

**THE DEVELOPMENT OF STUDENTS' CREATIVITY BY MEANS OF THE
FOREIGN LANGUAGE LEARNING**

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The article deals with the experience of teaching a foreign language at Krasnoyarsk state agrarian university in order to develop the creative potential of students. The author offers several activities that on the one hand contribute to the development of students' creativity, and on the other – increase the motivation to learn the language.

Key words: *foreign language, university, creativity, business game, writing, communicative competence.*

**РАЗВИТИЕ КРЕАТИВНОСТИ СТУДЕНТОВ ПОСРЕДСТВОМ ИЗУЧЕНИЯ
ИНОСТРАННОГО ЯЗЫКА**

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В статье рассматривается опыт преподавания иностранного языка в Красноярском ГАУ с целью развивать творческий потенциал студентов. Автор предлагает несколько видов деятельности, которые с одной стороны способствуют развитию креативности студентов, а с другой – повышают мотивацию к изучению языка.

Ключевые слова: *иностраннный язык, университет, креативность, деловая игра, письмо, коммуникативная компетенция.*

In the framework of the student-centered learning and implementing Bologna Declaration provisions [3, p. 203-208] the main value of higher education should be a focus on the graduate, who has the necessity and the opportunity to go beyond the study, who is capable of self-development, flexible self-education (the so-called life-long learning), and mobility in different situations. The traditional way of learning from this point of view is ineffective, since it uses information and algorithmic methods of teaching for the transfer of social experience and is focused on the reproduction. Modern studies of higher education establish that the student needs to create conditions that would contribute to its inclusion in a different nature of creative activity, the disclosure of internal creative reserves [4, p.269-271].

The main components of the educational process are the teaching activities of the teacher, the educational activities of students and their interaction. Over the years, the question of the priority of a component has found different solutions. This was reflected in the appropriate teaching methods, which changed depending on which pedagogical ideas prevailed. At the present stage, there are directions focused on the

personality of the student, his interests, individual and psychological characteristics. These changes have dramatically affected the training, its organizational side, all the processes taking place in the classroom. The teacher becomes an active participant of pedagogical interaction, a communication partner to support communication and effectively manage it. This approach is increasingly understood by educators and is used in communicative teaching methods. Foreign language in our opinion is full of resources to develop the creative potential of the students and increases their motivation [1, p. 224-228].

Creativity as a communicative resource of a person needs to be developed in specially created forms of work [2, p. 175-177]. One of them may be training work. Training on the development of creativity involves the mandatory development of reflection, empathy, ability to open up, remove behavioral and emotional stereotypes. The main objectives of these trainings are awareness and overcoming barriers to the manifestation of creative resources in communication, the formation of skills and abilities in dialogue communication, and for the teacher – the formation of skills and abilities to create favorable conditions for the development of creative personality of students.

The condition for the acquisition of students in a relatively short period of a sufficiently high level of communicative competence is the development of their social and communicative creativity necessary for a person in communication – both in everyday life and in professional activities. The purposes of the use of creative tasks in the classroom in a foreign language are diverse. These are: training in the use of educational material (for example, learning phrasal verbs [5, p.252-255]; improvement of practical (speech) skills and abilities; increasing motivation for learning English; development of creative potential of the individual; developing rhetoric skills and skills of argumentation; etc.

At the present stage of learning a foreign language requires innovative methods, approaches, technologies. It is necessary to note among them: Internet technologies, remote educational technologies such as Moodle platform [6], [7], authentic materials, use of modern electronic reference materials, presentations by means of multimedia, active methods of training, use of the business games including the program of the solution of problems, researches, discussions, etc. In modern methods of teaching writing in a foreign language the so-called “creative letter” has become very popular. It means the exercise of the productive nature of various degrees of complexity, diverse in form and content, often in the form of a game. We consider it necessary to develop the culture of writing letters because young generation, who is used to communicating through messengers and sms without observing etiquette rules, can’t write a business letter observing all norms.

Using “creative letter”, methodists pose specific questions: when to write, how much and for what purpose; whether the letter will give pleasure and to whom? The distinctive features of these exercises are that they are certainly in written form, the contents of speech are of creative character, interesting and exciting for both students and teachers. Funny stories can be written collectively and letters can be written to fictional characters. For example when celebrating “Halloween” with students we ask them to write a “horror story” about somebody from the group. It is necessary not to

forget the three most important conditions for the introduction of creative writing in the classroom: learning objectives, principles, methods and techniques of training, as well as training control. Writing a letter is a very successful form of exercises that are multifunctional. To learn how to write a letter you need to start with a series of speech exercises. In the first stage can be an exercise in memorizing verbal formulas, and clichés used in the letter, form the written appeal to the addressee, expressions of gratitude, acknowledgement of receipt of the letter, hope for a speedy answer, etc. This is followed by the display texts of the letters to identify the patterns of various letters, highlighting sentences, supporting ideas, key words. Students analyze the texts of letters, give a description of their authors, determine the nature of the letter (personal, family, business, problem; letter of gratitude, congratulations, invitations, etc.), analyze the means of presenting thoughts in different style and nature of letters, means of transition from one thought to another, etc. At the second stage, you can propose a plan of writing, using sample phrases and keywords. Forms of address and other clichés should correspond to the content, structure and style of the letter. At the next stage of the work, students make a collective letter, then thematic letters on the given situations, letters of diverse nature (personal, family, business), a letter of response to the request or wish of the addressee, a letter of initiative or a letter of response on a specific issue based on a specific addressee. It is possible to compose letters to different recipients with different target settings, but with the same content or with changes in the same text of the message. It is necessary to work on drawing up questions to the addressee, to determine their place in the letter. At the last stage it is supposed to have a collective or individual correspondence, connecting e-mail. Thus, to learn to fix oral speech, including writing personal and business letters, fill out questionnaires, write a brief and detailed autobiography, application for employment or study, etc. – all these are the main goals of teaching writing, which also plays an auxiliary role in teaching reading, speaking, grammar, vocabulary.

Creative writing helps to learn a new topic better; to argue correctly and logically build a statement; to overcome the “difficulties of writing” if the thoughts are running out; if what you write seems uninteresting; to cope with the fear of the “white sheet”. If you correctly define the goals of teaching writing, take into account the role of writing in the development of other skills, use exercises that fully correspond to the goals, perform these exercises at the appropriate stage of training, then oral speech gradually becomes richer and more logical. The auxiliary role of writing performs in the development of grammatical skills, when performing written tasks from simple cheating to tasks that require creativity, which creates the necessary conditions for memorization. Without reliance on writing students find it difficult to keep in mind the lexical and grammatical material. The ability to express in writing their thoughts in a foreign language should be developed consistently and constantly.

The business game is another technique that can be used as a means for the development of students’ creativity in the classroom in a foreign language. It is the spirit of competition that disposes to insights that allow us to find original solutions. The assumed role helps the participant of the game to be “in someone’s shoes”. For example, we conduct the business game “Discussing contract terms” where students

are the representatives of two companies (American and Russian) and try to make a contract. From someone else's position, you can afford other, atypical criteria, which can then be transferred to other situations. Therefore, the games contribute to the formation of a different point of view on the situation, lead to its rethinking. The key point in business games is the ability to perform various roles, which excludes full identification with any of them. Games help to learn new methods of decision, as they do not have the risk and may be a temporary or partial change in their approach to disturbing problems, which means that some changes are made to the installation, i.e. opens the way for information previously unavailable. Of course, the types of communicative tasks depend on the conditions of training, materials, and first of all – on the personality and level of qualification of the teacher: the higher his qualification and more experience work, the more freely he operates various methods of training.

The condition for the acquisition of students in a relatively short period of a sufficiently high level of communicative competence, which would allow them to freely use a foreign language in any activity, is the development of their learning process is social and communicative creativity, necessary for a person, both in everyday life and in professional activities. The indicator of creativity is the ability to solve problems arising in the process of interpersonal communication, to find a way out of a difficult, sometimes conflicting communicative situation, the use of different tactics of behavior to achieve a specific goal.

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