

Developing Students' Speaking Skills through Creative Thinking

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Annotation: In this article the problem of realizing the student's creative potential in the process of teaching a foreign language through the use of creative speaking exercises is considered. A solution to this problem is proposed through the introduction of creative thinking in the learning process. The main characteristics of creative thinking and its influence on the development of speaking are considered.

Keywords: education system, speaking, learning process, creative thinking.

INTRODUCTION

Modern trends in the education system, such as computerization and in formalization, lead to an increase in the amount of independent work of the student in the learning process. Such work can be expressed both in the accumulation of information obtained from various external sources (foreign literature, electronic educational resources, communication on foreign forums, trips abroad, etc.), and in the processing of information obtained using the internal sources of the university, aimed directly at teaching a foreign language (textbooks, media resources, etc.), for participation in various projects, research or development [1]. A variety of activities in the learning process and the dynamics of changes in the requirements of modern society for a specialist dictate the need for a student to form a creative approach when using professional skills and abilities and, consequently, the need to introduce into the educational process activities aimed not only at mastering ready-made knowledge, but also at developing non-standard thinking, creative abilities and personality traits.

Projecting this problem on the sphere of teaching foreign languages, it is necessary to note the presence of a communicative orientation, fixed by the state standard and confirmed by the steadily developing intercultural ties, as well as the experience of teaching foreign languages. Communication in any form becomes a form of competition in the modern conditions of the development of society, and a student who does not own this form of communication becomes automatically uncompetitive in the world market. The emphasis in teaching foreign language communication is unduly shifted to the oral form, and such a productive type of speech activity as writing is still given insufficient attention in foreign language classes.

Knowledge of a foreign language is an objective need of society, without which it cannot exist and develop normally. At present, in the context of expanding multilateral interethnic contacts, improving the quality of mastering a foreign language is of paramount importance and is one of the urgent tasks facing educational institutions. But the small number of hours devoted to the study of a foreign language, although today it is studied in many schools throughout the years of study, does not allow realizing the need of society for specialists who speak a foreign language. Thus, a contradiction arises between the sharply increased need of society to increase the level of foreign language competence, on the one hand, and the training system that does not justify itself, on the other. The need to improve the efficiency of mastering a foreign language has led to the development and use in practice of new technologies based on the development of foreign language abilities of students.

Learning English is becoming more and more relevant in today's society. It is the language of politics, economics and sports. It is impossible to do without it in international trade, the banking system and transport. The scientific world also cannot do without knowledge of the English language. Great prospects open up for people who know English. This is an opportunity to travel, communicate with people from different countries; it is an opportunity to receive information on the World Wide Web; read original sources or just watch an interesting film in English. And how many opportunities open up for communication online. All this contributes to the increasing role of English as an international language in the modern world. However, very often a teacher in a secondary school is left alone with numerous problems related to the optimization of the educational process.

DISCUSSIONS

The most painful problem that every teacher faces is the question of the student or his parent: "Why, while studying English diligently and having only fives, the student barely understands foreign speech, and is not able to express his thoughts at all?"

According to the concept of J. Guilford [3] and E. Torrance [5], creativity is considered as an original kind of thinking - the so-called divergent ("divergent, going in different directions") thinking, which allows for varying ways to solve a problem, leads to unexpected conclusions and results. Such thinking is opposed to convergent thinking, which is aimed at finding the only correct solution based on the analysis of many preconditions. Divergent thinking does not focus on a known or suitable solution to the problem, but manifests itself when the problem has not yet been disclosed and the way to solve it is unknown [4, p. 17].

We single out, in particular, the following components of creativity:

- ✓ ability to detect and formulate problems;
- ✓ fluency - the ability to generate a large number of ideas;
- ✓ flexibility - the ability to produce a variety of ideas related to different semantic categories;
- ✓ originality - the ability to put forward non-standard, rare ideas;
- ✓ the ability to solve problems based on the analysis and synthesis of information;
- ✓ The ability to improve objects or ideas by adding details.

Creative thinking, as mentioned above, differs in many respects from vertical - the traditional type of mental activity. With vertical thinking, a person moves forward, taking successive steps, each of which must be justified.

In creative thinking, a person uses incoming information not for its own sake, but for the result that it can bring. With this type of thinking, it is quite acceptable to make mistakes at some stage, but in the end still come to the right decision. With vertical thinking (in logic or mathematics), this is impossible: an error at any stage will have a sensitive effect on the result.

And, indeed, the teacher diligently selects various methods of introducing and activating vocabulary and grammar; uses modern pedagogical technologies for the development and improvement of colloquial speech; uses multimedia tools for introduction to the language environment, but the result leaves much to be desired - students still do not understand live conversational speech from native speakers. The conclusion suggests itself that we are teaching children a "dead" language, on a par with how medical workers learn Latin. There is a certain stagnation in the study of the English language. The solution to this problem lies quite shallow.

This is the modernization of teaching materials: collections of program and methodological materials; textbooks containing a systematic presentation of educational material; methodological manuals intended for the teacher and containing general recommendations for the development and conduct of lessons; workbooks for independent work of students.[1] Here, it is enough to introduce one additional section (module) of the textbook called "Modern Spoken English", where time would be allotted for learning pronunciation and intonation, which is an integral part of any language; abbreviations (Wonna, Gonna, Ain't, etc); apostrophe reduction system (S'pose (suppose), C'mon (come on), Bring'em (bring them), Havin' Walkin' Somethin', 'bout, descended from about 'cause of what happened because and others It would also be useful to introduce students to the process of assimilation, when, in the process of fast colloquial speech, the endings of words merge with the beginning of subsequent words, thus forming new sounds (ten pence has become 'tempence', word sandwich has become 'samwich'.[2] The sound [t] should be given special attention, even a new phonetic sign [ʔ] should be introduced, as it has a completely original sound, assimilating in the words and expressions "getting", "better" "get up", "sort of". Americans prefer replace the sound [t] with the sound [d] or omit it altogether. A more interesting British feature: the glottal stop. The sound [t] is replaced by the sound [ʔ]. If you can pronounce "bottle" like [bɒtl], then your speech is considered more "lively".[3] Knowing the above abbreviations would make it easier to understand live speech. But such a modernization is possible only if the ratio of theory and practice will lean towards practice.

It should be noted that huge changes are taking place not only in the field of phonetics. Language is a living organism in which vocabulary is constantly updated and changed. Take at least slang. These are words and expressions used by certain groups of people and living a full life in modern colloquial language, but not always used in literature.[4] The spoken language is updated annually, monthly, daily. Our textbooks do not keep up with this process. But more than 10 years have passed since its publication, and it is unlikely that the British use old sayings and proverbs in colloquial speech. And the gadgets that are described with such pride in the textbook, and which were used by our parents, only cause students to laugh. In other words, in our rapidly changing age, teaching materials should be updated much more frequently. At the moment, it is the teacher who has to adjust and update the curricula.

One of the important problems is the poor technical equipment of the foreign language classroom and the lack of the Internet, the presence of which, of course, would be an additional motivation for students.

In English lessons using the Internet, it is possible to solve a number of didactic tasks: obtaining information from the global network; improving the ability to correspond with native speakers from English-speaking countries; replenishment of students' vocabulary; development of speaking skills through communication with peers from English-speaking countries. Sites containing interactive games, animation, Skype, bring motivation to the study of this subject and contribute to the optimization of the educational process. And the teacher turns from a carrier of knowledge and information into an organizer of activities to obtain the necessary knowledge from Internet resources. The problem of technical equipment, of course, is being solved, but very slowly and it is no secret that the name of this problem is insufficient funding. In the meantime, our students have a fear of real communication with native speakers, so they simply avoid this communication.

Thus, very few students leave school with a good command of the English language. The set of problems, some of which are highlighted above, significantly hinder the effectiveness of teaching at school. Whether we blame the state, regional and municipal structures, parents, or the incompetence of teachers, the situation must be changed. No state-of-the-art pedagogical

technologies will help a teacher burdened with routine paper reporting and a thirty-hour workload to cope with the modernization of the learning process.

CONCLUSION

It should also be noted that in order to develop speaking skill through creative activities the teacher needs to create specific conditions in which the student could prove himself as a highly creative person. In our opinion, the practical implementation of creativity is possible if certain requirements for the learning process are taken into account. First of all, this is the creation of a healthy psychological climate in the team, a climate of mutual trust and understanding. This task should be solved by teachers, teachers and psychologists. The conditions for the development of creativity are interrelated with the interaction between group members. In this case, we are talking about the student body. These principles imply the following: admiration for every idea, similar to admiration for the first step of a child, that is, it involves positive reinforcement of all ideas and answers; the use of error as an opportunity for a new, unexpected look at something familiar; creation of a climate of mutual trust, non-estimation, acceptance of others, psychological security; ensuring independence in choice and decision-making with the possibility of independent control over their own progress.

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