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**АКТИВИЗАЦИЯ УЧЕБНОГО И НАУЧНОГО ТВОРЧЕСТВА
СТУДЕНТОВ КАК ОДНА ИЗ ФОРМ ГРАЖДАНСКОГО ВОСПИТАНИЯ
МОЛОДЕЖИ**

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**ENHANCING ACADEMIC AND SCIENTIFIC CREATIVITY OF
STUDENTS AS A FORM OF CIVIC EDUCATION OF YOUTH**

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В статье рассматривается и доказывается значимость активизации учебного и научного творчества не только для профессионального развития и самореализации студентов вуза, но и формирования их активной гражданской позиции. Представлена организационная модель включения студентов в учебное и научное творчество.

Today, an important problem for every higher educational institution is the formation of a young specialist who has not only a certain amount of knowledge but also the upbringing of an active creative personality who is prepared for self-education in the future, able to rationally organize his own life, capable of self-education, ready for creative activity [6].

There is no unity of points of view on the content of the concept “creativity”. But the most acceptable and frequently encountered is the point of view that creativity is the activity of a person who creates new material and spiritual values that have social significance. If we take this definition as a basis, then creativity is available only to individual outstanding personalities and we will not be able to find elements of creativity in the activities of students and teachers. A number of authors interpret the “creativity” of students as an activity to create a new way of cognition to satisfy their cognitive needs and the need to accomplish what they want, to get a practical result. From a pedagogical point of view, the most important is the process of creativity itself, or rather, the mechanism of interaction between teachers and students.

The importance of creativity can hardly be overestimated, since it is a powerful incentive to move forward, a source of inspiration, an opportunity to express, enrich, develop oneself. Students' creativity is divided into educational and scientific. Educational creativity is a necessary preparatory stage for the transition to more complex, scientific creativity [4]. Scientific creativity differs from educational creativity in the greater social significance of the results, independence, specialization, depth and complexity of the problems being solved.

The active involvement of students in scientific work contributes not only to the successful professional development of students and their awareness of the importance of professional self-improvement and self-education in further professional activities, but also to the development of civic consciousness, an active civic position. By introducing students to scientific and educational creativity, the teachers of higher educational institutions purposefully gradually teach students the techniques and methods of independent research work based on in-depth study and creative development of curriculum disciplines, attracting each student to creative search in the learning process from the first year of study.

The main forms contributing to the development of students' scientific creativity are: participation in scientific circles; participation in various scientific events: conferences, competitions held both on the basis of the academy and in other scientific and educational institutions; publication of scientific works.

Studying the basics, the foundation of science, students become involved in scientific activities. One of the important aspects of scientific and educational creativity of students is that thanks to their active, interested participation in creative search, students learn to work independently and in a team [1, 2, 3, 5]. The organization of educational research activities of students is carried out in two stages. In the junior courses of study at the academy (I - II courses), students conduct independent educational research in the process of mastering the methodology and technique of independent work.

Educational and research work of junior students includes: 1) familiarization with the future specialty, the directions of scientific research of the higher educational institutions in this specialty, the basics of scientific information, the rational organization of mental work, the moral and ethical standards of scientific research, the features of activities in the scientific and production teams; 2) mastering the skills of working with scientific literature, including searching for information, compiling reviews or abstracts on topics of general scientific disciplines, studying and mastering the fundamental disciplines of the curriculum and the basics of professional activity;

3) mastering the skills of preparing a simple experiment; 4) participation in subject Olympiads, competitions for the best knowledge of the specialty.

Particularly noteworthy is the importance of subject Olympiads held at all faculties of the higher educational institutions annually, not only as a final assessment of students' knowledge and a factor of stimulation from cognitive activity and competitive spirit but also as one of the ways to select the most talented students for research work under the guidance of leading scientists. Many students already in their junior years determine the direction of scientific interests, choosing a topic for writing a term paper and then a thesis.

Graduation qualification works are practice-oriented and are being introduced into the practice of agricultural production. Experience shows that, already being specialists, many higher educational institution graduates continue to work on the topic of research after graduation.

Science is not only the main factor of progress, it also has a profound impact on the all-round development of students, revealing their intellectual abilities. Communication between students and scientists is a solid guarantee of the training of creative specialists in any field of activity. In the practice of scientific work, students master the basics of professional skills. The formation of a personality with an active civic position is taking place. Scientific creativity promotes free self-expression of the individual, the development of individual inclinations and interests of students. The educational aspect of student scientific creativity is of great importance in the formation of the personal qualities of a future specialist. A constant creative attitude, a thirst for knowledge, an environment of scientific research contribute to the upbringing of a high culture of thinking of students, awaken consciousness and activity in the choice and implementation of certain decisions, the desire to penetrate into the essence of things and it is these qualities that are necessary for a modern citizen and a specialist.

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ИСПОЛЬЗОВАНИЕ МЕТОДА КЕЙС-СТАДИ ПРИ ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ

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THE USE OF CASE STUDY METHOD IN TEACHING FOREIGN LANGUAGES

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В статье отражены краткие сведения об использовании метода кейс-стади при обучении иностранным языкам. Применение данного метода позволяет обеспечивать практико-ориентированное обучение и интерактивное взаимодействие между всеми участниками учебного процесса.

There are several difficulties in teaching a foreign language. One of them is oral participation in the classroom. The use of case study method helps to solve this