# CREATIVEAPPROACH INTEACHING A FOREIGN LANGUAGE

# 

Abstract

This article deals with the study of pedagogical creativity and the formation of the creative abilities of a teacher and students, a non-standard and creative approach of a teacher in learning a foreign language, which is the main guarantee of a high level of its personal development and overall academic performance at the lessons.

Key words: creative approach, professional development, self-education, creative thinking, learning efficiency.

Nowadays, close attention is being paid to the study of pedagogical creativity and the formation of creative abilities of both students and teachers. Creativity and the profession of a teacher are closely interconnected. Creativity involves creation, and the problem of creativity is to create the most suitable conditions for learners to learn and create. The trend on the development of student's creative abilities is increasing in many countries of the world. The rapidly growing role of a foreign language indirectly has a significant impact on the entire educational process.

The teacher tries to do his best in developing hiscreative activity. A teacher, who often uses various elements of creativity at the lesson, directlydistracts students’ attention from extraneous matters and draws their attention for mastering language material in a trustful atmosphere.

Pedagogical creativity creates an atmosphere of trust, mutual understanding between students and teachers. It is known that students have a positive attitude towards a creatively working teacher, since a creative approach in teaching a foreign language affects the students’ personality and provides him with an excellent opportunity for his professional development [1, p. 83].

Nowadays, there are many methods of creative thinking, but a complete classification does not exist yet. Learning foreign languages is an excellent direction for the formation and development of the foundations of creative thinking. The language of culture and the language of teaching means learning culture, a process inextricably linked with creative thinking on the part of the teacher and students. Creative thinking is necessary for the teacher to create an atmosphere in the classroom for studying the country- specific language being studied, to transmit new language material through culture, and also to maintain students' motivation for self- education in this field of knowledge, as a means of teaching the language, to teach them the way of living and think on this language. [2,p.256].

When planning foreign language lessons, it is necessary to strive not only for students to learn and remember new words, but also create all conditions for the development of each child’s personality.

To maintain children's interest in the language, it is necessary to determine what can captivate them in the learning process. Therefore, the search for reserves to improve the quality and effectiveness of teaching a foreign language, the use of innovative methods and techniques of work, becomes important in teacher’s activity. All this contributes to the solution of the main task of the teacher - to arouse in students a steady interest in learning a foreign language and achieve the ability to communicate freely in it.

Creativity dominates in pedagogical activity, and the work of a teacher is a rather labor-intensive process. All the activities of a teacher require a creative approach to work. The main difficulty is that you cannot teach creativity, but you can teach to work creatively. A creative approach is typical for every teacher if he shows fiction and ingenuity, involves students in organizing and conducting the lesson, makes students his co-authors in the design of the lessons. In this case, it is safe to say that the teacher will achieve significant success in improving the effectiveness of the lesson.

Modern society needs people with creative thinking, capable of making innovative decisions. Monotonous, repetitive actions

markedly lead to a weakening interest in language learning. Children lose the pleasure of discovery, gradually losing their creativity.

Starting to learn a foreign language, students have a genuine interest in learning a new subject. Since the first lessons, children begin to learn the language with great interest as they do not remain indifferent, as it is always interesting to learn something new. But quite often, interest over time begins to weaken noticeably, for some students problems with the assimilation of material begin, a misunderstanding of some elements of grammar at the proper level. The main task of a teacher is to maintain a constant and stable interest in a foreign language.

“Fundamental in the work of each teacher is the desire to transform the learning process from the uniform reproduction of material into a creative search. This can be achieved by turning your lesson into a non-standard lesson, a lesson of creativity.

The pedagogical problem of creativity is to create conditions when a student learns experience, opens and tries to create new things”.[3, p.142].

Using a variety of technologies, methods, and working methods, a creative situation is created in a foreign language lesson.

Given the age-specific features of students, you can offer creative projects, role-playing games, discussions on various topics, shooting your own videos, creating personal portfolios, and dramatizing literary works. The lesson is the main form of implementing goals and objectives, and the ability to select interesting material. A properly planned and rich lesson contains various types of work, includes many exercises, developing games that are repeated after a certain period of time and contribute to an effective learning process.

Lessons should not be repeated, but be original and different from previous lessons. The originality of the lesson lies in its diversity with the use of various games, videos, multimedia, songs, competitions, contests, creative projects, discussions, etc.

Creative work in the language class can lead to genuine communication and cooperation. Students use the language to

perform a creative task, so they use it as a tool in their original function. Creative assignments enrich the work in the classrooms make it more diverse and enjoyable, using individual talents, ideas and thoughts - both students and teachers.

Studying, reproducing, staging real life situations, reading poems, studying proverbs, songs and fairy tales in a foreign language, students get an idea about the culture of the country of the language being studied, the process of mastering the communicative takes place minimum sufficient for everyday foreign language communication. Students with great interest and curiosity relate to the country of the language being studied, its history, culture, art, mores, customs, traditions, and the way of everyday life of the people. Such interest and curiosity imply the development of the horizons and creative potential of the child.

Good teaching is based on many different qualities that teachers bring to their classes, thereby reflecting the knowledge, skills and understanding that they have gained as a result of their professional education and teaching experience.

Teachers of a foreign language have a huge variety of ways to develop students' creativity, using well-known techniques to stimulate mental activity to encourage students to speak in the language they are studying. Excellent opportunities for the formation and development of independent creative activity skills are provided by the use of game situations in the lesson, role- playing games, creative contests and assignments, which in the process of teaching a foreign language have the goal of solving problems arising when using songs, projects and presentations. Games have a positive effect on the formation of cognitive interests and consciously master a foreign language. [4, p. 48].

The use of various games in foreign language lessons gives positive results, increases the interest of the children in the lesson, and allows them to focus on the main thing - mastering speech skills in the natural situation of communication during the game. When conducting an interesting game, students have a desire to learn, memorize a foreign language and master it in practice.This is one of the keys to eliminating student’s passivity. For all, and especially lagging students, the game is an incentive to master the

language. It is necessary to alternate games with various other forms and methods of work, otherwise it will become something mundane, and the desirewill decrease in the study of a foreign language.

There are endless possibilities to make the lesson interesting and developing, as well as the students' imagination and imagination are endless. It is also necessary to use quotes, sayings, sayings and proverbs, clichés at the lessons of foreign languages. Poems, songs, rhymes cause an interest in mastering certain knowledge and, accordingly, contribute to the formation of skills in pronunciation, vocabulary and grammar. Studying, reproducing, staging real life situations, poems, proverbs, songs, fairy tales in a foreign language, students learn about the culture of the country of the language being studied, master a communicative minimum sufficient for everyday foreign language communication.

Poems with pictures,rhyming with pictures and songs offer various and interesting ways to make English as a means of personal expression,the creativity and development, serving to reduce affective barriers in a non-threatening learning environment. The preparation and conduct of extra-curricular activities (contests, quizzes, holidays, and a week of a foreign language, literary evenings and stage plays) contribute to increasing students' interest in learning a foreign language, improving the quality of knowledge, developing conversational skills, repeating and consolidating previously studied vocabulary, and expanding their vocabulary. In the process of theatrical dramatization, celebration or staging of a fairy tale in a foreign language, students communicate and use vocabulary and grammar learned at the lessons. [5,p.3].

Reading different types of literature forms the students’ intellect, aggravates feelings, promotes the development of cognitive interests, as well as the common culture of schoolchildren. The ongoing work on reading and staging literary works corresponding to the age level of students has a beneficial effect on the development of students' creative imagination, expanding their active vocabulary, developing individual abilities, creativity, increasing their sensual responsiveness, developing

imagination, thinking, enriching the student’s inner cultural and spiritual world.

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Many students are interested in foreign poetry some are engaged in creative translations of poems, which assesses not the accuracy of translation, but the artistic style of writing. Such tasks contribute to the development of creative abilities and expand the students’ vocabulary.

Students also enjoy the song genre both in the classroom and in extracurricular activities. Nowadays, when songs in a foreign language are very popular and young people like to listen and sing them, trying to pronounce the words correctly, also they are interested in the meaning of the song, there is a great opportunity to use this hobby in learning a foreign language, and turn boring memorization of new words and grammatical constructions into fun and do the exciting song lesson.

It is very important at the stage of learning a foreign language to learn and hear and understand individual words and phrases in a whole set of incomprehensible sounds and from the very beginning try to make the correct pronunciation. The song is capable of accurately and figuratively reflecting various aspects of the people's social life, influencing the intellect, emotions of the child and his figuratively artistic memory, and promoting the aesthetic education of children.

An unconventional lesson carries an inseparable combination of education, development and upbringing. But they should not be carried out too often, otherwise they will become traditional and the level of effectiveness will decrease.

The creative approach is progressively and naturally related to the development of the student’s personality, significantly developing the student’s imagination, observation, imaginative and critical thinking. The non-standard and the teacher’s creative approach is very tactfully without moralizing and instruction, stimulates the students’ activity,makes them desire to work independently and fruitfully, and therefore, that is the main guarantee of a high level of his personal development and overall academic performance at the lessons.

At the lessons of English language, students have a unique opportunity to develop creativity. They are immersed in the creative process not only by the request of the teacher, but the necessity of to express their thoughts, desires, feeling to convey their impressions or discover something new.

It should be remembered that the mastery of a teacher, in contrast to talent and a gift, is never inherent - in order to achieve it, it is necessary for the teachers to work hard and long in teaching technique, and for this not forget to constantly improve their knowledge according to the subject which being taught.

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