

The Role of Innovative Approach in Developing of Creative Skills

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Abstract

The technology in general and methods of creative thinking in particular are described in this research paper, as well as what tasks are used for the development of critical thinking of the students who learn English as a foreign language. The works of many specialists and scientists in the sphere were studied, analyzed and used in the course of the research. A number of tasks are analyzed in the article that are recommended for the teachers to use in the classroom for the development of students' creative skills.

Keywords: creative thinking, strategy, creative process, method, creativity.

1.0. Introduction

Creative thinking has been manifested in human activity since ancient times. The most important setting of developmental learning is considered to be the principle of the creative nature of development (Maley & Bolitho, 2015). The child should not learn from someone else's experience, but create their own, using their creative abilities. Creative activity, capable of generating unique experiences and unique knowledge, gives the child the opportunity to fully and in due time realize their potential, revealing all their abilities. According to Cropley, creative thinking is found where there is inspiration, born of success (Cropley, 2011). To arouse this inspiration in students, to awaken the craving for knowledge, you can use bright and unusual didactic material, as well as through the use of non-standard tasks that arouse interest in the very form of work.

2.0. Creative Educational Environment

The goal of the creative educational environment is to teach the child to think beyond the stereotypes, to instill the desire and ability not only to adapt to the existing conditions, but also to find solutions to existing situations, both in the educational process and in everyday life (Avila, 2015). Education is not just a set of learning and education processes, but a special environment of life activity, where the student acts as an equal subject of learning with the teacher. The concept of the "ideal teacher" (Baez, 2004), who knows exactly the answers to all questions, being the "truth in the first instance" (Ghonsooly & Showqi, 2012), is a thing of the past, and the creative personality, flexible for self-development, having the right to make mistakes, but living in an eternal creative search and seeking co-creation with students, comes to the fore. Such a teacher can create a creative educational environment in which children will strive to overcome the forces of the template and to develop their creative potential.

What is "critical thinking"? The problem of development creative skills of the learners was largely investigated in previous research by different specialists (Koestler, 1964; Facione, 1990; Halpern, 1993; Elder & Paul, 1994; Atkinson, 1997; Amabile, 1998; Sternberg, 2001; Xerry & Vasallo, 2016; Gnadimathi & Zarei, 2018). But many questions stay in the shadow by now, even concerning the definition of the term itself. Today, in various scientific studies, you can find a definition of the term "critical thinking". De Bono defines critical thinking as directed thinking, it is characterized by balance, logic, and purposefulness, it is distinguished by the use of such cognitive skills and strategies that increase the likelihood of obtaining the desired result (De Bono, 2015).

3.0. 'Pre-Creative' Qualities

In order for the student to use his critical skills, it is important to develop a number of qualities in him, among which Dede highlights:

- Readiness for planning. Thoughts often arise randomly. It is important to organize them, to build a sequence of presentation. Orderliness of thought is a sign of confidence.

- Flexibility. If the student is not ready to accept the ideas of others, he will never be able to become a generator of his own ideas and thoughts. Flexibility allows you to wait for judgment until the student has a variety of information.
- Perseverance. Often, when faced with a difficult task, we postpone its solution for later. By developing perseverance in the tension of the mind, the student is sure to achieve much better results in learning.
- Willingness to correct your mistakes. A critical person will not justify their wrong decisions, but will draw conclusions, use the mistake to continue learning.
- Awareness. This is a very important quality, which implies the ability to observe oneself in the process of mental activity, to track the course of reasoning.
- Search for compromise solutions. It is important that the decisions made are perceived by other people, otherwise they will remain at the level of statements (Dede, 2009).

4.0. Sample Tasks to Develop Students' Critical Skills in EFL Classroom

Nowadays, creativity is one of the skills which makes us stand apart from others and have better chances for a good life (Lai, 2009). We need to be creative both at work and in the family to tackle everyday issues. Unfortunately, traditional classrooms do not always value creativity, and sometimes even hold it back. "Our role as teachers is to nurture creativity at every opportunity" (Rezaei, Derakhshan & Bagherkazemi, 2011). Here, I will come up with a number of tried and tested activities in EFL classes which boost students' creative skills.

Make Predictions. This simple technique nurtures creativity and critical thinking. You can ask your students to guess what comes next in reading assignments (fiction, essays, informational articles) as well as video segments you play in class (movies, television shows, recorded dialogues). They usually come up with very interesting scenarios.

Take Two Sides. Take a controversial statement and challenge your students to list some reasons in support of the statement as well as some reasons against it. This will help them to think beyond their own opinions.

Creative explanations. Vocabulary words can be taught in many creative ways. For example, verbs such as *walk*, *tiptoe*, and *skate* can be practiced with the help of the following instructions:

- Show me what it's like to walk in deep snow. Show me how you might walk on hot sand.
- Imagine that you're tiptoeing past a sleeping polar bear.
- We're on a frozen lake in Antarctica. Let's skate with the penguins! (Halvorsen, 2005)

This type of activity will work great especially with kids since they «need» TPR approach to be more involved and enthusiastic.

Big Questions. The teacher boards so called big question, for example, 'How do people have fun?' Students explore the many ways that people have fun around the world. During the discussion, they may come to the subject of celebrations. They may discuss the following questions on celebrations:

- What is a celebration?
- What do people celebrate in your area? How do they celebrate?
- What is needed to make a celebration successful?

As a further step, the teacher gets students working together to plan a celebration. They must determine:

- What are we celebrating?
- What is our celebration called?
- Who is invited?
- How will we celebrate?
- What will we need to prepare?

As students plan, they also create. Students might create a poster, gather materials for their celebration and finally share what they have planned with the rest of the class.

Creative Writing. For this activity, I usually divide the students into two groups and board the beginning of the story: "It was a dark and stormy night." Then, students in both groups had three minutes to write a story and then hand it to their partners to continue writing about the same subject and complete the story. The group who had the best story with the best grammar and content would get points. This writing activity triggers not only creativity but also teamwork (Harper, 2014). There may be times when students can't come up with any writing ideas. In such cases, the teacher may prepare

some prompts for students. For example, some words, like «rain, car accident, lovers, alone at home, milk, neighbors». The choice of words can be quite wide. The teacher can also prepare a number of visual cues by choosing random pictures from online resources. The photos will also somehow guide those students who seem to have difficulties with creative writing tasks.

Students Creating Their Activities. From time to time the teacher may assign the group to create some revision or engaging activity for their peers on the topic of the lesson. They usually come up with guessing games, broken telephone, crossword puzzles, etc. When students create their own games, they get more involved and enjoy the learning.

Find a Connection. Finding connections between objects, concepts can create a range of great creative activities. The teacher brings a bag of random items to your class or draws up two lists of unrelated items on the board. In pairs or small groups, students select two or more items and explore different ways they can be connected. The results can be absurd, but the process is invaluable. From a language point of view, the functional language of similarity and contrast can be used (like/unlike, similarly, on the contrary, etc.)

Brain-writing. Brain-writing is an alternative to brainstorming where the learners first write and then discuss. It gives even the silent students time to express their creativity. How to brain-write:

- Get your students to write down a few rough ideas for solving a particular problem.
- Each piece of paper is then passed to the next learner, who reads it silently and adds their own ideas to the page then they pass the page on.
- Repeat until everyone or at least a few have had a chance to add. The notes can then be gathered, ready for discussion.

“A creative classroom is a joyful and motivating place” (Pardede, 2007), where learners feel empowered to learn, where all ideas are welcomed, and where learning is deep and meaningful creativity is a lifelong skill that our students will take with them into their adult lives to solve problems and help build a better world.

5.0. Conclusion

The use of such problem situations in the educational process makes it possible to form a certain cognitive need in students, but also provides the necessary focus of thought on an independent solution to the problem that has arisen. Thus, the creation of problematic situations in the process of working with the text ensures the constant inclusion of students in independent search activities aimed at solving emerging problems, which inevitably leads to the development of cognitive independence and creative activity, and this, first of all, affects the quality of students' knowledge. It is important that the student can apply the knowledge gained in the lesson, otherwise the learning process is useless. Thus, all these simple techniques that I use in my work, I think, contribute to the development of creative and inventive abilities of students, enrich them not only intellectually, but also personally. And, of course, our task in teaching a foreign language is to inspire, not to entertain, to teach, not to harm, to develop, not to score. It is important not to cut off the students' wings, but to create situations of creativity and success for them.

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