CO-CREATION OF A TEACHER AND STUDENTS AS ONE OF SYSTEM FORMING FACTORS OF COLLABORATIVE LEARNING AT HIGHER EDUCATION INSTITUTIONS

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Abstract

The purpose of this study was to analyze a teacher and students’ co-creation. Collaborative learning is one of the conditions that facilitate productive studies at higher education institutions. It is a system-forming factor in relations between a teacher and students. We have studied the activities helping to achieve the key objective which is to develop the student's personality. We have also defined the most important rules that put co-creative relationship teacher–students into action. During this research, we have used theoretical methods, the method of theoretical analysis, a comparative method, the inductive and deductive methods, the method of analysis and synthesis, research and synthesis of pedagogical experience. From the findings obtained it may be concluded that: 1) the co-cooperation between a teacher and students is based on dialogical communication that inspires students' personality; 2) the teacher–students co-cooperation allows to change student's authoritarian position into the authoritative one and help them to reveal their potentials as well; 3) it should be stressed that every principle of cooperative pedagogy is enhancing and creative.

Keywords: Co-creation, cooperation, dialogue, creation, teacher, student, creative self-fulfillment.

1 INTRODUCTION

The modern Russian society development assumes searching of new acceptable forms and methods of training in higher education institutions.

The higher education expects control from the educational and methodical departments of institutes, trainees' mastering of professional competence and forming of their interests in cognitive activities, mastering the techniques of knowledge acquiring, achieving high level of self-consciousness, developing ability to the reflection in educational process.

Mastering these techniques is impossible without the effective arrangement of students' training process, training in cooperation, working together where the key point is the co-cooperation of the teacher and students based on dialogical communication that allows to change an authoritarian form into authoritative ones; to vary student's passive social position into an teaching active; to develop their copying and searching self-dependence which is active and creative. In the process of co-creative interaction students have an opportunity to work creatively; to personally prove themselves, to reveal creative abilities and to realize their potentials both in and out of higher education institution.

One of the conditions that facilitates productive studies in higher education institutions is collaborative learning where the relations between the teacher and students are transformed into equitable relationship resulting in modification of their system of values, objectives and the interaction itself. Cooperation is exactly that process, in which students acquire knowledge and suitable qualities that form a personality as well as show and develop their skills and potentials gifted by the nature as the cooperative pedagogy concentrates on researching personality of the student and his unique inner world [2, P.94]. Only cooperation among them, their joint efforts and mutual understanding produce a spirit of creativity. They lead to achieving humane goals [4, P.5]. The cooperation between the teacher and the students is, by definition, a form of democratisation and humanisation of their relations. The cooperative pedagogy is an approach in the pedagogical theory and practice, which specifies new position of teacher and student, shows an intrinsic technique of the pedagogical process and a unique pattern of the teacher-student partnership. Confidential relationship between mentors and educates, educators and trainees comprise the core of this pedagogy. We may sat that the cooperative pedagogy is a pure pedagogical creativity.
2 METHODS

The following methods were used in the research: 1. the theoretical methods which are related to the literature searches, namely, such methods as compilation of the bibliography. It is the list of the references which have been chosen according to the researched problem. The next one is abstracting that is a concise text of the main content of one or several studies in general subjects. Summarizing is taking of more detailed records the basis of which is to sum up the main ideas and cases of research. Annotating is a short record of the general contents of a book or an article. Citing is a literal record of expressions which are actual or digital data given in the reference. 2. Theoretical analysis is highlighting and reviewing of specific features, characteristics of the phenomena. Having analyzed definite facts, classified and systematized them, we have revealed general and special features in them, set a general principle or rule. The analysis was followed by synthesis that helped to understand the subject matter of the phenomena studied. 3. The inductive and deductive methods are logical methods of generalization of the empirical data obtained. Due to the inductive method we have assumed the conception progress from the private opinions to the general output and from a general opinion to a personal conclusion by means of the deductive method. 4. A comparative method allowed us to set similarities and differences between objects and the phenomena. 5. Analysis and synthesis. The analysis has let to clarify which parts the studied object consists of and synthesis has let to connect the parts received when analyzing into integral. As a result, there was a connection of knowledge gained while analyzing in a single system. 6. Research and synthesis of pedagogical experience of teachers at higher education institutions and teachers of schools directed to the analysis of a status of practice, developing of the best practices.

3 RESULTS

One of the important system-forming factors of the cooperative pedagogy is co-creation of teacher and student as a method of developing its participants and their self-consciousness. Co-creation accepts dialogue as an optimum form in relations between the teacher and the student, where the teacher’s horizon is in liaison with one of the student so that educative process flows at a personal level becoming an interpersonal process [1, P.179].

There are a few rules that put co-creative subject-subject relationship between the teacher and the student into practice. The most important rules are:

1. The teacher should, as far as practicable, continuously develop his own creative capacity and pedagogical excellence.
2. The teacher should develop a democratic style of communication with all students.
3. The teacher should secure environment and provide the student with facilities to develop his creative abilities and other personal qualities, run joint searching for new ideas on a more frequent basis and discuss original methods of finding solutions to the creative challenges.

Based on these rules, the co-creation is primarily focused on the pedagogical creativity being both the mental and practical activity to develop and design new ideas, forms, methods, skills that correspond to the key objective – development of the personality. The creativity of the teacher bases on regularities and principles of pedagogic and psychology with consideration of variable education/bringing-up process, newly arising pedagogical issues and changes in personality of the student [8, P.58].

Taking the above mentioned into consideration, the cooperation is not just openness and attitude of the teacher for the students, moreover it is ability to organise joint creativity through a certain system of principles and measures. These are: Enthusiasm of students for an outstanding, interesting, promising joint activity; determination of individual zones of creative growth of the entire team and each student; common approaches to the expected activity; search for alternatives of optimum solutions; joint discussion of the conditions of this expected activity and proposal of different solutions to the problems in the psychological equality of the instructors and students as the colleagues but not the master and the slaves; respect for different approaches to the issues of the joint creativity, stringent discussion of each opinion; exchange of ideas, practices, display of cooperative prospects; dialogism of discussing the results of joint creation; self-expression of the student in creation process; reasonable competitiveness of shared pedagogical co-creation [6, P.62].

In the learning activity, the co-creation assumes the following:
• Subject-subject relationship where each party of the creative process has a right to own decision (irrespective of the age and experience he/she has in creative self-fulfilment). Subject-subject relationship stimulates the creative self-fulfilment of students as it is defined by democratic nature of communicative positions and activity of the parties;

• Keeping the creative atmosphere by the parties of the creative process;

• Individual style of activity and self-expression of every party [3, P.66].

For the collaborative learning and development of self-expression, dialogic communication, dialogic relation with other people, community and nature is of high importance. The interest in dialogue is associated with its weight in the understanding the world by a person as well as himself. The world of human beings is dialogic. Words, ideas, activity, communication are all dialogic. The process of human evolution is also dialogic. The dialogue is the basis of creative thinking, and development of dialectics as a system component of creative thinking is impossible without dialogue [9, P.65].

The importance of the dialogue, its invariant characteristics are sufficiently deep discovered in the papers of such authors as M.M. Bakhtin, V.S. Bibler, M. Buber, G.Ya. Bush, M.S. Glazman, S.B. Krymskiy, G.M. Kuchinskiy, E.I. Mashbits and others. However, the educational dialogue is not yet widely and comprehensively studied as a component of a personality-oriented education. Personality-oriented education requires a "specially-organised space" where the student reveals itself to the world, which are intrinsically linked, does not oppose to it only as an investigator when he acts only as a carrier of subjective experience perceiving the world through the prism of this experience, the content of which is student-significant values [11, P.73].

The dialogism of the creative process directs the teacher to the open and confidential dialogue with the students. The personality of the teacher, his spiritual world in this communication is not hidden behind the mask of the social role of the teacher, but is open to the students. An open communication requires that the teacher would not play a role, but always remains true to himself. In this case, there is the confidence of students to the teacher, the desire to share with him the content of their inner world, to enter into an equal dialogue. The essence of such confidential communication in the sense of the reality of the approval of their own being, in the sense of their own inner freedom, in the implementation of the best sides of their character [10, P.39]. In the dialogue, the student recognises himself as an equal partner of the teacher, not only a slave, but the master. He becomes vital communication skills. The dialogic communication allows the partners to formulate their thoughts in the form of questions to other partners, answers or reasoning systems, and such organisation of the material liberates intellectual abilities of students, appears as a strong motivating factor (enthusiasm, interest, even passion characterise the debate), removes the barriers of social distance (teacher – student, well-prepared student – poorly prepared student, student – group etc.), which allows a person to free up his spare capacities, leads to the development of creative abilities of students [9, P.85].

Valuable is the fact that the active dialogue includes collective searching for ways to find by the students solution to the practical and cognitive problems. Such a dialogue with the teacher's personal approach to its organisation turns into a process of collective creation. The starting point for the creative dialogue is mutual understanding of its participants, arising from the ability to take the position of another person. This ability is the most important quality of the teacher as an educator. Also important is that the dialogue identifies lack of knowledge and abilities of students, their awareness and formation with active involvement of students themselves.

No less interesting are the attempts to analyse the situation of dialogue providing personal self-development of students (Yu.S. Bogachinskaya, T.N. Malkovskaya, A.A. Shibayeva). The dialogue that creates a psychological space of intersubjective communication, is a kind of launching the mechanism of personality development (E.L. Bratchenko, V.V. Gorshkova, A.B. Dobovich, G.A. Kovalyov, I.A. Kolesnikova, C. Rogers, S.A. Shain and others), serves a source of his personal experience, and promotes self-realization. It has been proved that the dialogue creates an optimum psychological condition for full and open communication between people, it can run most profound and intimate mechanisms of mental development that enable healthy personal development, the emancipation of the creative possibilities of the subject [7, P.19-20].

One of the most important functions of the dialogue is the personality-developing function. Considering the educational dialogue as the interaction of individuals, the fundamental feature of which is the manifestation of personal features, the researchers (Z.I. Vasilieva, V.V. Serikov and others) note that this interaction contributes to a relationship of mutual trust in each other's capabilities, recognising the uniqueness of everyone, freedom of choice, mutual respect, assistance, empathy [5, P.75]. The
dialogue focused on the promotion of personal features of students, allows the person to reveal himself to the world as much as possible, with which he is intimately linked, and engage in self-realisation. In such circumstances, not a ‘front’ coverage of students is required, but the maximum attention to everyone as an owner of a unique inner world.

4 CONCLUSIONS

Summarising it can be concluded that the dialogue is a special form of subject-subject interaction, a prerequisite for the dialogue is the availability of dialogical relationship that is distinct semantic position of participants, a necessary condition for the dialogue is not only some objective judgment about the object, but also the assessment of personal relationship to him. The educational dialogue is aimed to create an interpersonal dialogical interaction, which is a natural ability to live close to a situation in which the students like ‘forget’ about the didactical conventions (class, teacher, student, subject, etc.), and acquire the ability to act creatively, i.e. to manifest themselves at the personal level, revealing their creative abilities and realising themselves.

Thus, collaborative learning in the joint activity, where one of the system-forming factors is the co-creation of the teacher and students based on dialogic communication – it is a necessary condition for training of students in higher education institutions, as it makes possible to move from monological style of communication (teacher-student) to the dialogical one, from authoritarian forms – to the authoritative. The process of cooperation succeeds to change the social position of the student from passive to an active, teaching one; to update mechanisms of influence on the group. The collaboration with the teacher develops copying and searching independence of the students. All this is associated with that every principle of cooperative pedagogy is energising and creative in nature.

REFERENCES