are examined in the article. The most essential components of creativity are described. The author analyzes the process of future journalists' creative skills development. In the frame of the article special techniques and teaching methods for fostering creative abilities of future journalists in the process of learning German as a second language have been elaborated. The author describes certain creative abilities that are developed by each method. Some examples of language activities are presented in the article. The author gives brief instructions for successful implementation of language activities and tasks. Moreover, some peculiarities of teaching German as a second foreign language have been analyzed. The author outlines the most significant factors that should be taken into consideration in this process. Creative writing, role playing and discussions (taking an interview, making up a family budget, creative story-telling) proved to promote creativity development in the process of learning German as a second foreign language. The article pays attention to specific principles for creativity development while learning German. Useful recommendations are given concerning the effective implementation of the methods and teaching techniques for students' creative abilities development in the process of learning German.

The author outlines further researches that are connected with the investigation of the development of learners' creative writing skills in the process of studying foreign languages by non-linguistic students.

Key words: future journalists, creativity, second foreign language, creative abilities, teaching methods, techniques, learning German.

Problem statement and substantiation of its relevance. The profession of a journalist is multifaceted, and therefore requires comprehensive preparation of students for future professional activity. Moreover, the profession of journalists and media companies has been facing high level of competition and various problems that should be solved [11, p. 27]. Alongside with personal and professional qualities such as communicative competence, writing skills, critical thinking, attention to details, analytical mind, foreign language competence, digital skills, self-control, psychosocial skills etc., creative abilities are considered as an integral part of future professional activity of a journalist. Therefore, it is vital to form and further develop creative potential of future journalists exactly at the stage of study. It will prepare them for nontrivial approach in professional activity, being able to generate creative ideas, produce engaging content and innovative journalism. Studying German as a second foreign language can give great possibilities and benefits for students' creative abilities development.

Analysis of latest research and publications. The preparation of future journalists, professional qualities of journalists are highlighted by L. Guo, A. Hryvko, J. Kuś, P. Navazo-Ostúa, V. Papanagnou, M. Pérez-Escolar, A. Popławska, S. Reyes-de-Cózar, O. Sytnyk, E. Szumowska, Y. Volz, Y. Zhuk etc. Journalistic creativity is analyzed by M. Deuze, S. Franks, J. Fulton, M. Koivula, N. Maiden, A. Sivunen, M. Villi, S. Willemsen, R. Wells, T. Witschge, K. Zachos. Teaching German as a foreign and a second foreign language is analyzed by F. Çobanoğulları, G. Güler, V. Hamann, V. Hamaniuk, L. Kretzenbacher, T. Roelcke, L. Zhang and many others.

In recent scientific researches it is underlined that innovations and employees' creative skills are among the most challenges of media organizations being vital for their survival on the competitive market [9]. Creative potential is considered to be a mark of a high level of professional competence [4, p. 16]. The increasing demand for creativity in journalism is conditioned by several factors: high level of competition, loss of audience, declining of efficiency of

media business models etc. Therefore, a creative approach to the content along with the innovation in such spheres as new technologies, content distribution and audience involvement should be implemented on a larger scale than ever before. These changes are due to scientific and technological achievements, changes in platforms, products and consumer habits [9]. Consequently, creativity is an integral part of future professional activity of journalists. However, the process of creative skills development of future journalists in foreign language study is not disclosed to the full extent.

The purpose of the article is to analyze the process of creative skills development of future journalists and elaborate teaching methods and techniques to foster creative abilities of future journalists in the process of learning German as a second foreign language.

Main material of the research. The professional profile (professionogram) of a future journalist comprises such skills as: creativity of writing, media and innovation [9]; multi-tasking (developing content for multiple modes of distribution, preparing print, digital, and also audio or video versions of the same story) [10]; professional ethics, reporting competencies, juridical and psychosocial skills, communicative competence, creative abilities, skills of autonomous learning, professional collaboration skills, new digital competencies (especially needed for such spheres as online journalism, mobile journalism, and fact-checking journalism) including professional engagement, capacity to select appropriate digital resources, digital pedagogy (lifelong learning), digital assessment etc. [11]; knowledge and application, analysis, synthesis, evaluation, social competencies [11, p. 36]; gathering, writing, ethics, and other journalism skill sets, managing the most traumatic circumstances of the work, resilience to tragedy and workplace stressors [6]; Web/multimedia skills (Web publishing skills, cyber-security skills, multimedia content preparation skills, knowledge of media promotion tools), the ability to present information in an effective journalistic form (using different types of story-telling techniques, journalistic use of technology etc. [7]. As it

seen from the above mentioned researches we can come to the conclusion that a profession of a journalist requires creative abilities to fulfill professional tasks skillfully.

In general sense, creativity is associated with new, unique and original ideas, approaches or behavior. On different levels of creativity it can refer to a person, a professional field, a process as well as a product, or society as a whole. The authors examine the term creativity from its triple meaning that involves viewing it as a concept, as a guide to the range of research methods, and as motivation, encouragement, incentive or source of inspiration for creative story-telling [12]. Creative thinking is defined as an important competence of a future specialist. On a studying stage it can be developed by a number of specific language activities (brainwriting, creative projects, game-based activities, finding a connection, creative reading etc.) [1]. Another approach suggested the following activities as brainstorming or brainwriting, electronic brainstorming, and six thinking hats [13].

In the frame of journalistic profession creativity can be defined as an ability to produce, create or develop something new or novel (for a journalist it could be an article) on the basis of information the journalist has examined [3]. Therefore, a future journalist should be able to create novel products, giving fresh insight to the process of producing an article. One of the important characteristics of creativity in journalism is that it is a systemic activity [3]. Moreover, scholars [2, 8, 9,] consider that creativity skills can be developed. Therefore, creativity skills should be developed already at the studying stage on the systematic basis. The scientists suggested that the course of creativity development should include such components as guiding design, critical thinking content, construction based tasks, and collaborative communication [8].

Creativity development should be implemented on the basis of a number of specific principles: core operating principles — ideas can be generated either by

stimulating intuition or by using a systematic problem-solving approach, ideas are created on the basis of existing ones or due to certain circumstances that are independent of the problem [13].

Teaching German as a second foreign language has its own peculiarities. Scientists underline the most significant factors that should be taken into consideration: linguistic, psychological, sociocultural factors, as well as age and individual characteristics of the learners [15]; learners' active involvement in the process of decision- and meaning-making [5]; student-centered approach and availability of sufficient time for learning German as a challenging language [14, p. 1725]; peer interaction [14, p. 1727]; focusing on comprehensive training of students' language skills (listening, speaking, reading, writing) instead of focusing only on interpretation of grammar, assisting students in finding language partners, conducting language competitions [14, p. 1727]. Moreover, it is necessary to make use of students' knowledge of English which they learn as a first foreign language. This knowledge base can foster the process of mastering German as a second foreign language. Furthermore, successful acquisition of a second foreign language at the initial stage is facilitated by such factors as: correspondence of similar words in English and German, similar grammatical phenomena and speech patterns that are studied at the elementary level [15].

Taking into consideration the above mentioned special characteristics of creativity skills development for future journalists in the process of second language learning we have elaborated some teaching methods and techniques that can promote the development of students' creativity in the process of foreign language learning.

In this research we would like to present the most effective techniques and methods that foster the development of creative abilities of future journalists in the process of learning German as a second foreign language:

Table 1
Teaching methods and techniques for developing creative abilities of future journalists in the process of learning German as a second foreign language

Technique / method	Brief instruction	Abilities that are developed	Examples
Making up a family budget	Students are given a list of purchases. The total sum of purchases exceeds the total family income per month. The task is to make choice of purchases within the family income and give reasons to support the choice.	Problem-solving skills, communicative competence and persuasion skills. Students learn to discuss, prove their opinion, and explain their choice.	Erstellen Sie ein Budget für einen Monat: Welche Artikel werden Sie kaufen? Sie sollen Einkäufe innerhalb Ihres Budgets tätigen. Wählen Sie Ihre Einkäufe aus und begründen Sie die Auswahl: der Kühlschrank, die Couch, der Schreibtisch, der Urlaub, der PC, Fremdsprachenkurse.
Creative story-telling	Students receive the box of words and phrases. The task is to compose a story using and linking all the words from the box.	Development of imagination, logical thinking, persuasion skills.	Erstellen Sie eine Geschichte mit allen Wörtern: sich auf die Aufnahmeprüfungen vorbereiten, an der Universität immatrikuliert werden, eine Prüfung durchfallen, fleißig lernen, erfolgreich sein, die Prüfung bestehen.
Creative writing	Students write a short story, a personal essay, a play, a poetry, etc. The learners should use the key elements of a plot (exposition, rising action, climax, denouement/ resolution)	Originality, fluency, flexibility, enrichment of vocabulary, editing.	Schreiben Sie eine Geschichte zu einem bestimmten Thema („Eine Erfolgsgeschichte“, „Mein Traum...“). Sie können mit verschiedenen Techniken schreiben (Bildsprache, Vorahnung und Rückblenden).

Taking an interview	Students take an interview with a celebrity and the other group should guess who she or he is.	Eloquence, elaboration, dialogue skills, curiosity, attention to details.	Erstellen Sie eine Liste mit Fragen und stellen Sie diese Fragen einem berühmten Schauspieler/Politiker. Die Studenten müssen erraten, von wem Sie sprechen.
Open-ending	A student should compose and write an ending of a given story.	Editing, storytelling, creative thinking.	Verfassen und schreiben Sie das Ende der Geschichte.

We also made up recommendations for teachers and students on effective development of creative abilities in the process of learning German as a second foreign language: using innovative techniques and methods for developing creative abilities and communicative competence; creativity development should be implemented on a regular basis; core principles should be observed (using a systematic problem-solving approach, idea generating on the basis of existing ideas or due to certain circumstances that are independent of the problem); taking into account peculiarities of learning German as a second foreign language; taking advantage of acquiring English as a first foreign language and making use of students' knowledge of English (considering some similarities of the languages) etc.

Conclusion. Alongside with mastering professional skills, the development of creative abilities is crucial for a successful career of future journalists. Foreign language study has a great potential to reveal students' creative potential and further develop their creative abilities. Implementation of innovative teaching methods and techniques can foster creativity development of future journalists in the process of learning German as a second foreign language. This process should be carried out with compliance of certain principles, special rules and recommendations: systematic approach and regular character of creativity development; usage of problem-solving tasks; taking into consideration special features of learning German as a second foreign language; taking advantage of acquiring English as a first foreign language and making use of students' knowledge (some similarities of English and German).

Prospects for further research are connected with the investigation of the development of students' creative writing skills in the process of studying English by non-linguistic students.

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