

Section 3. High professional education

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DEVELOPMENT OF STUDENTS' CREATIVE ABILITIES IN FOREIGN LANGUAGE LESSONS THROUGH ENGLISH LITERATURE

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Abstract

The purpose of the research. Developing students' creative abilities in foreign language classes at universities in the Republic of Karakalpakstan based on elements of the synectic model using English literature.

Research methods. In the process of studying the problem of developing students' creative abilities based on materials from English literature, theoretical, empirical and statistical methods were used.

Research results. By working with fragments of literary works, students not only improve their knowledge of the English language, but also develop critical thinking and improve their creative skills.

Practical application. Throughout the lesson, students reflect, express their judgments, compare facts, draw conclusions and communicate in a foreign language.

Keywords: *creativity; synectic model; extracurricular activities; English literature; critical thinking*

Introduction

Today, the problem of developing students' creative abilities in the process of learning English is of particular relevance. In modern conditions of the pedagogical process of a university, it is a significant scientific problem, cultural and socio-pedagogical significance. The development of students' creative abilities is impossible without generalizing the experience of using English classes in the system of education and upbringing.

The study of the English language, the history of its development, folk culture and everyday life must be considered not only as an activity of students aimed at learning English, but also as one of the conditions that ensures the teaching of a foreign language and the development of students' creative abilities on specific life material.

"Creativity", "creativity" – these concepts in modern society are indicators of professionalism. After all, it is the ability to create

and create that we consider an attribute of giftedness and talent. Creativity (from the English create – create, create) is the creative abilities of an individual, characterized by the ability to accept and create fundamentally new ideas that deviate from traditional or accepted patterns of thinking and are included in the structure of giftedness as an independent factor, as well as the ability to solve problems that arise within static systems (Kazakevich O. M., 2015. P. 61–65).

Materials and methods

Innovative forms of education are characterized by high communicative ability and active involvement of students in educational activities, activate the potential of knowledge and skills of speaking and listening skills, effectively developing communicative competence skills. This promotes adaptation to modern social conditions. The basis of any innovative activity is creativity. Creative activity involves the development of the emotional and intellectual spheres of the individual, which requires specific technologies that provide a solution to this problem. One of the innovative methods that promotes the acquisition of non-standard thinking skills and the ability to solve various problems of everyday life and professional activity is synectics.

The author of the synectics method, American inventor William Gordon, in the early 50s of the 20th century, in the process of research, proved that individual and collective creativity are similar to each other. The term “synectics” means the unification of heterogeneous elements; it is based on socio-psychological motivation and collective intellectual activity. The scientific works of such researchers as D. Amen, S. Amond, W. Gordon, D. Gamon, N. Doidge, A. Osborne, C. Phillips, A. Hyman, S.A. Petrova, I.A. Yasinskaya are devoted to the consideration of issues of synectics.

The use of synectic model tools in foreign language lessons helps to create a creative atmosphere, expand knowledge in the field of study, activate mental activity, develop students' associative thinking in finding the right solution to a problem, and develop cognitive interest. It should be noted that only a detailed study of relevant topics helps to go beyond the traditional lesson and use En-

glish as a means of developing the student's creative abilities, his communication skills, broaden his understanding of the countries of the language being studied, and cultivate a respectful attitude towards their culture.

In our study, the content of extracurricular activities emphasizes the practice of realizing students' creative abilities through cultural studies material on the country of the language being studied. At student age, the main means of developing cognitive interest among students is texts. Thus, students are offered an overview of the culture of England and especially detailed knowledge of individual outstanding phenomena in the artistic culture of the country. For example, in the field of English literature.

In this article, we propose to use synectic features when working with literary text. The use of synectic features makes it possible to predict the content of the text with which students will have to work, using all kinds of associations. Associations are built on the meaning of words, phrases, expressions. In the process of textual activity, the means of the synectic model help to analyze the problem, question, task under study through the creation of analogies, i.e. during the discussion, students have the opportunity to apply new non-standard solutions to solve the problem (Protasova N. V., 2018. P. 134–137.

The use of the synectics method should be based on several main points:

- 1) Initial presentation of the problem.
- 2) Consideration of the problem and providing students with the necessary introductory information. It is possible to involve various sources of information.
- 3) Searching for ways to solve the problem: consideration of options proposed by students, comments from a teacher or expert considering the possibility/impossibility of using solution options.
- 4) Rephrasing the problem: everyone offers their own formulation of the problem under consideration.
- 5) Creation of figurative analogies: students find metaphorical analogies for the phenomena of a problem situation: direct, personal, symbolic. According to Gordon, in the absence of these mechanisms, attempts to formulate and solve problems are futile. These mechanisms act as unique mental operators

that activate creative processes (Kazakevich O.M., 2015. P. 70–71):

– creating a personal analogy: putting yourself in the place of the main character of the work, transferring feelings, mood, difficulties to yourself (the success of this type of activity directly depends on the empathic abilities of students); with personal identification with the elements of the problem, the student is freed from the mechanical, outside of its analysis; imagining yourself as an object does not mean calling yourself any part of a certain system; what is important is understanding the difficulties and undesirable effects through identification with your difficulties. In other words, one enters the image, which is a rather complex and lengthy process that requires training (an example of using a personal analogy: what the hero of *Oliver Twist* thinks, not just “portray” his hero, but how to become one – to feel and think not for himself, but for your character.

– direct analogy: involves a simple comparison of two objects, a work or characters and a search for commonality between them: For example: a dress is like the foliage of a tree, because in the spring a tree dresses up.

– creating a symbolic analogy – unexpectedly and vividly describing an object or phenomenon from an original perspective; the problem is described using objective and non-personal images. As examples of symbolic analogies, one can turn to linguistics, where these combinations are called “oxymorons.” For example:

– What is fog?

– This is Night during the day.

– creating a fantastic analogy: the use of fabulous, fantastic means and analogies in artistic implementation.

The use of the synectics method in classes imposes certain requirements on their organization: tasks selected for work presuppose the rejection of stereotypes; when creating symbolic images, students are given freedom of choice; the teacher should refuse to evaluate the accuracy of images; ensuring an atmosphere of cooperation and acceptance of the opinions of other group members; activating the mental activity of students through various non-traditional means. The teacher should be focused on using various techniques in order to create a calm and benevolent atmosphere;

at the same time, it is necessary to abandon stereotypical thinking and perception, and motivate creative and innovative analysis (Maley A., 2001. p. 42). Using the synectics method, the teacher must have a certain skill, the ability to stimulate the creative imagination of students, be able to ask questions, clarify, tactfully give remarks that help stimulate the attention and imagination of students.

The selection of literary texts in teaching English can be made on the basis of different criteria. D. Colley and S. Slater believe that teachers should take into account both the cultural significance of the text and its ability to interest students (Collie J., Slater S., 1987. P. 53–54). A. Meili also strongly recommends that when selecting texts, we rely primarily on the interests of students (Maley A., 2001. P. 132–140). As for the age of the texts, N. Zagryadskaya (Zagryadskaya N.A., 2017. P. 21–23) considers it possible to use works from different eras.

We used outstanding works of English literature: W. Shakespeare – “*Romeo and Juliet*”, “*Hamlet*”, “*King Lear*”, “*Othello*”, “*The Taming of the Shrew*”; stories by Charles Dickens, Robert Louis Stevenson, Arthur Conan Doyle, Herbert Wales, Oscar Wilde, Rudyard Kipling and others (Chesterton, Wales, Kipling, Jerome). The *Odysseys* and *Chronicles of Captain Blood* by Rafael Sabatini; Fleming Ian – “*James Bond – Agent*”, Gordon Dixon – “*Wild Wolf*”, John Boyd – “*The Last Starship from Earth*” and others.

In our research work, texts are selected and distributed among students taking into account their individual abilities and practical experience. In some cases, students themselves took the initiative and chose texts according to their interests.

Results

By working with fragments of literary works, students not only improve their knowledge of the English language, but also develop critical thinking and improve their creative skills. Such forms of working with text are used as retelling the content of the text, filling in gaps in the text, discussing what has been read, in-depth analysis of the text, making suggestions about how the story will end, and writing a text that differs from the author’s ending.

The use of synectic features makes it possible to predict the content of the text with which students will have to work, using all kinds of associations on the meaning of words, phrases, and expressions. In foreign language lessons, using elements of the synectics method, the teacher acts as a synector, motivating students to find new solutions and involving them in the discussion process. Throughout the lesson, students reflect, express their judgments, compare facts, draw conclusions and communicate in a foreign language. We consider the use of elements of the synectic method in teaching literary texts as a motive for acquiring new

knowledge through the means of a foreign language.

Conclusion

In conclusion, we note that we consider synectics as a method of cognition, an active method of learning, a tool for developing students' cognitive interest and creative thinking. The significance of the synectics method for the educational process is due to the ability to increase the level of receptivity to new ideas, non-standard solutions, the readiness and ability to support and implement innovations in various areas of life, including the professional sphere.

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