



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00850.8

STAGES OF DEVELOPING THE CREATIVITY OF STUDENTS IN TEACHING THE ENGLISH LANGUAGE

Ibodatkhon Makhmudova*

*Teacher of English in the chair of the English language,
 Ferghana State University,
 UZBEKISTAN

ABSTRACT

The development of students' creative abilities is an important task that teachers should consider in an innovative environment. In order to achieve this goal, pedagogical activities are organized in stages. Graham Wallace's ideology was used to determine the stages of development of students' creativity when the research work was being conducted. According to the idea of Graham Wallace, the development of students' creativity is organized in four stages: preparation, "budding", maturation and control. Defining a clear goal at each stage made it possible to achieve the expected results. The article outlines the essence of each stage, aimed at developing students' creative abilities as well as the methodological approach for the organization of each stage.

KEYWORDS: *Teaching English, Students, Creativity, Creative Abilities, Development, Graham Wallace, Stages, Stages Of Development.*

INTRODUCTION

The process of formation and development of creative qualities in a person does not happen spontaneously, it evolves gradually. In essence, any process or activity is based on integrity. This integrity is also expressed as a "system".

According to the Oxford Learner's Dictionary, a system is: 1) an organized set of ideas or theories or a particular way of doing something 2) a group of things, pieces of equipment, etc. that are connected or work together 3) a set or arrangement of things so related or connected as to form a unity or organic whole[3]. Accordingly, pedagogical activity aimed at developing students' creative abilities in teaching English is also manifested as a whole. The stages are the most important structural basis in this unity and provide positive dynamics.

In the "Explanatory Dictionary of the Uzbek language" the concept of "stage" is defined as follows: "particular periods of the implementation of a single action" [5, 327]. Thus, the stages of developing students' creative abilities in teaching English are separate periods aimed at achieving a specific goal (the terms "particular" and "separate" are synonymous words in the Uzbek language).

In our opinion, the achievement of the main goal of developing students' creativity in teaching English is provided by reaching the specific goals at certain stages of the process. Defining the specific goals step by step, in a certain sequence ensures the achievement of the main goal without excessive stress.

The stages of development of creativity in students in teaching a foreign language were identified according to the ideas of Graham Wallace [7]. At each stage of this process, specific pedagogical tasks were accomplished by making partial changes to the author's ideas.

In order to make the teaching process creative students are required to know the English language at least at a basic level. This represents the initial, i.e., preparatory stage of the developmental process of creativity based by Graham Wallace. The preparatory phase serves as the foundation for the "budding", maturation and control stages.

Note: The organization of stages is not done in a single lesson process, but can consistently cover several lessons, even a semester.

I. Preparation stage. Diagnostic methods are used to determine the creativity of university students at this stage.

The diagnostic methods can be used to determine a person's creativity in terms of general and direct linguistic features. They are: 1) methods of determining the creativity of the person - the method of "Random Associations" [2], Incomplete Figure Test by E. P. Torrance [4]; 2) exercises that determine the students' ability of thinking creatively in English (question-answers, descriptions, situational exercises, memory tasks, debates, preparing a lecture, presentation, short articles).

In the preparatory stage of creative development, students work individually. The reason for this is that it is at this stage that each student has information about how creative they are.

The use of diagnostic methods in the first stage of the development of creativity in students is as follows:

1. Using the method of "random associations" students work in an academic group, small group, in pairs or individually. It is up to the teacher to select the suitable mode of interaction in class. In choosing the form of work, the teacher can take into account the preference of students. The freedom of students is ensured during the lesson.

According to Graham Wallas [7], at this stage the person involved in the experiment (student) is supposed to work on the source, this may be a novel, scientific magazine or newspaper depicting one of the various spheres of social life.

In the course of the following research, the scope of the source was narrowed with some modifications to this approach. The respondent-students used a source published in English.

Therefore, based on the students' interests "The Adventures of Oliver Twist" by Charles Dickens was chosen. One of the students was appointed as a leader. Students were given two assignments based on the novel:

1. Mark 3 random words in the text and write a short story using these words.
2. Give a title to the story you made.

In the first task, the leader opened one of the pages of a closed book (or scientific journal), without thinking, randomly placed his index finger on any word, and wrote the word on the board. After the leader chose three words from the book in the same way, the students wrote a short story in English based on it.

In the second task, students were asked to entitle their stories, so the students came up with titles for the stories they made.

At first sight, the assignments seem not to be complicated. However, it is not easy for students to write a story even in their native language and name it. If this process is carried out in a foreign language, it acquires a more complex character.

Completing the task consisting of two stages will further develop students' creativity as well as their synthesizing skills. The title is considered as the "visit card" of the story, through which the general content of the process or event is described in a single word or phrase.

The task was performed according to several requirements.

Requirements for Task # 1: all the three selected words should appear in the story; the ideas and events in the story should be connected with each other in a logical sequence; the story should be based on a specific (original) idea.

Requirements for Task # 2: the title should correspond exactly to the content of the story; the title should be short and concise.

The short and laconic title chosen by a student allows the teacher to get to know the student's word stock in the English language.

Once the assignment was completed, a discussion was organized within a group and the most original and the most appropriate title was selected.

2. The Incomplete Figure Test by E. P. Torrance was also used with students working both in small groups and in pairs.

Note: Students can also work individually while using the method. The mode of interaction may be selected by the teacher or it may also be chosen according to the preferences of students.

According to the author's idea, students should create images related to a different area on each figure given in the Incomplete Figure Test by E. P. Torrance. "The most important thing is that students are expected to use their fantasy broadly and pay attention to the originality of the images" [4].

During the study, when working with the Incomplete Figure Test, we added some changes. These changes were made taking into account the direction of education, the subject, the purpose of education, as well as the preferences of students. According to E. P. Torrance the respondent

(student) should form as many and unique images as possible in different areas without limiting the subject area for each barcode. Usually the images are not interpreted, so they can give the person enough visual information. In the process of developing students' creative abilities in teaching English, the scope of the topic was limited in order to complicate the task when working with the Incomplete Figure Test.

These changes are beneficial to students in two ways:

1. The student chooses one of the areas for which he or she is well informed; the description of the objects of the field in the process of the task forms a kind of "system";
2. The fullest possible disclosure of the essence of the "system" by the student ensures the logical consistency of the stated idea.

Талабаларнинг эътиборига Э.П.Торренсинг куйидаги "Тугалланмаган расмлар" тести [4] иш қоғози сифатида тақдим этилди:











Another assignment was brought to the students' attention to help them determine if they have creative thinking skills.

Assignment: For each figure given in E. P. Torrance's test add lines and make pictures out of them on the topic "Nature".

The following Incomplete Figure Test by E. P. Torrance [4] was presented to the students as a working paper:

Incomplete Figure Test by E. P. Torrance

(working paper)

Incomplete figures				
				
Solutions				
Incomplete figures				
				
Solutions				

Once the assignment was completed, a discussion was organized in the academic group and the most original solution was identified.

II. The stage of "budding". At this stage, students worked in small groups. The formation of small groups was based on the location of the tables in the classroom.

Note: There are several methods that can be used to form small groups: 1) draw lots (write numbers 1, 2 and 3 on small papers, place them face down and ask students to choose); 2) use the order of registration of students in the journal of the academic group; or 3) based on the location of the tables in the classroom.

Learning Objective: To further develop each student's individual creative thinking ability by combining the abilities of small group members.

In the second stage of developing the creativity of students ("budding" stage) diagnostic methods were used in the following ways:

1. In the preparatory stage of the method of "random associations" [2], each subgroup remakes another complete story of average length based off of the stories composed by its members.

Task:

- 1) Remake a medium-sized story based on the "stories" created by each member of the small group at the previous stage;
- 2) Entitle the story in agreement with the group members.

Note: The second remade story should cover the content of the stories created by each member of the small group; "small stories" should be able to form a coherent story that is logically connected to each other.

The complexity of the task is that it is not easy to connect several small stories, to achieve a logical unity. But this process encourages students to think, to find a solution to the logical problem.

Once the assignment was completed, a discussion was organized in the academic group and the most original (specific) solution was identified.











2. In the preparatory stage of working with the Incomplete Figure Test by E. P. Torrance[4] a table was formed based on the different answers suggested by the members of each small group.

Assignments: 1) form a table based on the different answers suggested by the members of each small group during the preparation stage; 2) Together with your teammates, think about what other solutions you can suggest on a given topic in English.

During the study, the following working papers were presented to the small groups to complete the task:

Incomplete Figure Test by E. P. Torrance

(working paper)

Nº	Incomplete figures	Solutions	Nº	Incomplete figures	Solutions
1.		1) 2)	6.		1) 2)
2.		1) 2)	7.		1) 2)
3.		1) 2)	8.		1) 2)
4.		1) 2)	9.		1) 2)
5.		1) 2)	10.		1) 2)

Note: 1) at the end of the task, the number of proposals of the small groups on each figure is calculated; 2) If the same solution is provided by more than one member of a small group on a particular figure, it is taken as a single answer (option).

This assignment involves the development of the social and communicative skills of group members. Such as:

- working together;
- listening to each other;
- approving each other's opinions;
- adding some points to the ideas of teammates;
- reasonable denial of each other's opinions where necessary;
- supporting each other in making a single decision in the members of the small group.

Once the assignment was completed, a discussion was organized in the academic group and the most original (specific) solution was identified.

III. Maturation stage. Again students worked in small groups. The students were given a small life story without an ending.

Assignments: 1) read the story; 2) translate the text; 3) predict the end of the story.

Note: Group members choose the most effective way to translate the text. The methods can be as follows: 1) the translation of the story is done in collaboration; 2) students share the parts of the

story, e.g. a sentence and translate it (this saves time and does not interrupt them from thinking, but if a member of the group needs help, he can get help from others); 3) it is prohibited to use mobile phones and Internet to translate the text, except printed dictionaries; 4) the teacher acts as a supervisor in this activity.

In the current research students were given the following short life story [1]:

After receiving the Nobel Prize in Physics, Max Planck went on tour across the world. Wherever he was invited, he delivered the same lecture on new quantum mechanics. Over time, his chauffeur memorized the lecture and said, "Would you mind, professor Planck, because it's so boring to stay in our routine. What if I gave the lecture in Munich and you just sat in front wearing my chauffeur's hat?". Planck said, "Why not?".

And the chauffeur got up and gave this long lecture on quantum mechanics. After which a physics professor stood up and asked a perfectly ghastly question. The speaker said,....

When the task was completed, the whole group discussed the answers given by small groups, and the most original answer was identified. At the end of the process, the real answer was given:

"Well I'm surprised that in such an advanced city I get such an elementary question. I'm going to ask my chauffeur to reply".

IV. Control stage. Students worked in small groups. Students were presented unfinished quotes by a former President of the USA Thomas Jefferson.

Assignments: 1) Think logically and complete Thomas Jefferson's unfinished ideas in English; 2) Translate the ideas into the Uzbek language; 3) Suggest your alternative answers retaining the content of the quotes.

Note: Each group worked on 3 of the top ten opinions of former U.S. President Thomas Jefferson. As for the last 10 ideas, all the three groups offered their alternatives.

Assignment 1. The following quotes by Thomas Jefferson were presented to the small groups [6]:

1. Never put off till tomorrow what you _____ (phrase).
2. Never trouble another for what you can do _____ (pronoun).
3. Never spend your money before _____ (sentence).
4. Never buy what you do not want, because it is cheap; it will be _____ (adj.) to you.
5. Pride costs us more than hunger, thirst, and _____ (noun).
6. We never _____ (verb) of having eaten too little.
7. Nothing is troublesome that we do _____ (adverb).
8. How much pain have cost us the _____ (noun) which have never happened.
9. Take _____ (things) always by their smooth handle.

10. When angry, count ten, before you speak; if very angry, a _____ (number).

After each task was completed, the answers of the small groups were discussed. The teacher presented the answers for both of the tasks at the end of the discussion.

Answers.

Task 1. Ideas of Thomas Jefferson:

1. Never put off till tomorrow what you can do today.
2. Never trouble another for what you can do yourself.
3. Never spend your money before you have it.
4. Never buy what you do not want, because it is cheap; it will be dear to you.
5. Pride costs us more than hunger, thirst, and cold.
6. We never repent of having eaten too little.
7. Nothing is troublesome that we do willingly.
8. How much pain have cost us the evils which have never happened.
9. Take things always by their smooth handle.
10. When angry, count ten, before you speak; if very angry, a hundred.

Task 2. Translation of the ideas into Uzbek:

1. Бугун қила оладиган ишингни ҳеч қачон эртага қолдирма.
2. Ўзинг қила оладиган иш учун ҳеч қачон бошқаларни безовта қилма.
3. Ҳали пулга эга бўлмасдан туриб, уни сарфлама.
4. Ҳеч қачон ўзингга керак бўлмаган нарсани сотиб олма, чунки у арзон бўлса-да, сен учун қиммат бўлади.
5. Кибр бизга очлик, чанқоқлик ва совуқдан кўра қимматга тушади.
6. Биз ҳеч қачон кам овқат еяётганимизданафсусланмаймиз.
7. Ниманики сидқидилдан бажарсак, у машаққатли бўлмайди.
8. Ҳеч қачон юз бермаган ёвузликлар ҳам бизга машаққат келтиради.
9. Ҳар қандай зиддиятли вазиятда “олтин оралик”ни танла.
10. Жаҳлинг чиққанида бирор нарса дейишдан аввал ўнгача, жуда ғазабланганингда эса юзгача сана.

Task 3. Students working in groups suggested different alternative answers.

Alternative answers of Group 1 on the first 3 points:

1. Never put off till tomorrow what you can do, procrastinated work will form a huge mountain.
2. Never trouble another for what you can do yourself, but think about your own opportunities .

3. Never spend your money before you have it, it leads you to stay in debt.

Some more alternative ideas were proposed by the three small groups. The following hadith was recognized as unique among them:

It was reported by Abu Dawud, may Allah bless him and may peace be upon him: "When one of you becomes angry while standing, he should sit down. If the anger leaves him, well and good; otherwise he should lie down!"

Working in small groups and collaborating while completing creative learning tasks not only supported effective education, but also made the learning fun and engaging for students. In addition, the quality of the assignments created conditions for students to achieve creative thinking.

In conclusion, the pedagogical activity aimed at developing students' creative abilities in teaching English in higher education is carried out in several stages. Each of the stages is organized on the basis of a specific aim. Achieving the goal set at each stage helped to achieve the main goal. The work of students in small groups not only ensured that the learning process was interesting, but also provided an opportunity to promote specific solutions to learning tasks.

REFERENCES

1. Буюк олимлар ҳаётидаги оддий воқеалар // <https://aniq.uz/yangiliklar/> buyuk-olimlar-hayotidagi-oddiy-voqealar.
2. Методики развития креативности // http://moluch.ru/rules/?utm_source=selfad&utm_medium=popup&utm_campaign=archive.
3. System. https://www.oxfordlearnersdictionaries.com/definition/american_english/system
4. Тест креативности Торренса. Диагностика творческого мышления //1-<https://psycabi.net/testy/577-test-kreativnosti-torrensa-dagnostika-tvorcheskogo-myshleniya>.
5. Ўзбек тилининг изоҳли лугати. А – Д / 5 жилдди. Биринчи жилд. А.Мадвалиев таҳр.остида. Таҳрир ҳайъати: Э.Бегматов ва бошқ. – Т.: "Ўзбекистон миллий энциклопедияси" Давлат илмий нашриёти, 2006. – 327-б.
6. Famous Jefferson quotes: A decalogue of canons for observation in practical life //<https://www.monticello.org/site/research-and-collections/famous-jefferson-quotes>.
7. What are the Stages of Creativity? // <https://www.interaction-design.org/literature/article/what-are-the-stages-of-creativity>.