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***ФОРМИРОВАНИЕ ТВОРЧЕСКИХ СПОСОБНОСТЕЙ УЧАЩИХСЯ
С ПОМОЩЬЮ СОВРЕМЕННЫХ ТЕХНОЛОГИЙ
ПРИ ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ***

Савельева Е.Б.

к.ф.н., доцент,

Государственный гуманитарно-технологический университет,

Орехово-Зуево, Россия

Аннотация. В данной статье рассматриваются перспективы формирования и развития креативных компетенций учащихся посредством внедрения инновационных методик обучения, направленных на повышение эффективности освоения иностранного языка. Автор акцентирует внимание на методологических аспектах интеграции творческих подходов в образовательный процесс, а также рассматривает их влияние на когнитивные и лингвистические способности обучающихся. В рамках работы проводится анализ теоретических и практических аспектов применения данных методик, что позволяет сделать выводы об их значимости и потенциальных возможностях в контексте современного языкового образования.

Ключевые слова: обучение иностранным языкам, инновационные технологии, формирование, творческий подход, креативность.

***FORMATION OF STUDENT'S CREATIVE ABILITY
USING MODERN TECHNOLOGIES
WHEN TEACHING A FOREIGN LANGUAGE***

Saveleva E.B.

PhD in Philology, Associate Professor,

State University of Humanities and Technology,

Orekhovo-Zuyevo, Russia

Abstract. This article examines the prospects for the formation and development of students' creativity through the introduction of innovative methods of teaching aimed at improving learning efficiency in a foreign language. The author emphasizes the methodological aspects of incorporating creative approaches into educational processes, as well as the impact they have on students' cognitive abilities and linguistic skills. The article analyses the theoretical and practical applications of these methods, allowing us to draw conclusions regarding their significance and potential within the context of contemporary language education.

Keywords: foreign language teaching, innovative technologies, education, creative approach, creativity.

Nowadays, innovation pervades all spheres of life. Modern technologies have huge potential for transforming various fields of human activity, including education. The education system, in particular, is able to achieve its goals only through the implementation of innovative solutions, such as those proposed by educators, psychologists, and methodologists who strive to synchronize their pedagogical approaches with the dynamics of technology.

In this context, the role of these specialists is crucial in adapting educational processes to the ever-changing landscape of information and communications technologies. [8, 174]

Innovative educational technologies play a crucial role in the development of intercultural communication skills among students. They help them master the knowledge and abilities necessary for effective communication in a multicultural and multilingual setting. This includes fluency in foreign languages, which is essential for interacting with people from different cultures.

In a student-centered approach to education, special emphasis is placed on developing students' creativity and cognitive abilities. This involves fostering an interest in learning about different aspects of foreign cultures and developing the skills needed to communicate professionally and socially. [7, 272]

Innovations and creativity in education are essential for organizing the learning process. These include various resources, methods, and techniques that help students develop their creativity within a student-focused approach. Some of the most common methods include conversations, tests, “word games”, creative workshops, artistic techniques in general, projects, comic books, and more. [5; 6]

Innovative pedagogical methods that incorporate elements of a creative approach can be applied through the following education strategies:

1. Use of audiovisual technology to enhance cognitive processes, such as selecting relevant information and creating cognitive structures with learning potential.
2. Organization of independent work on classical literary texts assigned by the teacher, which promotes the development of analysis skills and critical thinking.
3. Introduction of group learning activities that encourage collaboration and competition, stimulating the generation of non-traditional solutions and creative problem-solving approaches.
4. Use of information and communication technologies to allow students to independently search for and analyze information, contributing to the development of information literacy and digital skills.
5. Creation of software to personalize the presentation of educational materials tailored to individual cognitive abilities and learning needs.
6. Individualized direct instruction that ensures maximum customization of the learning experience to each student's unique characteristics and learning trajectory.

The definition of the term “creativity” is controversial. Some scientists and educators are wary of the concept, seeing it as a form of self-expression. The difficulty lies in that the creative process often results from the interaction between other processes, such as memory and thought.

We can consider the definition, which has long been discussed by scientists in different fields, such as psychology, education, philosophy, and linguistics.

According to L.S Vygotsky's theory, creativity is creating something new and changing the individual. [2, 3]

S.L Rubinstein defined creativity as creating unique and valuable things with their own significance. [10, 372]

Ya.A Ponomarev sees creativity as a development mechanism that leads to new forms, while human creativity itself is one of these forms. [9, 213]

In the reference literature, creativity is defined as the ability to adapt to new forms of life and create something new. [11]

The study of the concept of “creativity” and its role in the general abilities structure shows that it is part of a wider concept. According to Russian psychologist V. N. Drujinin, general abilities include intellect, learning ability, and creativity. Here, creativity is seen as a process of transforming knowledge. [3, 158]

According to T.A. Barysheva, creativity is a complex mental process that combines intelligence, motivation, emotion, and aesthetic development. [1, 68] The Pedagogical dictionary defines creativity as the level of creative ability that is a stable trait of personality. [4, 66]

A.S. Kovrina identifies several criteria for creativity, including fluency (the number of ideas generated over time), originality (ability to generate ideas different from others), receptivity (ability to notice unusual and contradictory things), and the ability to form hypotheses and use metaphors.

Creativity and creativity have some similarities, such as novelty, but there are differences: creativity is subjective, while creativity has social significance. [13]

Learning that incorporates creativity can be achieved through active methods that involve group dynamics, knowledge exchange, and reflection on learning activities.

Active learning is a method that encourages students to be active participants in their own learning process, rather than simply receiving information from a teacher. Some examples of active learning methods include problem-solving, discussion, case

studies, brainstorming, interactive methods, and projects. These methods stimulate critical and creative thinking, making them important tools in modern education.

To develop creativity in language learning, teachers can use various techniques such as imitation games like role-play and business games that activate cognitive processes and encourage creative thinking. When choosing methods, it's important to consider the age of students, as younger adolescents are more receptive to innovation and have a greater range of interests.

The adaptation of active teaching methods depends on the level of student education and is a key aspect for their effective implementation. For example, case studies and projects can be presented in simplified versions and partially integrated into learning processes at the initial stages of learning a language. This approach enables students to gradually move into more complex active learning forms, ensuring smooth and consistent cognitive and creative development.

Within modern paradigms in linguodidactic, emphasis is placed on creating environments that activate students' cognitive and communication resources. This includes encouraging students to express their thoughts and ideas, contributing to the development of creativity and originality in solving pedagogical challenges. Therefore, introducing creative methods into foreign language teaching can be seen as an effective way to optimize the learning experience.

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