

Creativity Development: The Role of Foreign Language Learning

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ABSTRACT

The relevance of the present research stems from the need to consider the ways of preventing conflicts between the objective necessity of development of students' creative activity in the learning process, and insufficient development of pedagogical conditions for its effective implementation in theoretical and methodological terms. The article is aimed at summarizing the study of creativity development by means of the foreign language. A set of methods was used in the paper: theoretical (analysis of the philosophical and methodological literature on the issue; projecting), empirical (questionnaires, interviews, testing, an experiment), methods of mathematical statistics. Experimental work covered in total 58 students and included three stages: summative, formative and controlling. The results of the experiment show that the system of exercises developed for boosting the student's creativity proved out effective, and the selected indicators characterizing the creative activity of students reflect considerable growth. The authors also proved that the goal of foreign language teaching in higher education is both practical knowledge of the target language, and the development of the student personality. The practical significance of this research involves developing the complex of effective means, forms and methods of teaching and learning activities of students in the process of learning a foreign language in the framework of the theory of development training, and the use of the materials received in the course of study by teachers in the higher and secondary vocational schools.

KEYWORDS

Creative tasks, creativity, education, foreign language teaching, fostering creativity, personal development

ARTICLE HISTORY

Received 14 February 2016
Revised 10 April 2016
Accepted 20 April 2016

Introduction

Foreign language as the means of development of students' creative activity has a special place in the system of higher education and is essential for developing their creative potential. The classic teaching style is no more effective under new conditions, and it is necessary to acquire 'the new educational paradigm, that provides cognitive activity and independent thinking of students, the ability to learn continuously and to define themselves not only in the sphere

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of professional activity but universal human values as well' (Ostroumova, Nizamieva & Nazarova, 2014)

The role of information and knowledge at all levels and in all areas of social development becomes more crucial with the development of science-absorbing technologies. Knowledge and skills are the priority values in human life in the information society, making important focusing on the type of training which stimulates the intellectual and moral development of the student's personality, activates his potential, forms critical thinking. Under this type of training the student manifests himself as an active participant of teaching and learning activities.

The timeliness of our work, which aims to develop the student's creative activity, is in creating tentative versions of upcoming activity and predicting its results.

It appears necessary to consider in the work ways of preventing conflicts between the objective necessity of development of students' creative activity in the learning process, and insufficient development of pedagogical conditions for its effective implementation in theoretical and methodological terms.

The labor market requires mobile and creative professionals with new qualifying characteristics. Transition to the competent approach and the introduction of multi-level higher education programs provide a basis for the allocation of the individual creative activity as the defining characteristics of the specialist training. The concept of developmental education necessitates manifestation of the students' subjective position in the learning process, which involves his creative activity. Timely is the question of theoretical foundation, design and experimental verification of the effectiveness of pedagogical conditions of students' creative activity in the learning process.

The primary goal of this study is reviewing the contents, forms and methods, stimulating the implementation of developmental nature of foreign language teaching and the formation of creative skills. We also defined a set of conditions that increase the efficiency of development of students' creativity in the learning process. Vitally important is the establishment of creative educational environment for the realization of the developmental nature of learning using appropriate forms and methods of teaching and learning activities of students in a foreign language class. The focus is on the examination of individual experience of creative activity on the development of productive thinking of students on the basis of functional components: 1) the Gnostic as the deepening and improvement of knowledge on the subject through self-education and self-development; 2) projecting as planning actions to address the educational problems and the choice of the most rational ways of their implementation; 3) constructive as developing strategies and tactics of the learning process to create a new product of intellectual activity in the future; 4) organizational as co-creation of the teacher and the student on the implementation of cognitive activity; 5) communicative as ensuring active interaction between the teacher and the student in the process of learning and using a foreign language as the means of instruction.

Literature Review

Professionals in education claim that the role of creative thinking is underestimated at the present moment, yet it is vitally important for career

success. The recent U.S. study, *Creativity and Education: Why it Matters* (Adobe Education Creativity Study, 2012), show that there is a growing belief 'creativity is not just a personality trait, but a learned skill'. According to the study 85% of respondents consider creative thinking crucial for solving problems at work. As much as 68% believe it can be taught, whereas 71% think it should be taught in class.

The problem of the development of students' creativity in the process of learning a foreign language is reflected in numerous studies on enhancing cognitive and creative activity of students. Various aspects of the problem were considered. Many authors in their works give a general description of revitalization of students' cognitive activity, development of creative thinking, creative abilities, peculiarities and criteria of creative activity, of creativity as a personal trait. Edward De Bono (2007), the leading authority on creative thinking, published a collection of practical exercises and games that can be used by anyone who wants to become more creative. A recent volume of articles on creativity in *English Language Teaching*, edited by Alan Maley and Nik Peachey, presents different aspects of being and becoming creative (*Creativity in the English language classroom*, 2015).

M.A. Clarke (2015) considers the essence and perspectives of creativity in modern language teaching and learning, discussing creativity in computer-assisted language learning as well as creativity in classroom practice, trying to encourage higher education teachers and subject communities to consider the role of creativity in students learning and their experiences of learning. L. Livingston (2010) tackles an urgent issue of creativity connected with new technologies, saying that creativity is necessary to develop content knowledge and skills in a culture infused at new levels by investigation, cooperation, connection, integration, and synthesis.

I. Cimermanova (2014) believes that creativity should be a part of University education preparing pre-service teachers. Stating that it is still missing at our schools, the article brings the idea how technology can be used to support motivation and challenge creativity in the groups of learners.

Russian researchers T. Barysheva and Yu. Zhigalov (2006) view the development of creativity as the evolution of its structure and transition of a system onto a new level. T. Barysheva (2012) continues her research discussing the conception of the psychological structure of creativity in the framework of a systemic psychological formation, analyzing the basic approaches to structural parameters of creativity and identifying individual specific peculiarities. Professor Ye. Ilyin (2012) studies in his book the questions of motivation, art and creativity, considering the problem deeply and giving his own methods of making the person creative.

Let us review the positions of some foreign researchers that have become classical already. For example, I.E. Taylor (1977), considering creativity in the framework of solving some educational problems, defines it as a way of expressing oneself, that is, the creative process is the ability to think, without being limited by one's past experience. E.P. Torrance (1959) considers creative thinking as a process of facing the difficulties, solving the problems, cross-checking them and reporting results.

In the American psychological and pedagogical literature there are two positions relating to the question if creativity can be taught or not. They are



differentiated by understanding of the psychological nature of abilities, such as creativity. If we consider them as innate, genetically determined, unchangeable personality traits, then the task of training is to identify the gifted and to promote them subsequently (Ausubel, 1978).

If the abilities are interpreted as the features that can be developed by using appropriate teaching methods, it is considered possible to teach creativity (Guilford 1973, Osborn 1957).

L. Steinberg and E. Fromm (1959) view creativity as a special attitude to life. They see the task of teaching in the development of students' creative attitude to life – 'to teach creativity means to teach life'.

The most common scheme of creative problem solving in the learning process is based on a scheme of stages of the creative process (Anderson, 1962): understanding the problem; planning; implementation of a plan; checking the results.

In the works of William J.J. Gordon (1961) and others. such methods of creative activity as the method of brainstorming, synectics, business games, conferences and others are discussed. Special attention is given to heuristic methods. The essence of brainstorming is that the creative process is organized in a group that should solve the problem it faces searching for different solutions with the help of joint decisions. The author of the synectics method William J.J. Gordon (1961) looks at the creative process of an individual as analogical to the creative process of the group of people with diverse training. 'Synectics' has attempted to explore the creative process in motion, it is trying to describe the conscious, preconscious and unconscious psychological states that are present in any creative action.

Analysis of the theoretical material of Russian and foreign scientists shows that higher education directs efforts at improving the objectives, content, forms and methods of training, focused on the development of students' creativity. Using a variety of methods for teaching foreign languages makes it possible to intensify the creative activity of students.

Methods

Experimental work was carried out with the students of the Volga Region State Academy of Physical Culture, Sport and Tourism. The material was analyzed and summarized; we also carried out the systematization and control of the intermediate stages of experimental work.

To achieve the objectives a set of methods was used: theoretical (analysis of the philosophical and methodological literature on the issue; projecting), empirical (questionnaires, interviews, testing, an experiment), methods of mathematical statistics.

Experimental work was carried out since September till December 2014 and included three stages: summative, formative and controlling. It covered in total 58 students (30 in an experimental group (EG) and 28 in control group (CG). The purpose of this study was to design and put into practice the conditions of development of students' creativity in the learning process: motivational involvement of students in the teaching-learning process of mastering the methods of creative activity; the use of the content, forms and methods, stimulating the implementation of developmental nature of learning; ensuring

the integrity of the components of creativity development (Gnostic, projecting, structural, organizational and communication) to create a new product of intellectual creativity in the process of cognitive activity.

In the summative stage of the experiment the basic means of studying the initial level of development of the students' creative activity were inquiry, questionnaire, observation, interview, test, analyzing of the educational tasks fulfillment. The diagnostics of the students' creative cognitive activity was carried out and the level of the students' motivation to learn a foreign language was determined.

To determine the students' motivational orientation to the language study the following questionnaire was presented:

Questionnaire to determine motivation and cognitive creativity in learning a foreign language

Dear students!

This survey is conducted to determine the cognitive motivation and interest in learning a foreign language. Please, read the questions carefully and answer them. Thank you for your honesty!

1. Full name, course _____
2. What language do you study as foreign?

3. What language did you study before entering the university?

4. Do you consider it necessary to study a foreign language in high school?
Why do you think so?

5. Is it interesting for you to study the language?

6. What kinds of creative tasks do you perform during the speech practice lessons of a foreign language?

7. What new things have you learned at your speech practice lessons?

8. What innovations would you like to introduce in your speech practice lessons? _____
9. Do you actively participate in the work at your speech practice lessons?

10. Do you study the foreign language on your own, in your spare time?

Each indicator of the development of creative activity is measured in points for our purpose and is rated as low, medium or high:

- Low is characterized by low interest in cognitive activity, experiencing negative emotions when encountering educational tasks, lack of solving the



creative type of problems. Cognitive motives are aimed at activity under the teacher's guidance.

- Medium - cognitive activity is accompanied by positive emotions, but they do not come from creativity; the dominating role of the teacher is retained, there is no self-study.

- High - creative motivation begins to influence the students. This level is characterized by the development of abilities for creative active work in the process of self-education and self-development. It takes place in the creative activity with a minor involvement of the teacher in dealing with difficult educational tasks.

The diagnostic method of the development of the students' creative activity in learning a foreign language by separate criteria is shown in Table №1.

Table 1. The system of assessment of creativity development

Indicators of creative activity	Diagnostics method	Evaluation indicator of creativity development
Motivational component	1. Diagnostics of cognitive creativity	Low (1) Medium (2) High (3)
	2. Evaluation of the self-organization ability	Low (1) Medium (2) High (3)
	3. Self-assessment test of the ability for creative self-realization	Low (1) Medium (2) High (3)
	4. Language anxiety test	Low (1) Medium (2) High (3)
Cognitive component	1. Diagnostics of readiness for change.	Low (1) Medium (2) High (3)
	2. Method of research of verbal and personal creativity The technique consists of six scales of creativity: a) originality; b) flexibility; c) specification; d) elaboration; e) efficiency; e) the speed of thought.	Low (1) Medium (2) High (3)
	3. Method of measuring speech fluency and variety of speech hypotheses	Low (1) Medium (2) High (3)
Operational activity component	1. Assessment of communicative and organizational abilities.	Low (1) Medium (2) High (3)

2. Synergy assessment.

Low (1)
Medium (2)
High (3)

In the formative stage experimental work was carried out, aimed at the gradual putting into practice the conditions, conducting the development of the students' creative activity in the process of learning a foreign language.

At this stage, we made use of the contents, forms and methods to stimulate productive thinking of students and the formation of their creative skills.

In accordance with this condition certain tasks for the development of creative activity of students have been developed and used:

Exercises for the development of creative activity, the essence of which is that the students make the same actions many times, i.e. they train to use the acquired material in speech practice and deepen their knowledge, develop appropriate creative skills, which contributes to the development of their thinking and creative activity.

1. "Restore the text" - in advance, the teacher covers individual words, parts of sentences at some place in the text and asks to help to restore the text, which is very important for further work.

2. "Find the Title" - the students are divided into two groups: one group receives the articles without titles, and another - a lot of titles. Then the first group tells what their articles are about, and the second group listens and suggests their titles, explaining the choice.

3. "Creative Dictation" - the teacher dictates separate sentences, and the students draw what they hear. Then they make captions under the pictures. In this case, the problem of teaching writing is also solved.

4. "Announcer" - in the process of listening to the program, the students determine the main theme of the track, then select information related to a particular topic, and finally, make notes according to which they imitate the speech of a radio announcer. In the end, a contest for the best announcer is held.

5. Make a coherent text from given words, using verbs in the Present Continuous Tense. E.g.: dictation, language, letter, weather, difficult, box of chocolates, supermarket, manager, write, music, dishes, London.

6. Remember the meanings of words and phrases and fill in the blanks in sentences. Give the text a title.

Carbon paper; return mail; duplicate; please reply; courier; separate cover; general delivery; stationery; photocopy; postage and packing; to mail; printed matter; registered.

1. A package can be delivered by the mailman or the postman or by a private _____ service.

2. Purchases usually carry an extra charge for _____ if they are sent by _____.

3. An important or valuable document is best sent by _____ mail.

4. It shows that you are efficient if you reply to a letter by _____.



5. If you want people to reply to an invitation, put _____ at the bottom.
6. If you send some documents in a separate envelope from your letter, these documents are sent under _____.
7. If you are sending someone a letter, you should keep a _____ or a _____, so that you can keep a _____ for your files.
8. It is often cheaper (though less quick) to send catalogues through the mail as _____ instead of by letter post.
9. Envelopes, ball-points, felt tips and paper clips are all items of _____.
10. A letter can be collected from a post office if it's addressed to _____.

Competitive tasks and games

1. 'Ask and guess': students are given illustrations for some tale or just a scene picture. They should make a question the answer to which is not shown in the picture. They can be also asked a question about the events that preceded the scene shown. The game develops easiness of association, flexibility and originality of thought.

2. 'Imagination': the task is to make a short story on one of the ten proposed topics that touches something unusual, such as 'Flying Crocodile', 'A Crying Man', etc.

3. 'Say it another way': students are given a simple phrase, such as: 'This summer will be very warm.' Students need to offer several statements, where the same thought is expressed in other words. They are not supposed to use any of the words of the original statement. It is necessary not to distort the sense of the statements.

4. 'Exclude an extra word': any three words are taken, such as 'dog', 'tomato', 'sun'. Students need to leave only those words that have something in common, and to exclude the word which does not have this common trait. They need to find as much options as possible, and most importantly – to find the most features that connect a couple of words that are left, and are not peculiar to the word excluded. The winner is the one with most answers.

5. 'Find something common': students are given two randomly taken words such as 'a pan' and 'a boat'. They are to write in column as much common traits of these items as possible. The most valuable are unusual, unexpected answers, which give the opportunity to see these things quite differently. The game teaches to find many common aspects in objects and events that non-related, and to see connections which usually 'do not lie on the surface.'

6. 'Making up sentences': students are given three randomly taken words, having little in common, such as 'lake', 'pencil' and 'bear'. They are supposed to make up as much sentences as possible, including all of these words. Response can be considered creative if they establish non-standard relations between the words (e.g., A boy, thin as a pencil, stood by the lake, which roared like a bear). The game develops the ability to quickly find the diverse, sometimes quite new connections and relationships between familiar concepts, to create new combination of separate elements.

7. A more complex, but at the same time more interesting variant of the task 'Making up sentences' is the one when students are asked to use metaphors. In that case the main word gives information, while additional words become a source of imagery. Other students can be asked to assess the originality of their groupmates' metaphors, and the author of the most original one becomes the winner.

It should be mentioned that the use of metaphors is irreplaceable in developing creative thinking. It activates mechanisms of imagination, perception and memory. Metaphor is not just a semantic phenomenon, but 'is at the same time viewed as a tool of cognition, comprehension, categorization, representation, and interpretation of reality. Metaphor as a semantic and cognitive phenomenon allows to structure and compare segments of national conceptual worldviews represented by metaphorically redefined vocabulary' (Sadykova & Kayumova, 2014).

Also, students were offered non-standard language situation, such as finding appropriate equivalents, synonyms, antonyms, creative translation of the text, writing essays, problem solving, typical fantasy-formation.

Game forms, including role-playing, which potential greatly increased in case of using computer technology. Well organized business game aroused interest that lasted throughout the learning period. The creativity of a person manifested itself most completely and vividly in unexpected and nontypical situations. Such situations, being problematic, included possibility and necessity of target setting and achieving.

Business games reflect the dynamics of future professional activity, its peculiarities, complexity and main problems. Students immersed in the space of their future profession, found their own professional self, felt satisfied during the fulfillment of their professional functions, gaining experience in this field. Playing business games was based on professional situations with standard errors, and then analyzed. Emotionally significant fragments of the game communication, ingenious solutions, elements of rational analysis were kind of a signal to memorize the information received and use it in the future career of students. It should be noted that the game is superior over the other means of training. A. Derkach (1991) said that the game is able to provide not only individual but also pair, group and collective forms of work in class, allowing each student to maximize the use of school time.

One of such motivating and effective forms of educational process organization is an intellectual game, which most fully embodies the basic indicators of activity: initiative, energy, intensity, scope, breadth, scale of results, honesty, interest, curiosity, independence, self-control, awareness, activity, will, determination, focus, creativity. And the main thing is that it makes it possible to successfully implement the communicative function of language. In addition, it is necessary to possess general and specific intellectual abilities for the implementation of foreign-language speech activity. Peculiarities of each type of speech activity, as well as the goals and objectives of education and difficulties in their mastery, allow selecting and specifying the most important intellectual skills necessary for students to master every type of speech and stipulating their readiness to actively solve educational problems (Derkach, 1991).



The use of active learning methods promotes creativity in the process of learning a foreign language.

The method of brainstorming was carried out through the use of the effects of group activities, group thinking, spontaneous hypotheses, which contributed to an increase in the number of generated ideas that made it possible to develop points of view of the other participants and, therefore, to develop creative activity of students.

Carrying out the method of 'brainstorming' we used the principles developed by A.F. Osborn (1957), namely the generation of ideas contributing to creative problem solving, use of the effects of group activities, group thinking, group dynamics, methods of associating, spontaneous hypotheses, deferred judgement, which contributed to an increase in the number of generated ideas. It made developing the ideas of other participants of the class possible, and thus provided a variety of viewpoints on the same problem.

Identifying the structure of intellectual abilities became the basis for transition to the construction of the system of educational games, able to deliver efficient and quality formation of creative activity in a foreign language classroom. Among these games, we can select puzzle games, simulations, competitions and others. For example:

1. 'What is the sound I had in mind?' (puzzle game). One student calls several words, all of which have the same sound, and the rest of the group tries to guess.

2. 'Truth - lie' (attention game). The teacher calls sounds, showing the corresponding transcription signs, and sometimes making mistakes. Students are required to detect an error.

3. 'Tongue-twister' (imitation game). Students are trying to repeat the tongue-twister after the announcer several times in a row. It is useful to change the pace, gradually accelerating it.

4. The game 'Ten questions'. Someone of the students thinks of any noun. Others are required to guess it by asking no more than 10 questions. Whoever guesses the word becomes the game-leader.

Thus, at this stage the dialectics of formation the creative learning environment was carried out through interaction of the teacher and the students, accompanied by an increase of independence, intelligence and willpower, emotional distress and motivational orientation towards the subject.

Results and Discussion

Development of students' creativity in the process of teaching foreign languages is based on the theory of gradual improvement of creative mental actions while studying, and the theory of problem-based learning. The first stage focuses on students' self-conscious creative management of the process of learning. The second stage encourages creative thinking and self-development, as the student has to solve the problem himself, to find a new way of acting. Students are oriented to heuristic and creative level of cognitive activity. The goal of the development of the students' creative personality in the process of learning a foreign language puts forward the following objectives: 1) stimulating the cognitive activity of students and their desire for self-improvement; 2) giving the students methods and techniques of reflexive creative activity; 3) developing

creative thinking of students; 4) students' mastering of new knowledge and its creative application.

The structural components of students' creative activity are motivational, cognitive and behavioral ones. Motivational component in the structure of creative activity is characterized by a system of dominant motifs expressing conscious attitude to the values and objectives of the upcoming professional activities.

The cognitive component in the structure of creative activity manifests itself in cognitive activity. It allows us to pick out knowledge and skills as the criterion indicator of its formation.

The behavioral component is characterized by a practical, effective aspect of creativity. It aims at a holistic self-determination and self-expression of students in educational and professional activities.

Functional components of development of creative activity are Gnostic, projecting, structural, organizational and communicative. It is necessary to highlight the skills for each of the components to be formed in the process of active cognitive activity of students in the process of learning a foreign language.

Learning a foreign language can be an effective means of personality formation. Studying foreign languages, students acquire the ability to analyze the situations and consider linguistic phenomena, to generalize, to specialize, to point the necessary and sufficient conditions, to define concepts, to make judgements, to find ways of solving the educational problems. All this contributes to the development of monologue and dialogue speech skills and the development of indicators of thinking progress, such as order, accuracy, clarity, brevity, validity, consistency. The leading aim of learning a foreign language in high school is communicative - the formation of the communicative competence, which directly involves the creative activity of the student.

Following S.F. Shatilov, M.K. Kolkova & I.L. Kolesnikova (1991) a well-known Russian educator, we determine four main aspects of the training content components: 1) the language material, which must be properly organized. There are three levels of its organization: words and complete phrases (clichés); speech sample (sentences, phrases); text, theme; 2) skills that provide possession of different types of speech activity; 3) a system of exercises; 4) textual material (Shatilov, 1991).

Development of students' creative activity should be implemented in all the years of foreign language teaching. The gradual acquisition of experience of creative activity determines the differences of methods and techniques, organizing and ensuring its assimilation.

The main method of teaching creativity is research. The essence of the research method is stipulated by its functions. Firstly, it forms characteristics of creative activity. Secondly, it organizes creative assimilation of knowledge, i.e., teaches to apply knowledge to solve problems and to get new one as a result of this solution. Third, it ensures mastery of the methods of scientific research in the course of searching for these methods. Finally, it is a condition of formation of interest, the need for creative activity.

Componentwise assimilation of creative activity experience is provided by a heuristic method. The most expressive form of this method is a heuristic conversation. The teacher guides the search, consistently sets tasks, creates



conflicts, he builds the stages of the conversation, and the students look for the solution of problem pieces, arising at each stage, on their own. It is impossible to master creative activity without the phase of partial search.

The process of mastering the experience of creative activity is complex and durable. However, it is important for students to see the future perspective, a certain standard of culture of thinking, to which they can and should aspire. These functions of culture and logic of thinking executes the method of the problem presentation. Problem presentation can act in two ways: one is that the teacher himself or through replacing tools (like film, television, etc.) shows the historical logic of finding a solution to the problem. Another type is disclosure of the modern system of evidence of the genuineness of the reported knowledge, i.e., final decisions of the problems under study.

Another method is a method of projects, which aims to find ways of the development of student's active independent thinking and the ability to apply knowledge in practice.

Thus, the correct choice of content, forms and methods stimulates the implementation of the developing nature of learning; contributes to the formation of creative skills, which enables the development of creativity in students in the process of learning a foreign language.

Findings: so, the experimental work verifying the effectiveness of pedagogical conditions of developing students' creative activity consisted of three main stages: summative, formative and controlling. Analysis of the data on the summative stage of the experiment has shown that the level of development of different structural components of creative activity is low.

In the formative stage of the experiment motivational inclusiveness of students in teaching and learning process for mastering the techniques of creative activity has allowed to provide it with a new quality, where the main motive was active cognitive interest, which was the source of an active cognitive activity of students. Motivation also contributed to the expansion of individual experience of creative activity, encompassing the entire process of the expert training, giving it a deeper awareness and focus. At this stage, the implementation of the content, forms and methods to stimulate productive thinking students was fulfilled. During this phase of the experiment the given tasks were aimed at achieving such goals as stimulation of cognitive activity of students and their desire for self-improvement; adopting by the students the methods and techniques of reflective creative activity; the development of their creative thinking; mastery of new knowledge and its creative application.

Statistical analysis of the controlling phase of the experiment showed that the revealed significant difference between the mean values of the experimental and control groups shows that the implementation of pedagogical conditions of students' creative activity development in high school (in the process of learning a foreign language) have a significant impact on raising the level of creative activity development.

The analysis of the fourth question of the questionnaire (*Questionnaire to determine motivation and cognitive creativity in learning a foreign language*) 'Do you think it is necessary to study a foreign language in high school?' showed that the students consider learning a foreign language useful for future needs (46.6%) and every educated person should know at least one foreign language. Students

in the control group added that language is necessary for the overall development (14.3%), for communication with foreigners and for travelling abroad (3.6%). The survey results are presented in Figures 1 and 2.

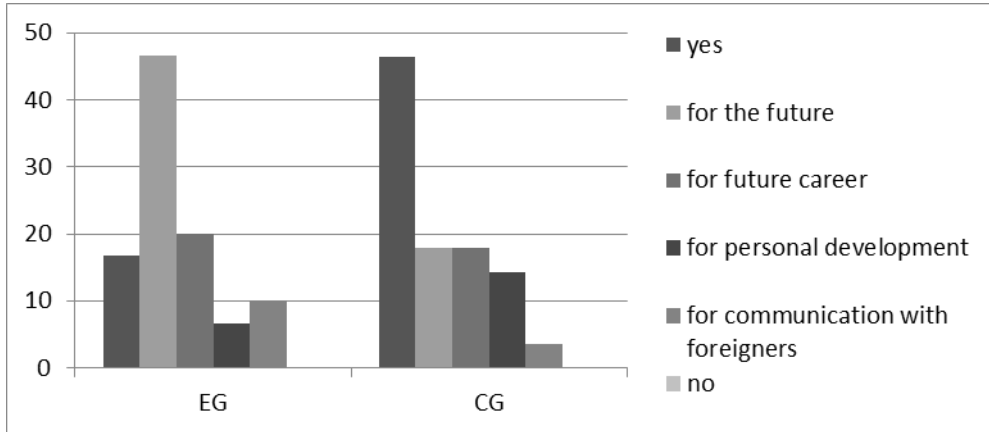


Figure 1. Do you consider it necessary to study a foreign language in high school?

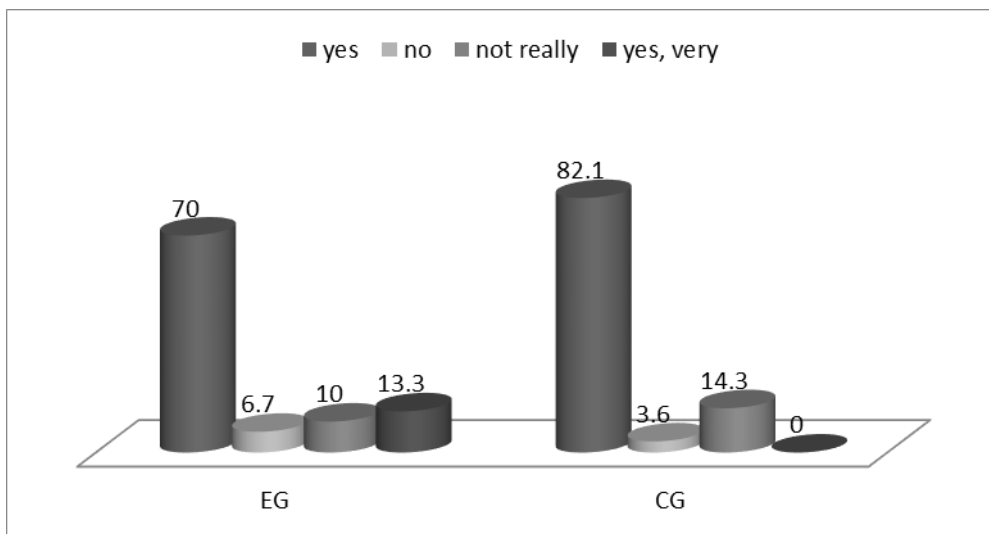


Figure 2. Do you consider learning of a foreign language interesting?

To the question: 'Are you actively involved in the lesson in a foreign language?' the main part of EG students (63.3%) and a quarter of CG (25.0%) gave positive answers (see Figure 3).

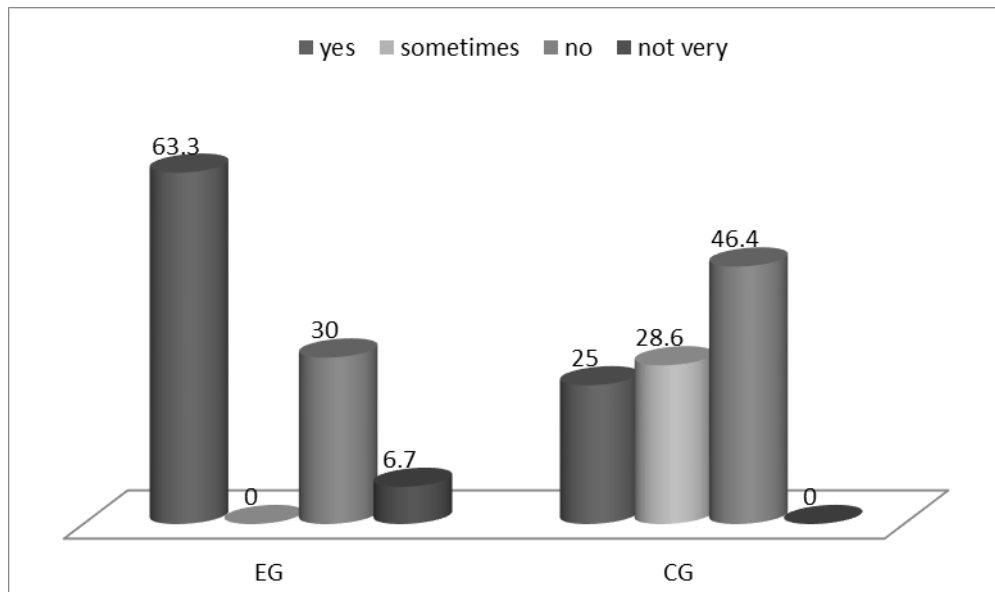


Figure 3. 'Are you actively involved in the lesson in a foreign language?'

The analysis of the students' answers during the summative stage of the experiment proved that in the control and experimental groups practically no innovative educational technologies and creative tasks for enhancing the creative activity of students in the process of learning a foreign language were introduced.

The findings of the diagnostic phase of the experiment suggest a fairly low-level manifestation of cognitive activity of students in general, and particularly creative.

The study undertaken allowed us to determine the following criteria and levels of development of the students' creative activity:

- Motivational: focus on and interest in the subject;
- Cognitive: activity of students in mastering educational material, manifestation of intellectual initiative and creative thinking;
- Operational: manifestation of creative abilities and skills, the students' independent generating some new methods based on the previously known, the acquisition of new knowledge and experience of the creative procedures (heuristics, associative mechanisms and others).

During the first (summative) stage the analysis of the data according to the taken criteria showed that the level of development of the structural components of creative activity in the experimental and control groups is low and about the same (Table 2).

Table 2. The results of development of creative activity at the beginning of the experiment

Groups	Indicators	Levels of development (%)			Average mark
		High 3 points	Medium 2 points	Low 1 point	
CG	Motivational	3 (12%)	13 (46%)	12 (42%)	1,68
	Cognitive	2 (8%)	15 (52%)	11 (40%)	1,68
	Operational	3 (10%)	11 (37%)	14 (53%)	1,6
EG	Motivational	3 (10%)	14 (46,8%)	13 (43,2%)	1,7
	Cognitive	3 (10%)	15 (50%)	12 (40%)	1,7
	Operational	4 (12%)	9 (24,5%)	17 (53,5%)	1,6

In the control stage, we determined the effectiveness of projecting and implementation of the conditions for development of the students' creative activity. Final tests of the experimental work were held (Table 3).

The positive dynamics of development was observed in the experimental groups by motivational criteria: for example, high levels of generalized leveled characteristics of creative activity of students increased by 16,7%, the average level has become 9,9% higher, the low level decreased by 26,6%; by the cognitive indicator - the low level decreased by 16,7%, the average level became 10% higher, there was a 6.7% increase in the number of students with high level; by operational - low level decreased by 36.8%, the average level has become 38,8% higher, the high level increased by 8% (Tables 2 and 3).

Table 3. The results of development of creative activity in the end of the experiment

Groups	Indicators	Levels of development (%)			Average mark
		High 3 points	Average 2 points	Low 1 point	
CG	Motivational	4 (14,0%)	14 (50%)	10 (36,0%)	1,78
	Cognitive	3 (8,4%)	16 (57,1%)	9 (34,5%)	1,78
	Operational	4 (11,2%)	11 (39,3%)	13 (49,5%)	1,68
EG	Motivational	8 (26,7%)	17 (56,7%)	5 (16,6%)	2,1
	Cognitive	5 (16,7%)	18 (60%)	7 (23,3%)	1,93
	Operational	6 (20%)	19 (63,3%)	5 (16,7%)	2,03

Thus, the development and promotion of the students' creative activity while learning a foreign language plays an important role. The correct choice of content, forms and methods stimulate the implementation of developmental nature of teaching, which enables the development of creative activity in the process of learning a foreign language.



The results of the experimental work showed remarkable positive changes in the indicators characterizing the creative activity of students in the process of learning a foreign language, as well as significant development of verbal and personal creativity. It allows us to speak about the development of the students' verbal thinking flexibility and mobility; sensitivity; the ability to predict; fluency and originality of thought; critical and independent thinking. Positive dynamics is also observed in terms of sociability and self-discipline. There is also evidence of the increased desire of students to communicate and discuss, to collaborate and co-create.

The importance of the results consists of their theoretical and practical significance. Theoretical significance involves deepening of the theoretical approaches of the development of the individual creative activity; defining of the pedagogical conditions that increase the efficiency of creative activity of students in the learning process (motivational inclusiveness of students in teaching and cognitive processes, the use of the content, forms and methods of stimulating the formation of creative abilities and skills, ensuring the integrity of the functional components of the development of creative activity); allocation the criteria of development of students' creative activity in the learning process (motivation and evaluative: focus and interest in the subject; cognitive - manifestation of intellectual initiative; operational activity - development and realization of creative abilities and skills) and levels (low, medium, high) of the development of students' creative activity.

The practical significance involves developing the complex of effective means, forms and methods of teaching and learning activities of students in the process of learning a foreign language in the framework of the theory of development training, and the use of the materials received in the course of study by teachers in the higher and secondary vocational schools.

There are some issues though that remain unresolved: advanced treatment of subject-subject interaction between teacher and students; developing a model of creative activity development as a holistic combination of didactic, methodical and psychological procedures.

Conclusion

Creative development of a specialist is what higher school modernization is focused on. The need for the development of creative activity involves changing the basic foundations of personality. The creative activity of an individual is seen as an integral characteristic of the manifestation of the need for knowledge and the pursuit of their mastery, the ability to think independently, to find a new creative approach to solving educational problems. Development of creative activity is presented as a purposeful process of organization of students' cognitive activity, which results in a qualitative change in students' personality, showing in the pursuit of knowledge, the ability to think independently and to find a new approach to the solution of educational problems, in seeing new challenges in the traditional situation, in the creating absolutely new solutions, other than the ones known previously.

During the study the following results were obtained:

- 1) We defined a set of pedagogical conditions that increase the efficiency of development of the students' creative activity while learning a foreign language;

2) We developed the content, forms and methods of stimulating the formation of creative abilities and skills while learning a foreign language;

3) We carried out experimental verification of the effectiveness of pedagogical conditions for the development of students' creative activity.

It has been proven that the importance of development of the students' creative activity in the process of learning a foreign language will be effective on the following conditions:

a) Ensuring motivational inclusiveness of students in the teaching-learning process for mastering the techniques of creative activity;

b) The use of the content, forms and methods, enabling the realization of developmental education and the formation of creative skills;

c) Ensuring the integrity of the functional components of the students' creative activity in creating a new product of intellectual creativity in the process of cognitive activity.

Structural components of the students' creative activity were considered:

1) The system of creative activity components, serving the professional and personal characteristics of students (motivational, cognitive, behavioral);

2) Functional components of creative activity development (Gnostic, design, structural, organizational, communicative)

For each of the components in the structure of creative activity there were identified types of speech activity skills. It is shown that the motivational component in the structure of creative activity is characterized by the system of dominant motifs; cognitive component manifests itself in the cognitive activity; behavioral component describes a practical, effective aspect of creativity.

Gnostic component leading skills are:

- Awareness of the challenge of mastering a foreign language and its correlation with professional training;

- Broadening, increasing and improving their knowledge of a foreign language through self-education;

- Selection and arrangement of the material on the subject and conducting elementary research on its basis.

Designing skills include:

- Correlation of the material under study, knowledge, skills and their practical application

- Foreseeing of possible difficulties in carrying out independent work in a foreign language and identifying ways and means of overcoming them

Structural component includes the ability to:

- Arrange real life actions related to a foreign language usage;

- Clearly and correctly express their thoughts in a foreign language;

- Make an introduction to a report.

The group of communicative skills consists of:

- Adequately assessing one's knowledge,

- Carrying on a conversation;



- Giving reasons for a statement, convincing, expressing one's own attitude to the problem.

The organizational component is the ability to organize individual work in a foreign language.

This structure of intellectual abilities was taken as the basis for designing the system of training sessions during the experiment.

The stimulation and implementation of developmental nature of teaching foreign languages and the formation of creative abilities and skills required the use of appropriate forms, methods and content of the framing of classes in a foreign language. The result of the experiment showed that the process of creative activity revitalization included: diagnostics of the students' level of creative activity; student activities motivation for the development of creativity; working out of system of exercises for the development of creative activity of students.

Stimulating forms were as follows: teamwork for the development of creative activity; performing creative tasks; individual and group learning activities; the use of games, the implementation of projects; conferences.

Methods of stimulation of creative activity were: informative, reproductive, heuristic, problem-search, and research ones.

Important conclusions have arisen as a result of experimental work to verify the effectiveness of the pedagogical conditions of development of students' creative activity. It included three stages: summative, formative, controlling. Stating the stage of the experiment, including such means of studying the initial level of development of the students' creative activity as surveys, questionnaires, observation, interviews, tests, analysis of the implementation of educational tasks showed that the level of development of individual structural components of creative activity in the experimental and control groups is low and approximately the same.

In the formative phase of the study we used sociological methods (discussions, questionnaires, tests), compiled questionnaires, tested system of exercises for the development of creative activity. We implemented the content, forms and methods of stimulating the productive thinking of students and the formation of their creative skills.

The controlling stage of the experiment, before and after the forming operation has revealed positive tendencies in the development of creative activity of students in the process of learning a foreign language. Foreign language, contributing to the formation of the communicative competence as a basic component in the training of the future specialist, has a huge potential of creative self-development and self-realization, and was regarded as the most important means of development of students' creative activity in the learning process.

Disclosure statement

No potential conflict of interest was reported by the authors.

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