

## The Role of Creativity in Foreign Language Lessons

Astonova Guzalkhon Rakhmonalievna  
German teacher of Fergana State University

### Annotation:

The article discusses the importance of creativity in foreign language classes. Arts of creativity were analyzed and commented on.

**Keywords:** creativity, importance, foreign language lessons, language learners, courage, independence.

### Introduction

Creativity plays an essential role in the learning process. In the following I would like to clarify the term creativity and show the importance of this ability. Creativity is defined as a creative force or a creative faculty. It is often associated with linguistic competence and an ability that makes it possible to form and understand completely new, never heard sentences. Creativity and games even turn out to be the best tools through which solutions to many problems can be found.

In this case, if we are talking about the creative activity, we are talking about an activity in which something new is created, with subjective creativity in which the student discovers something new and objective creativity which should be objectively new, true, general and unusual, are to be distinguished.

### Main part

Objective creativity has a higher value, although subjective creativity should not be underestimated. Creativity can be represented as a complex of several skills.

It is important to distinguish between the specific abilities: 1. Sensitivity to a problem - as the ability to perceive the problems sensitively and to actively seek them. 2. Continuity - as the ability to produce a multitude of thoughts. 3. Flexibility - as the ability to produce different thoughts or use different processes. 4. Originality - as the ability to produce thoughts that are new, original and different from other schemes. 5. Elaboration - as the ability to carefully work out the thoughts. 6. Redefinition - as the ability to perceive or define problems according to different criteria than is normally the case.

In addition to this classification, other forms of creativity are listed, such as artistic creation, technical or scientific creativity and creativity in the field of thought processes and in training.

For a long time, creativity has been viewed as something extraordinary that cannot be influenced by the culture and environment. In reality, creativity is essentially dependent on the experience of wisdom and on one's own effort.

In addition, it is also important to distinguish certain human traits that characterize creative people, e.g. specific thinking and perception, independence in evaluation, openness to new experiences, verbal dexterity, impartiality, intuition, the ability to endure unclear situations, broad interest, lack of interest. Details, practical and concrete ideas.

In terms of the area of motivation, it is ambition, striving for success, dissatisfaction with a solution, emotional maturity, courage, independence, emotional and aesthetic sensitivity.

Furthermore, there are ingenuity, perseverance, enthusiasm, self-confidence, spontaneity, low level of anxiety, the effort to explain new processes and situations and a sense of humor.

From the experience of my acquaintances (parents who have several children), I find it interesting that many teachers consider the aforementioned characteristics to be undesirable in the children and students. As a positive influence of the family with many interests, these characteristics are to be valued very highly, but they also have to be controlled and thus the behavior of the child or the pupil is guided.

The interviewed parents are of the opinion that it is very important that the parents have different hobbies and leisure activities, and that they perform their duties between these activities, so that they can show their children the diversity of everyday life. Through the diversity, encouragement and appropriate upbringing in a free and open family atmosphere, parents can offer their children many opportunities to make their own decisions and to undertake independent activities.

As a result, parents can create a basis for creativity in their children.

## Discussion

### CREATIVITY IN THE CLASSROOM

When designing learning experiences, teachers can plan and frame curriculum and provide tools that give students options, voice, and choice in order to enable them to be creative. In my work in schools, I've found four things that successful teachers do to develop creativity in their students.

1. Set up learning activities that allow students to explore their creativity in relevant, interesting, and worthwhile ways. Classroom example: Fourth-grade students are presented with a sample of rocks. They are to devise tests to determine what kind of rocks they have based on the definitions they've studied. Students find their own ways to determine differences in hardness, color, and shapes.

Another classroom example: A kindergarten class creates a new illustrated book each week that celebrates a different member of the class or an adult at the school. Each book is full of pages drawn by each student. They have the full liberty of depicting what the person likes and how they perceive him or her.

2. Value creativity and celebrate and reward it. Classroom example: Third-grade students are learning about polygons and to see if they know the concept, the teacher takes them outside and gives each student a sidewalk chalk. Each student is given the task of drawing several examples of polygons on the driveway.

Once the students have accomplished this, the teacher tells the students to transform those shapes into something they love. The students want to show everyone their geometric-based kittens, robots, and dragons and then have an opportunity to explain to the whole class why they liked them.

3. Teach students the other skills they need to be creative. Classroom example: A second-grade class is learning about the concept of freezing. The teacher asks one question to get them started, "Does only water freeze?" The students then design an experiment to determine what other things freeze. The limit is that they can only use what they have in the classroom at the time.

The students come up with a list of things that they will leave outside to see if they freeze: water, juice, vinegar, glue, glass cleaner, toothpaste, and paper. Some suggestions they decide are already solids and shouldn't go outside: pencils, erasers, and books (but somehow paper stays on the test list). The next day, they discuss their findings and have engaging conversations about why the paper is stiff and the vinegar has not frozen.

The initial discussion among students about what might freeze fosters skills such as advocating for one's ideas and compromising. The follow-up discussion encourages deductive reasoning and active listening.

4. Remove constraints for creativity and give the students space and a framework in which they can be creative. Classroom example: A sixth-grade class produces Halloween costume plays. In order to wear costumes to school, the students have to write a play that incorporates each of their characters into a plot and then present the play. For instance, they have to come up with how a giant soda can and the superhero Wonder Woman will interact. The students love the challenge.

As a reliable indicator of creativity level, an actual production of the creative student is considered and the experienced teachers should recognize and support it in good time. A non-profit association that was founded on February 28, 1998 in Darmstadt (Germany) with its chairman Prof. Dr. Horst Geschka was founded as a society for creativity, and a priority

The aim was to make people more aware of the importance of creativity as a skill. For this reason, this society organized a series of conferences in several cities in Germany. Your topic "Creativity in School - Contradiction or Necessity?" presented them in September 2000 at the EXPO 2000 in Hanover. Her book "The World of Ideas", which is even accessible online, is best known.

The book lists twelve theses about creativity, including: that everyone has creative abilities that vary in type and extent. In childhood, creative talent is usually greatest and creative thinking and acting are the main motivational processes that lead to a sense of achievement.

In the magazine "ZeitGeist" some thoughts on Malta Born creativity expert Edward de Bono, who describes the following human characteristics as sources of creativity: innocence (characterizes their creativity in children), experience (through which the children can recognize what works, what brings success and what is best) and inner and external motivation, which is actually the will to think about opportunities for improvement, to look for alternatives, to be curious and to seek out possible explanations. The question arises as to what teachers can do for the development of creative students when they are restricted in a positive and negative sense by the school curriculum, although the curricula in the classroom allow some opportunities for experimentation.

## Conclusion

The teachers still have several options to arouse creativity in the students and still stick to the curriculum without any problems. B. Questions that show the teacher's interest and thereby arouse interest in the students and encourage activity. The satisfied students who receive an answer to their question are a reward for the teacher. Furthermore, it is about rewards, in which every expression of creativity in the students is to be rewarded. In this way, the teacher should encourage the students to feel that their thoughts are always valuable.

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