



DEVELOPMENT AND FORMATION OF STUDENTS' CREATIVE POTENTIAL IN LEARNING A FOREIGN LANGUAGE THROUGH THE USING OF PROJECTIVE TECHNOLOGIES IN THE CLASSROOM

Remska Y.S.

Separate structural department "Ivano-Frankivsk Professional College of Lviv National Environmental University"

Abstract. The article examines the issue of developing students' creative potential when learning a foreign language. In the context of globalization and the growing importance of intercultural communication, foreign language skills become extremely important and necessary for students.

Creativity is an important characteristic of a personality that helps to find non-standard solutions, easily adapt to new conditions, and succeed in various fields of activity. These include:

1) Use visual aids such as illustrations and multimedia resources to enhance the learning process and promote active language learning. Visuals help to visualise learning material, make it more understandable and interesting for students. It helps to develop their imagination, fantasy, and creative thinking.

2) The use of project-based technologies is aimed at stimulating students' creativity while learning foreign languages. Project work allows students to independently research a particular topic and apply the knowledge gained in practice. This helps to develop their independence, initiative, and creative thinking [4, p. 1-5].

This article highlights the key approaches to improving the effectiveness of foreign language learning and creating a favourable environment for the development of students' creative potential in the field of language education.

The modern world is characterised by the rapid development of science, technology and culture. This requires a person to possess a wide range of knowledge and skills, including a foreign language. In modern conditions, a foreign language is a necessary tool for communication, information and professional growth. Learning a foreign language should be aimed not only at mastering language skills, but also at developing students' creative potential. Creativity is one of the most important characteristics of a person, thanks to which a person, and a student in particular, is able to find ways to solve non-standard situations, easily cope with tasks, and communicate freely with the world around them. This article is devoted to the consideration and analysis of the development of students' creative potential in the context of learning foreign languages, the use of visual aids and projection technologies in the classroom.

Problem statement: learning a foreign language should be aimed not only at mastering language skills, but also at developing students' creative potential. Very often it happens that the traditional approach to learning a foreign language does not contribute to the development of creativity and, unfortunately, does not give the expected results, as it is focused on mastering language rules and skills, which requires students to think reproductively. As a rule, this approach makes it difficult to learn the material, which leads to a lack of desire among students to think creatively, and never to learn a foreign language at all.

Key words: development, creative potential, students, foreign language, visual aids, projective technologies, teaching, active communication.

Summary of the main research material:

In modern conditions, when the world is developing rapidly and the requirements



for the quality of education are growing, the problem of developing and shaping students' creative potential is becoming especially relevant. The ability to think creatively helps students to successfully adapt to new living and learning conditions and to acquire new skills in their future professional activities. In today's world, changing at the speed of light, education is becoming increasingly focused on developing and shaping students' creative potential. This is especially true for learning foreign languages, where visual aids and projection technologies can be extremely useful tools to stimulate individual development and creativity of students [6, p. 133-134].

One of the ways to develop students' creative potential is to use visual aids when learning a foreign language. Visualisation is one of the main methodological principles of teaching, which makes the learning process more interesting, informative and effective. These can be:

- 1) visual aids: tables, charts, diagrams, multimedia presentations, videos, audio recordings;
- 2) verbal aids: illustrations, models, mock-ups, dummies;
- 3) realistic means: objects, samples, originals.

Visual aids, such as multimedia presentations, videos, interactive tasks, graphic illustrations, etc., allow students to visualise the foreign language environment more vividly. This is important for the development of comprehension, listening and visual perception skills. The use of such tools creates an immersive learning environment for students where they can feel part of the language space, which promotes active and inspired learning, the development of creative thinking, and encourages them to find new ways of communication. For example, creating your own multimedia presentations in a foreign language or adapting games and exercises for language learning can be interesting tasks that develop students' creativity. Projective technologies, such as role-playing, dramatisation, and creating your own projects, also have great potential for developing students' creativity. It allows to embody different roles and situations in which students have to apply the knowledge and skills acquired as a result of learning a foreign language. Thus, this approach contributes to the



development of language skills and enhances their ability to express their thoughts and ideas.

With the help of projective technologies, students can create their own projects, such as theatrical performances, cartoons, interactive games, etc. This gives them the opportunity to express their creativity and imagination, as well as promotes the development of communication skills. This approach helps to increase motivation and improve results in learning a foreign language. One of the most effective methods for achieving the desired learning outcomes, consolidating and using vocabulary is project work. For example, in a country studies class on English-speaking countries, you can ask students to create a project about a national holiday or tradition of English-speaking countries; to combine history or geography with a foreign language, a project about a historical event or geographical landmark of the country of study will be interesting. To develop students' creativity, you can offer them to create a project about a problem that interests them, such as bad habits, environmental pollution, job search, etc. Creating songs and poems stimulates students to search for vocabulary, promotes memorisation and use of foreign language words.

Thus, the use of visual aids and project technologies in foreign language classes are effective ways to develop students' creative potential. These methods make the learning process more interesting, cognitive and effective, and also contribute to the formation of such important personal qualities as creativity, independence, initiative in students [6, p. 241-249].

The importance of active communication between students and teachers in foreign language learning cannot be overemphasised, as it is a key factor in successful learning. Effective communication contributes not only to the improvement of language skills but also to the development of several important aspects that are of great importance to students. Active communication between students and teachers is a key factor in successful foreign language learning. Communication allows students to:

- Practise spoken language. Speaking practice is one of the most important aspects of learning a foreign language. Active communication with the teacher and other students allows students to practice speaking skills in a comfortable environment.



- Improve language comprehension. When students actively communicate with the teacher and other students, they get the opportunity to hear the language. This helps them to better understand the structure of the language and its use in real life.

- Develop critical thinking skills. Active participation in discussions and debates helps students develop critical thinking skills. They need to be able to analyse information, formulate arguments and counter arguments.

- Communication provides students with the opportunity to listen to and understand live speech in real-life situations. It helps to adapt to native speakers and develop skills of understanding the language situation, which is extremely important for the perception of a foreign language.

Active communication with teachers and the student community helps students turn theoretical knowledge into practical skills. They learn how to express their thoughts, ideas and feelings in a foreign language, which increases their confidence in speaking. This allows students to learn not only the language, but also the cultural characteristics of foreign countries. They learn to understand the differences in the way the world is perceived and the ways in which people communicate, which enhances their intercultural competence. The ability to communicate with teachers and other students gives them a sense of belonging and support. They are more motivated to learn the language when they feel that their efforts are supported and valued. Active communication helps to overcome the language barrier and develop speaking skills. Students are given the opportunity to develop creative and situational thinking, which encourages active learning and preparation for effective communication in the modern world.

Conclusion.

The development of students' creative potential is one of the most important tasks of modern education. The ability to think creatively helps students to successfully adapt to changing conditions of life and professional activity. The development and formation of students' creative potential in the context of learning a foreign language in modern conditions play a key role in improving learning outcomes and preparing young professionals for an active life in society. The use of visual aids and project



technologies in foreign language classes are the most effective ways to develop creativity, master vocabulary and apply skills. Visual aids such as videos, audio recordings, illustrations, images, diagrams, etc. help students to understand and reproduce a foreign language more easily, as well as stimulate the development of attention, culture of thinking, memory and increase interest in learning a foreign language. This approach contributes to the qualitative and in-depth mastery of foreign language material.

Thus, visual aids and projective technologies help to create a learning environment where students can develop both their language skills and creativity. The use of such teaching methods helps the teacher to present the material in a high-quality and interesting way, and the student to learn and successfully apply the acquired knowledge in practice in the future.

Literature:

1. Avery, P.G. The importance of active communication in foreign language learning. *Journal of Language Teaching and Learning*, 10(2). 2020. С. 1-10.
2. Brown, H.D. *Teaching my principles: An interactive approach to language pedagogy* (6th ed.). Harlow, UK: Pearson Education. 2023.
3. Crandall, J.A. The use of visual aids in foreign language instruction. *Language Learning*, 72(2). 2022. С. 233-257.
4. Гаврилова, А.В. Вплив активної комунікації на успішність вивчення іноземної мови. *Вісник Київського національного університету імені Тараса Шевченка*. 2022. Серія: Педагогіка, 2(1), с. 104-109.
5. Павлюкевич, Н.В. Застосування засобів наочності на заняттях з іноземної мови. *Науковий вісник Ужгородського національного університету*. 2023. Серія: Педагогіка, 2(2), с. 28-32.
6. Щербак, О.В. Проектне навчання як ефективний метод розвитку творчого потенціалу студентів. *Вісник Хмельницького національного університету*. 2021. Серія: Педагогічні науки, 1(1), с. 120-124.