

Methoden des Englischunterrichts basierend auf kreativem Denken

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Zusammenfassung: Der Artikel befasst sich mit den Fragen der Methoden des Englischunterrichts auf der Grundlage von kreativem Denken. Die moderne Gesellschaft stellt hohe Anforderungen an Lehrer, auf deren Grundlage der Lehrer den Bildungsprozess so gestalten muss, dass nicht nur die Fähigkeiten und Fertigkeiten der Schüler berücksichtigt werden, sondern auch die maximale Entwicklung ihrer Persönlichkeit erfolgt. Bei einem aktivitätsbasierten Bildungsansatz baut eine Person, die mit der Welt interagiert, sich selbst auf, es findet eine Selbstentwicklung und Selbstverwirklichung ihrer Persönlichkeit statt. Die Aufgabe des Lehrers besteht darin, den Schüler zu einer solchen Selbstentwicklung zu bewegen, bestimmte Bedingungen und Motivation zu schaffen, bestimmte Aufgaben zu lösen. Die Methodik zur Entwicklung kreativer Vorstellungskraft und Kreativität kann dabei eine große Hilfe sein.

Schlüsselwörter: Methodik, kreative Tätigkeit, kreatives Denken, Persönlichkeit, Bildungsprozess, Selbstentwicklung.

Methods of teaching English based on creative thinking

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Abstract: the article deals with the issues related to the methods of teaching English based on creative thinking. Modern society makes high demands on teachers, on the basis of which, the teacher must build the educational process so that not only the abilities and capabilities of students are taken into account, but also the maximum development of their personality is carried out. With an activity-based approach to education, a person, interacting with the world, builds himself, self-development, self-actualization of his personality takes place. The task of the teacher is to push the student towards such self-development, to create certain conditions and motivation to complete certain tasks. The methodology for the development of creative imagination and creativity can be of great help in this process.

Keywords: methodology, creative activity, creative thinking, personality, educational process, self-development.

Introduction. Nowadays, the problem of the formation of students' creative abilities in the process of teaching English is gaining special relevance. In modern conditions of the pedagogical process of the university, it is a significant scientific problem of historical, ethnic, culturological and socio-pedagogical significance.

The development of students' creative abilities is impossible without generalizing the experience of using English lessons in the system of teaching and upbringing. The study of the English language, the history of its development, folk culture and everyday life should be considered not only as an activity of students aimed at learning English, but also as one of the conditions that ensure the teaching of a foreign language and the development of students' creative abilities on specific life material.

It should be noted that language education occupies an important place in the life of society. The awareness of the need to know at least one foreign language has come to our society. For any specialist, if he wants to excel in his field, knowledge of a foreign language is vital. Therefore, the motivation to study it has increased dramatically. Learning a foreign language is aimed at developing a harmonious personality, ready for intercultural communication. Thus, a foreign

language lesson is an integral part of education. The teacher is faced with a difficult task - to teach students to think critically when teaching a foreign language. At the same time, one of the most effective tools for the formation of students' critical thinking is the study of a foreign language.

METHODS AND ANALYSIS.

Language education is essentially a process of movement from goal to result, that "bridge" that allows you to move from the stage of accumulating knowledge to the stage of their free application in various activities. As well as, the problem of the formation of creative abilities in students in the process of teaching a foreign language is gaining special relevance. In modern conditions of the pedagogical process of general education schools, it is a significant scientific problem of historical, ethnic, culturological and socio-pedagogical significance. "Creativity", "creative approach", "creative personality", "creative success", "think creatively", "manifestation of creativity" - these concepts in modern society are indicators of professionalism. After all, it is creativity, the ability to be creative and creative, we consider an attribute of giftedness, talent, genius. Creativity (from the Eng. inside static systems [2]).

For a student to develop creative thinking, it is necessary that he feels surprise, curiosity and satisfies the need for knowledge. Only through overcoming difficulties, solving problems, can a student enter the world of creativity. Modern trends in language teaching involve the development of skills and the development of skills in using the language, and not the acquisition and accumulation of a certain number of grammatical rules and vocabulary. The basis of language proficiency is the readiness and ability of a person to analyze and evaluate communication situations, all the factors that determine them, and to make an adequate decision regarding speech behavior.

The formation of students' creative abilities is based on the development of creative thinking and especially such components as:

- Analytical components - respectively, conceptual and logical thinking - consistency, mobility, selectivity, associativity, quick wit, the ability to differentiate, etc.
- Emotional components (sensory - figurative thinking): brightness of images, emotional assessment of events, facts, phenomena, etc.
- Creative components (visual-active thinking): the search for rational solutions, non-standard (manifestation of individuality, originality, overcoming stereotypes), the ability to foresee the result, the desire to synthesize the best knowledge and skills in the activity, the choice of the most acceptable solution from the possible options and the ability to justify the correctness choice [5, p.58].

It should be noted that the development of students' creative abilities in English classes will be more effective if the following conditions are taken into account:

- the need for professional skills, teacher competence;
- availability of a high material and technical base of the university;
- the presence of a favorable psychological microclimate in the group, trusting relationships;
- Classes are conducted systematically, and a qualified, scientifically grounded management of the creative activity of students is carried out;
- the process of forming creative abilities is directly related to educational, cognitive and practical activities;
- pedagogical techniques, forms and methods of teaching English correspond to the individual age characteristics and psychophysiological capabilities of students;
- the use of a system of personally and socially significant educational and creative tasks of various levels of complexity, focused on the individuality of the student, the degree of his preparedness; rejection of administrative-command forms and methods of work;
- the formation and development of positive personality traits (creative potential, emotional responsiveness, artistic taste, hard work, love for the Motherland, love for the native language and other languages, respect for oneself and others, etc.) is carried out, inter alia, on the basis of studying in English;

- use of extracurricular work.

The teacher should guide the students, foster 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 classroom. The variety of forms of didactic work generates a variety of target attitudes of students, the amount of time spent on independent work increases. The acquisition of knowledge, skills and abilities of independent work teaches students to creative work, develops creative thinking, creates the preconditions for their application in the system of professional activity, improves the ability of oral and written communication, giving preference to the expression of opinions, emotions and feelings, as well as the ability to reason. The more varied tasks are used, the more effective the results [6, p. 79].

Most clearly, the directions of students' creative activity are manifested in their hobbies. They make something from natural materials, are fond of literature, keep diaries, take photographs, collect collections, communicate with nature, correspond with foreign friends, look for the unusual in the ordinary and everyday, etc. Such hobbies can be used to enhance the cognitive activity of students in the classroom in a foreign language. At the request of the teacher, students bring photos, postcards, letters, objects from their collections to the lesson, which enliven communication in a foreign language, make this communication more meaningful, close and interesting for its participants. The task of the teacher is to deeply study and know the hobbies of students, to use them for creative self-expression of students in the classroom [1, p. 65].

Content part. This block is aimed at developing the creative imagination of students to solve complex cognitive problems. It is necessary to take into account the individual characteristics of the student, his capabilities. The content of the organization of training should be aimed at the development of such qualities as the ability to set new educational goals and objectives (goal-setting), planning the implementation of goals, choosing ways and means to achieve the goal, interest in solving a problem independently, the ability to argue one's point of view, argue and defend your position.

The method of brainstorming is used to enhance the creative activity of students. Students offer their own answers to the question what it means to lead a healthy lifestyle: *What should people do to live a healthy life?*

Psychological studies show a close relationship between intense mental and emotional stress and tension of skeletal muscles, autonomic shifts.

It is common knowledge that regular exercise is essential to maintain performance and health.

The maintenance of the optimal functional state of the brain is carried out, in addition, by regulating the effector flow of nerve impulses leaving the brain. With the help of the self-regulation mechanism, additional switching of central excitation to the periphery, primarily skeletal muscles, is provided, and thereby the relaxation of nervous tension.

Puzzles. Each couple is invited to compose a tea word on the topic "Health":

habitsunhealthygojoggingfizzydrinkssleptwelvesoursadayjunkfooddoযোগাcutdownsaltwalkexercisemokinghealthy

The teacher invites students to split words into two columns, but does not indicate which ones. Students have to guess for themselves (healthy and unhealthy habits). After this task, students are asked to select and go to the signs on the wall "HEALTHY HABITS", "UNHEALTHY HABITS" and explain why they chose this or that option (Why)

Intelligent warm-up. The method "circles on the water" is applied. The teacher suggests the word "Health", writes the word horizontally on each letter. Students are invited to compose a story, provided that the words are not interchanged.

HEALTHY HABIT EXERCISE APPLE LONG	I have only healthy habits. Every day I get up early and do morning exercises. I have an apple for breakfast. I do not sit before computers long hours. I brush my teeth twice a day. I try to eat only right food. I do not
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TEETH HOUR YOGA	drink fizzy drinks. I do yoga to keep fit.
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Fig. 1

Such tasks purposefully affect curiosity, develops creativity, imagination, and a non-standard outlook on things.

The last block in the structure of a creative lesson is a resume, that is, reflection is carried out. The teacher only briefly summarizes the lesson, the main assessment of which is given by the students. At this stage of the lesson, the skills of assessing and controlling one's own actions and the actions of others, forecasting and adjusting personal and collective activities are developing. Reflection allows you to identify the needs of students.

The teacher asks questions for feedback:

What have you learnt today? Will this knowledge help you in future? Raise green card if you liked the lesson. Raise red cards if you didn't like the lesson. Why?

In the conditions of modern society, the need for mastering foreign languages has sharply increased. In this regard, it is necessary at each lesson to develop the skills of communicative competence, which includes all types of activities in the system: speaking, listening, reading, writing. Since the changes that have occurred in the social situation of modern country have increased the requirements for the development of an all-round personality. This means that society needs people who are able not only to quickly navigate in space, independent and proactive, but also have a creative attitude to reality. Therefore, it is necessary to develop students' creativity.

Critical thinking in educational activities is understood as a set of qualities and skills that determine the formation of "evaluative, reflexive thinking", for which knowledge is not the final, but the starting point, reasoned and logical thinking, which is based on personal experience and proven facts. Critical thinking is a complex thought process that begins with obtaining information and ends with making a decision, forming one's own positions. This is the ability to analyze information from the standpoint of logic and a personality-oriented approach in order to apply the results obtained to both standard and non-standard situations, questions and problems; it is the ability to pose new questions, develop a variety of arguments, and make independent thoughtful decisions.

In the general structure of motivation, the main motive and private motives are usually distinguished. Private motives are motives that arise during the educational activity itself and, according to researchers, possessing the highest degree of pedagogical activity. It should be noted that the emotional attractiveness of the educational process contributes to the development of episodic interest in students, undoubtedly, it also has a positive effect on the formation of a stable interest in learning a foreign language, turning positive reactions into a stable need. E. Grigorenko and R. Sternberg propose 12 strategies for the development of creative potential that can be used as the basis for teaching creative thinking.

Using these strategies, principles, the teacher will not only be able to increase the likelihood of unlocking the creative potential of his students, but also to strengthen the creativity in himself. Basic principles: - be an example to follow; - to encourage doubts arising in relation to generally accepted assumptions and assumptions; - to allow making mistakes; - to encourage reasonable risk; - include in the curriculum sections that would allow students to demonstrate their creativity; - to check the acquired material in such a way that students have the opportunity to use them; - to encourage the ability to find, formulate and redefine the problem; - to encourage and reward creative ideas and results of creative activity; - provide time for creative thinking; - to encourage tolerance of uncertainty and incomprehensibility; - prepare for the obstacles encountered on the way of a creative person; - to stimulate further development; - to find a correspondence between the creative person and the environment. It should be noted that the development of creative and

inventive abilities multiplies the effectiveness of the lesson, creates conditions for revealing the personality of students, develops them intellectually.

Creative activity involves the development of the emotional and intellectual spheres of the individual. This is one of the main tasks of the modern educational process. Educational activity at high school requires the use of specific technologies, lessons that provide a solution to this problem. These are creative lessons for the formation of creative thinking and the development of creative abilities of students.

The "Development of Critical Thinking" technology orients the teacher and the student not only to the active participation of each in the learning process, but also to the cooperation of the teacher and students, to create comfortable conditions that relieve psychological stress. Working with the "Development of Critical Thinking" technology, the student realizes his needs and opportunities to learn to solve his problems on his own, and also learns how to assess his own performance. Using this technology in the classroom, the teacher develops the student's personality in the process of teaching a foreign language, resulting in the formation of communicative competence, which provides comfortable conditions for cognitive activity and self-improvement.

Using some techniques of forming critical thinking in foreign language lessons, students receive 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, and respect the opinions of others.

CONCLUSION. Thus, the creative nature of the tasks offered during various contests, games and competitions contributes to better memorization and assimilation of various grammatical phenomena, the expansion of lexical stock, the development of monologue and dialogical speech, and also opens up wide opportunities for individual work of students. [3, p. 101] The use of the technology "Development of critical thinking" in a foreign language lesson allows us to form the ability to think logically, express our thought, our opinion coherently and clearly; memorize and evaluate facts, independently working on new material; be able to defend their position.

The current use of such collective forms of work (learning in cooperation) contributes to the implementation of educational goals of learning: students become subjects of communication, learn to perceive, comprehend and evaluate the position of another person, to regulate their behavior according to the conditions of communication. In this type of activity, a person of culture is formed - a creative person.

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