

Developing Students' Knowledge of English Through a Creative Approach

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Annotation: The aim of this article was to reveal the students' attitude towards the integration of creativity development when studying foreign languages at public schools. To investigate the students' attitude towards the development of creativity during foreign language classes, importance of environment and teachers' assistance.

Keywords: communicative competence, create, to think, approach, interest

Introduction. Nowadays it is necessary to keep up with the times, so a modern lesson should be progressive, interesting, informative and creative. A foreign language is a general education subject and can contribute to the formation of students' creative abilities. Creativity is one of the most important skills necessary for a successful self-realization of a person in professional, academic and personal domains in the digital 21st century. The purpose of teaching a foreign language is the formation of communicative competence, but no less important is the formation of creative abilities in a foreign language lesson. A creative approach to teaching a foreign language ensures mastering these basics and increasing motivated interest in learning a foreign language.

Literature review and methodology. There are many definitions of creativity. The Greek philosopher Plato in ancient times argued that a person should be creative [1.pp. 44–55]. The term "creativity" comes from the Latin word "creation", which means "creation" [2]. This concept refers to the ability of a person to generate unusual ideas [3.p. 448]. And for this you need a great desire, creativity, knowledge of information technology, faith in yourself and in your smart and inquisitive students. The term "creativity" was first introduced in 1922 by the British psychologist D. Simpson. He interpreted "creativity" as a person's ability to abandon stereotypical ways of thinking [4.p.484]. From this interpretation it follows that creativity is understood as the ability and the ability of a person to think outside the box. In order to interest students in learning a foreign language, it is necessary to organize such an educational process that would cause high motivation and ensure their activity in the lesson. The American psychologist E.P. Torrence argued that creativity implies an increased sensitivity to problems, actions to identify these problems and find solutions to them, i.e. creativity is a person's ability to generate a large number of non-standard ideas in any field of activity [5.p.260]. According to May creativity is the process of bringing something new to the culture and requires passion and commitment [6.] Creative approach to classes allows students to encourage their mental activity, independence, and it gives an opportunity for closer communication between teachers and students. Robert Fisher says that the focus of education must be on creating people who are capable of thinking and doing new things, not simply repeating what past generations have done[7.] Creativity is an essential element in personal intelligence and practical problem solving. To achieve the effectiveness of the educational process, we pay special attention to the individualization of learning, combining various tasks during the lesson: in the ninth grade - commenting and analyzing specific sentences; writing letters, writing stories based on reference words, composing dialogues. Projects on various topics are of great importance, where each child can demonstrate their ability to creatively reveal the topic, use additional information. Since students have differences in the level of learning, we strive, on the one hand, to pull up the laggards, on the other hand, to stimulate the further advancement of strong students. To do this, we give individualized tasks, organize pair work for the purpose of mutual learning, group work, work with separation of functions: for example, one student marks the required grammatical form in the text and reads

it out, another fixes an example with it in the task. The criterion of the effectiveness of learning the teaching material in the lesson is the assessment of students, their desire to use a foreign language as a means of communication. In language teaching, Maley's work has emphasized a focus on creativity through the use of texts drawn from a variety of different literary and non-literary sources that can be used to elicit creative thinking and foster the ability to make creative connections [8.] Creative lessons include all the variety of forms and methods, especially such as problem-based learning, search activity, notes and more. Tension is relieved, thinking is enlivened, interest in the subject as a whole is excited and increased. The actual didactic direction today is the formation of a creative personality. Creative tasks are a sign of modernity, they allow the teacher to organize work on any type of speech activity in a new way. Creativity was identified with intuition, then with intelligence. The teacher is faced with the task of developing the student, the creativity of his thinking, the upbringing of a creative personality as a whole. The development of creativity is the most important task of education; this process permeates all stages of the student's personality development, awakens initiative and independence in decision-making, the habit of free self-expression, self-confidence. Each student has different kinds of talents. Of course, not everyone knows how to compose, imagine, invent. Nevertheless, the talents of each individual can be developed. Incentives are needed for their development. We identify the following ways to stimulate creativity:

- (a) providing a favorable atmosphere;
- (b) benevolence on the part of the teacher, his refusal to criticize the student;
- (c) enriching the student's environment with a wide variety of subjects and stimulus new to him in order to develop his curiosity;
- (d) encouraging the expression of original ideas;
- (e) using a personal example of a creative approach to problem solving, etc.

The importance of developing the student's abilities to solve any educational task, take initiative, and invent is obvious. When the creative process is correlated with learning, it is necessary to create such conditions that would facilitate the emergence and development of all trainees' qualities and inclinations, usually identified as characteristic features of a creative personality. The effectiveness of work is determined by the extent to which the educational process ensures the development of students' creativity, prepares them for life in society. For example, in English lessons in the 10th grade, when studying the topic "Youth Problems", we suggest using various tasks to develop students' creative thinking.

Discussion. Why is creativity important in English? Creative work in the language classroom can lead to genuine communication and co-operation. Learners use the language to do the creative task, so they use it as a tool, in its original function. This prepares learners for using the language instrumentally outside the classroom. Creativity involves critical thinking, planning and focusing your attention. Students learn through this process as different parts of the brain jump into action. They might discover something they never knew before, learn how to solve a problem, or figure out a new way to look at or do something. Creative people are a little different from others because they draw on different kinds of knowledge and ability from less creative people and make use of different thinking processes. Creativity depends upon the ability to analyze and evaluate situations and to identify novel ways of responding to them. This in turn depends upon a number of different abilities and levels of thinking. The teacher should guide the students, promote the development of their creative skills in each lesson. Only in the process of purposeful hard work will it be possible to form certain qualities and achieve interest in the lessons. We would single out the following forms of work on the development of creative skills: practical exercises, the use of songs and poems; homework, keeping diaries, the use of computer programs, the protection of abstracts and projects, business games, conferences; work with text, dialogue or monologue, constructed in an unusual way.

In conclusion, we would like to add that by using some methods of forming creative thinking in foreign language lessons, students get great satisfaction from the learning process itself and from its results. Involved in the process of critical thinking, they independently acquire knowledge, put forward ideas together, use the acquired knowledge and skills in new situations of everyday life, create, learn to formulate their own opinions and ideas, respect the opinions of others. Knowledge and application of modern trends in the methodology of teaching English makes the practical work of a teacher more interesting and diverse, and most importantly, helps to fulfill the main task of a teacher today – to find effective teaching tools for high-

quality education of children, teach them to independently extract the necessary information, analyze the knowledge they receive and apply it to solve new problems. English teachers can use their creativity to make classes much more original, and go outside the formal bonds of teaching. There are many more methods, exercises, and activities to explore and teach. For this reason, teachers need to expand their horizons in an EFL context to see what will probably be efficient for future generations. The Creative Approach to Language Teaching is an approach that presents creativity as one of our many innate skills, a talent that every person, and every language learner has. Through creative activities, students can show their own personality and share the knowledge they already have. Creative level is associated with such skills as, for example, preparing a report on a particular topic, expressing an opinion in a certain text, interpreting the main idea of a text. For example, they can try to make up a story on a set of pictures (what happened before and what will be in the end of the story), describe and invent a biography of a person in the picture (What is his name? How old is he? How does he look like? What is his occupation? Where does he live? Does he have a family? What does he like/dislike? What is his temper? What is he going to do? and so on.), or build a detective story on a given problem.

Conclusion. To sum up, the Creative Approach to Language Teaching, which is based on the idea that any student can be creative when they are engaged in creative situations, shows students the complexity of a language by exposing them to close-to-real-life situations in a safe, flexible and dynamic environment by means of a class of learners constituted as a community of practice. Creativity helps teachers stay fresh. Creativity helps motivate students and keep them on their toes – they won't know what's coming next. If teachers want to develop creative teaching resources to support their teaching they need access to a good resource centre with up-to-date books, magazines, realia, projectors, technology, whiteboards, etc. that teachers can make use of to complement their lessons. An environment and culture that encourages creativity and provides the resources teachers need in order to realize their creative potential is a key component of the creative capital needed to support creative teaching.

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