



International Conference on Communication in Multicultural Society, CMSC 2015, 6-8 December
2015, Moscow, Russian Federation

Creative capital of foreign language education – the driving force of knowledge society

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Abstract

The paper deals with the production of creative capital in the system of professional foreign language education. The XXI century needs specialists performing effectively in the international interdisciplinary environment. Creativity becomes the producer of tangible and spiritual assets of knowledge society since it is capable of resisting standardized thinking and social risks; turning professional knowledge into the dynamics of action. Pedagogy is faced with the task of designing incentives for the personality to implement its linguistic and creative potential in innovational products.

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Peer-review under responsibility of the National Research Nuclear University MEPhI (Moscow Engineering Physics Institute).

Keywords: Linguistic and creative capital; interaction with the international interdisciplinary environment; values; self-control of activities; educational model

1. Introduction

1.1. Axiological values of knowledge society

In the era of transnationalization knowledge is regarded to be an intangible asset of society, which constitutes intellectual potential of any organization. The term “intellectual capital” dates back to the 1960-s. Since that time much research has been done. The overview of literature by D. Andriessen (2004) shows the history of intellectual capital movement, which started with the book of H. Itami and was followed by a few publications (Edvinsson and

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Malone, 1997; Roos, 1997; Stewart, 1997; Sullivan, 2000). In the XXI century intellectual capital is associated with the source of gaining competitive advantage – a value to be turned into productive force, contributing to the export of state-of-the-art technologies and products of innovative performance. Therefore, interrelations of knowledge with other components of intellectual capital are worth considering from different viewpoints.

Information and human knowledge are reported to be integral parts of intellectual capital. N. Bontis (1998) believes that information is just the raw material while knowledge is the finished process. Intellectual capital is therefore the pursuit of effective use of knowledge as opposed to information. What are these intangible assets made up of?

M. Joshi and S.D. Ubha (2009, p. 577) uncover the interaction between information and human capital. “Human capital is the collective human competence comprising intelligence, education, skills, experience, intuition and imagination as influenced by emotional and motivational attributes. Apparently, this kind of knowledge exists within the minds of people as well as in the shape of formal information. The latter constitutes those achievements and experiences of individuals that can be documented, communicated and transferred. They include books, papers, studies, reports, software, databases, CDs, and patents. This information becomes independent of its creators once it is documented and communicated. It can be tested objectively for its reliability and validity, and can be also altered, improved and used simultaneously by any number of people”.

As to scientific knowledge, it is plunged in culture, interacts with other forms of consciousness and subject-practical human performance. Being the major producer of material and spiritual assets of society (Yudin, 2006; Gorokhov, 2010; Delokarov, 2010; Karpov, 2013, 2015; Sultanov and Voskresensky, 2014), scientific knowledge marks the transition from economy based on natural resources, to its highest stage – “creative economy”, based on human creativity (Sultanov, 2013).

Of special value in creative economy is a University graduate, who uses a foreign language (FL) as a tool of mastering a special field of knowledge in real-life and virtual professional communications with representatives of other socio-cultural codes. Today the idea of “an educated person” is replaced by the idea of “a professional intercultural communicator”. Graduates should be experienced to work in the international interdisciplinary environment; they are empowered to take regional decisions in a global context, and vice versa. Therefore, the system of education is faced with the task of developing students’ ability to structure the scientific picture of the world according to their own values and include it in the products of speech-and-mental activity by means of effective strategies.

That means that the creative speech phenomenon is embodied in FL communicators’ cultural concepts, motivations, forms of cognitive activity, and updated in the already existing. Capital acquisition takes place at different levels of human’s socialization. As a result of assimilating the intellectual socio-cultural potential of higher education, successful graduates enjoy economic freedom, opportunity to become masters of their destiny. From this viewpoint professional FL education is seen as a process of creative capital production and the most important resource for innovative development of knowledge society (Bogatyreova, 2012).

1.2. Dynamic properties of creative capital

In the society of intellectual resources “capitalization”, human qualities become an integral part of a specialist’s competence. Traditionally this cognitive tool is assumed as an ease of association, ability to swift thoughts from one direction to the opposite, conjure up and combine imaginable ideas. The emergence of computer technologies and the Internet has accelerated the circulation of information flows. Largely due to it, the production of interdisciplinary knowledge is accompanied by increasing reflexivity, providing a continuous feedback of knowledge from human activities (Gorokhov, 2010; Delokarov, 2010).

Psychologists tend to define creativity as a fundamental human property, which can be regretfully lost in the course of socialization (Maslow, 2007). This is probably why A.O. Karpov (2015) posits creativity as an ability to constantly adapt competences to the requirements of the market in its state of high uncertainty – a dynamic category, which relies on a sense of self-prediction of directions in the change of the professional knowledge content.

K.V. Sultanov (2013) describes creativity as a trait opposing standardized thinking or rigidly regulated behavior, causing the need to recognize alternatives in situations of uncertainty, remove a conflict that inevitably results from people’s activity. Here the individual’s creativity shows as integration of heterogeneous information, and related

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