APPLYING A CREATIVE APPROACH TO THE PROCESS OF LEARNING ENGLISH

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ANNOTATION

The article deals with the development of system-creative thinking in teaching English.Language education in a modern school involves updating the forms, methods and content of language education based on a person-centered approach with maximum consideration for the interests of students and based on the use of modern technologies.

Keywords: education, competence, creativity, approach, effectiveIndividual knowledge, the task , the modern world, the problem of learning.

One of the challenges facing modern education is the formation of graduates ' key competencies that are able to meet the needs of employers, which means that they are ready to effectively organize their internal and external resources for decision-making and achieving their goals. Using a creative approach to the learning process allows you to maximize the most important resource – human. The creative-value interaction most fully reveals the individual characteristics and creative abilities of each subject of the educational process, and the collective activity is enriched by mutual values, knowledge and experience, which leads to the creation of a creative product. [2]. The range of creative activities that have the potential to teach a professionally oriented foreign language is quite wide. Compliance with certain principles (the principle of change, randomness, associations, information retrieval, etc.) and the creation of certain conditions they contribute to the effective implementation of a creative approach in teaching a foreign language. One of the main tasks of higher education in the modern world is to achieve universal knowledge beyond geographical and political borders, mutual knowledge and interaction of cultures. Instrument for achieving the objectives is a knowledge of foreign languages, which enhances the professional competence of any specialist, opens access to resources of global significance, makes specialist competitive not only in national but also global scale, and together with communication competence the foreign language occupies a significant place in the list of requirements of employers to graduates. The problem of teaching foreign languages to students of universities pays a lot of attention, this direction is considered by experts in various planes. However, the use of a creative approach in teaching a foreign language in General and professionally-oriented in particular has not yet been sufficiently covered. [3].Creativity as a key component of the modern era is characterized by the creation of new ideas, not the appropriation of information. Creativity helps people cope with change, and since the world is constantly changing and has recently become more rapid, humanity will have to constantly look for creative solutions to emerging ambiguous problems. Until now, there is a contradiction between the Declaration of the importance of developing students ' creativity and the dominance of the reproductive style of interaction between teachers and students in the educational process of the University.

Applying a creative approach to the learning process does not require the use of expensive and complex equipment and technological innovations to develop the creative potential of students, it is much more important to maximize the most important resource located in each classroom – the human, a team of students and teachers with rich individual characteristics and creative abilities. Creating an atmosphere of trust between the teacher and students contributes to the emergence of a resonant creative-value interaction "teacher – student – group", which results in a harmonious coincidence of external environment conditions and internal needs of the subjects of the educational process. This interaction most fully reveals the individual characteristics and creative abilities of each subject of the educational process, and the collective activity is enriched by mutual values, knowledge and experience, which leads to the creation of a creative product. Our point of view echoes the opinion of N. V. Martishina, who believes that creativity contributes to a person's creative understanding of the accumulated experience of life, allows to solve various tasks productively, promotes the development of professional and personal mobility and predicting future innovations [4:38].

Linguistic creativity is a huge part of learning and using a language that we take for granted. R. Carter very accurately described linguistic creativity "not as just a feature of exceptional people, it is an exceptional feature of all people" [8:13]. We believe that creativity is an intellectual-heuristic quality inherent in every person to some extent, and can manifest itself in different forms and at different levels, and the task of the teacher is to stimulate and develop the creative potential of the student [1]. Creativity promotes students ' self-esteem, confidence, and self-fulfillment, which in turn leads to more engaged and effective learning. English teachers have several advantages that ensure the development of students ' creativity. First, language is creative by nature. Each idea can be expressed or communicated in different ways, and can provoke different reactions. Each sentence, phrase, or word expressed in written or oral form is created at a unique moment in communication and can be re-created, reformulated, paraphrased, or modified to suit the speaker's goals. Secondly, classes in a foreign language are not limited to a particular subject or knowledge. Teachers of a foreign language can organize their classes on various topics: Economics, management, law, and still focus on the language.Third, language classes easily involve students in creative situations. By creative situations, we mean situations that are close to real, in which students do not use well-known steps that can be applied almost automatically in order to achieve a solution to the problem. In creative situations, students need to offer multiple answers to a series of interrelated problems. They don't know what steps need to be taken to solve the problem, whether the problem has one crash or there may be several, or whether there is a solution at all.

Students simply don't face obvious situations where there is only a right or wrong solution. Creative teaching does not occur in a vacuum, it is necessary to create comfortable conditions for the development of creativity of both the teacher and the student. – Creating a relaxed atmosphere without criticism will allow students to feel more confident without worrying that they are making mistakes. - Defining the boundaries of activities that, paradoxically, allow students to focus on the necessary content and language, and not talk or write about everything. Encouraging students to Express their opinions about the work of their classmates in a Frank but friendly manner. Criticism should be constructive, without hurting the author's feelings. Encouraging students 'curiosity and " research activity". The teacher can encourage students to collect various resources (articles, books, magazines, websites) that may come in handy later. - Emphasizing the importance of independent work, since learning in the classroom is only the tip of the iceberg, much of the work is performed outside of the educational institution. Creativity implies regularity and regularity [12]. The range of creative

activities that have the potential to develop language learning is relatively wide. It is not possible to offer an exhaustive list of activities, but it is possible to adhere to certain principles that contribute to the development of various forms of creativity. For example the principle of change – changing the order of conducting classes, the usual routine, increasing some or reducing other types of work.

The principle of restrictions-the introduction of strict restrictions on any type of activity (limiting the number of words in the written work, the period of time allotted for the task, the number of materials used).

The principle of randomness – creating combinations of 10 randomly selected adjectives and nouns, making a story based on the received phrases.

The principle of associations is to match people's descriptions to phrases from dialogues that they might have said.

The principle of extracting information is to search for the maximum number of ways to use a known object, or use a certain amount of money [14].

Teachers usually select texts and activities for students, but sometimes students are not happy with this choice. To avoid the risk of spending too much time searching for and preparing materials that students are not interested in, ask students to find useful materials and decide which activities are more appropriate for them. In this way, students ' independence is developed and individual learning styles are taken into account. For example, to develop reading skills, you can ask students to find interesting and high-quality texts in the area of their professional interests. At this stage, the teacher, first, saves time on searching and selecting the text that will be interesting to the group, and second, can select from the proposed text those passages that are most suitable for teaching purposes. You can also ask students to identify problematic issues or issues that interest them and follow their needs. To help students identify these problematic issues, you can do the following: ask students to compare their texts with the texts of their classmates for similarities and differences, select one text and paraphrase it, highlight the main ideas of each text, discuss search strategies on the Internet, vote for the most interesting text, for the most difficult to understand text, for the text with the most use of any grammatical phenomenon, or for the text with the largest number of terms.

This approach to teaching a foreign language has several advantages: for both teachers and students, Teachers do not have to search for material that suits the needs of a particular group. Instead, they have a whole Bank of texts selected by the students themselves. Also, teachers are moving away from the traditional image of the teacher – "the truth in the last instance" and move to the role of facilitators of complex processes that are part of the process of teaching a foreign language. Students, on the other hand, are actively involved in searching for texts, they have to create their own quality criteria, they train in reading and critical thinking both individually and with a group in the audience. Each student works in the sphere of their professional interests, thus developing both linguistic and non-linguistic skills at the same time. Moreover, students are involved in situations of uncertainty, because they do not know whether they will find a suitable text, they need to formulate their opinion, make a decision, present the results to their classmates, and be ready to respond to their reaction. Taking an expert assessment can help students develop writing skills in various situations. For example, students should write a small text on a piece of paper (3-5 sentences) on a given topic (the studied topic, a summary of the text). This can be an abstract for an article on a specialty that fits into this format. Then pass the sheet to your neighbor, who should read the text of the classmate and suggest making two changes (note that changes do not always mean "improvement", you can write a synonym, correct an error, or add another version of what is

already known). Students are given a few minutes to complete this step. Then the students pass the texts several times, performing the same task with the sole purpose of not repeating the changes that their classmates suggested, they will have to put forward new proposals. The texts are then returned to the authors, who, after carefully reading the proposed changes, must decide whether to accept them or not. This is followed by a discussion of what changes they have accepted, what they have ignored, and what ideas have led them to new ideas.

This type of activity helps students understand that ideas can be expressed in different ways, and any way can be correct. Students may also realize that other students can help them see other sides and points of view that will help the author improve their text. Grammar teaching is usually associated with rules and exercises that offer students non-creative situations in which students can only apply one strategy to solve a problem, where their answers may be either correct or incorrect. In other words, they either succeed or fail. At the same time, students can be offered creative situations in which they can always succeed. Students are presented with a grammatical phenomenon that occurs in real life from a movie, book, video, or audio passage (for example, indirect speech or conditional sentences). Students should find similar examples from their favorite books, movies, audio recordings, or Internet resources. Students can post found examples or links in the group's forum. This type of activity immerses students in a situation that contributes to the development of creativity. They are encouraged to work independently in their area of interest. During the search process, students also develop critical thinking by deciding which movies to watch, which books to read, or which recordings to listen to. Again, they find themselves in a situation of uncertainty, because they do not know for sure whether they will find such an example. In addition, there can be no right or wrong answer in this situation, since they can find either a similar example or variations of this grammatical phenomenon, for example, instead of a conditional sentence of the third type, they can find a sentence of the second type. In addition, it should be noted that this type of activity has a number of advantages for the teacher, as it helps to save time and expand the collection of materials for future use. But the most important thing in this situation is that students do not get into a"right – wrong" situation, because if they have found examples, they have already succeeded. Even those students who didn't find the right examples, but made their own list of movies, books, or audio files they worked with, were also successful. The reason for everyone's success is that the true goal is not to find a few sentences or phrases with a correctly used grammatical phenomenon, but to have students spend time thinking and focusing on a specific grammatical phenomenon from a real context.

This type of activity shows that students usually don't pay attention to grammar when watching their favorite movies or videos, although they can be effective language learning tools. Learning a new vocabulary can take place in different ways. For example, you can search for synonyms for a specific word in the following way: the group is divided into subgroups, each of which must write as many synonyms as possible for a given word by the teacher in two minutes. Then the lists of synonyms are checked and the largest one is selected. All synonyms are written on the Board, and the differences between them and their use in the sentence are discussed. After that, students must come up with sentences with these synonyms. This type of activity can be used when students repeat the same word in oral or written speech. The following discussion helps students understand that synonyms, despite their similarity, still have meanings, and therefore can be used differently in different contexts. Higher education is designed to play a leading role in training specialists for a new type of economy, and therefore, with the changes taking place in the economy, there is an urgent need for changes in

the education system. To successfully achieve these goals, it is important to review not only the content of programs and teaching methods, but also the training of a teacher who is able to develop and change the content of the curriculum, be critical of the selection of teaching materials, make independent decisions, flexibly plan the educational process, take into account the needs, capabilities and abilities of students, encouraging them to think, experiment, and generate new ideas.

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