



# Development Of Foreign Language and Creative Thinking on Students of Higher Educational Institutions

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## **Abstract.**

In this article, considerations and opinions on the development of foreign language and creative thinking among students of higher educational institutions are substantiated. The importance of creative thinking for students is reflected in this article.

**Key words:** creative thinking, individual thoughts, beliefs, linguistic-psychological, communicative competence, mental, physiological.

## **Introduction**

The main goal of the higher education system is to provide high-quality training of specialists in accordance with professional tasks arising from the needs of society and the state. Today, the priority direction of education development is the creation of innovative educational technologies that meet the challenges of time and the modern labor market. In the course of our research, we deviated from the traditional grammar and translation method of teaching a foreign language in higher educational institutions and specific monotonous exercises and templates for performing tasks that do not contribute to the development of flexibility, speed, originality, productivity and predictive thinking. We tried to move away from the technique. We believe that avoiding the inertia and template of the audience's thinking, and achieving bright and lively foreign language speech can be achieved through purposeful work, improving the relevant indicators of the audience's thinking.

## **Materials and review**

When we talk about the use of thinking in the professional activities of future professionals, we must not forget that one of its leading components is communication.

Now a number of new ways of developing communicative competence in accordance with active and intensive learning are being formed in psychology and teaching methodology. The most interesting from our point of view was the "linguistic-psychological" method of teaching speech in a foreign language - integrative linguistic-psychological training (ILPT) of the linguist and psychologist I. M. Rummyantseva. It is based on the author's "integral model of speech", the essence of which is that speech is not only "a linguistic code, a semiotic system, a form and means of communication", but also "the highest mental function, mental and physiological process, activity and behavior" - actions, as well as a personal characteristic in the organic unity of these aspects. Using ILPT-integrative linguistic-psychological techniques and a system of exercises, the author of the method develops all the emphasized aspects of speech: language, mental, physiological, communicative, behavioral, activity, personal, etc. In developing the methodology of teaching foreign languages based on home reading materials by developing the creative thinking of listeners, we were based on the integrative theory (model) of speech and the integrative linguistic-psychological training (ILPT) of I. M. Rummyantseva. His mental processes (feelings and sensations, attention and memory, thinking and imagination and emotions) contribute to and accompany the emergence of speech, affect the development of organic speech components.



The scientist says that speech is included in the general structure of the human psyche and mind, therefore, to effectively study speech, all cognitive (perception, attention, memory, thinking, imagination), psychodynamic (motivational, stimulating, emotional, mysterious) and it is necessary to develop and correct communicative processes. J. Gilford (1967), P. Toranza (1974), F. Baron (1988), R. Sternberg (1988) and other scientists say that the manifestation of the creative process is characteristic of all people at the moment or it is only individual at certain times. Whether it is available to individuals remains controversial. This question is important for us, because if it is answered positively, it becomes possible to manage and "teach" the creative process, which, according to K. A. Torshina, "is beneficial for everyone and increases the chances of survival of the whole society" [Torshina, 1998, P. 125].

According to E. De Bono, creative thinking includes skills, natural gifts, and character traits. Of course, not everyone is Pushkin or Leo Tolstoy, but the creative side of thinking is available to each person to one degree or another, sometimes only in the form of a deposit, and it can be developed. Therefore, as E. De Bono wrote, most people can achieve a certain level of creative thinking. According to E. De Bono, for creativity to be convenient and practical, it should be seen as one of the methods of using the mind. Purposeful improvement of the creative thinking skills of everyone is possible and necessary, because creativity can be developed.

Therefore, the factors necessary for the development of creativity are of interest to us. I. A. Beskova "how to think creatively?" emphasizes its importance as follows: • "accumulation of knowledge, intellectual and cognitive ability, expansion of the horizon;

- to have the most diverse experience;
- the ability to form individual thoughts, beliefs and even fantasies based on accumulated experience".

We are also interested in the opinion of R. Sternberg, who believes that the creative expression of personality is determined by six main factors:

- 1) intelligence as an ability. The author believes that intelligence and creativity constitute a single factor;
- 2) knowledge;
- 3) way of thinking;
- 4) individual characteristics;
- 5) motivation;
- 6) external environment [Sternberg R., Grigorenko E., 155].

R. Sternberg, like de Bono, believes that creativity requires independence of thinking from stereotypes and external influences, as well as a creative environment, without which creativity is impossible. The creative environment is the creation of favorable psychological conditions, a certain favorable psychological microclimate, and individual stimulation of work for the creation, formation and realization of students' creative potential. Scientists say that intelligence, which interacts with motivation, significantly increases the level of creativity. We have developed active teaching methods with the help of role-playing games, problem games, Brainstorming, which help to create involuntary interest in the audience.

Thus, the active creative environment in which the listeners are immersed encourages them to work actively.

### **Conclusion**

When setting the pedagogical goals and objectives of improving the teaching of speech in English through the development of creative thinking, it is necessary to clearly imagine what components of creative thinking we should pay attention to in order to develop them. In developing our system of linguistic and psychological exercises, we proceeded from the advanced definition of creative thinking, the specific characteristics of creative and



professional thinking (plasticity, originality, speed, mobility, flexibility, etc.). Because creative thinking, according to E. I. Fedotovskaya, implies the following skills:

- "thinking experience, spatial imagination;
- transfer knowledge independently to solve a new problem, problem, find new solutions;
- the ability to combine previously known problem solving methods, problems in a new (complex) way;
- the ability to work more effectively with conflicting information;
- the ability to resist the tendency to make habitual judgments about familiar things;
- the ability to resist stereotypes, ways of thinking and not be afraid to reject anything that clearly contradicts them.

Thus, we once again come to the conclusion that the level of a person's learning depends on his intelligence, the level of development of his abilities and knowledge processes, and his creative potential, and we confirm our point of view in the works of many modern scientists.

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