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## **DEVELOPMENT OF CREATIVITY OF FUTURE SPECIALISTS AT FOREIGN LANGUAGE CLASSES: CONDITIONS AND OPPORTUNITIES. SUBJECTIVE WELL-BEING**

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*The article deals with the importance of development of future specialists' creativity at foreign language classes. The concept of creativity has been disclosed; the conditions and opportunities for its development have been revealed. The problem of subjective well-being has been considered. The vision of creativity by researchers from different countries of the world has been represented: as the ability to create original and adaptive products; applicability and usefulness in resolving problems at hand; changeability over time and due to cultural and socio-economic realities; as a source of new technologies, methods and techniques of social work and productive ways of their application. Methods and techniques for development of creativity at foreign language classes have been suggested: asking open-ended or challenging questions; encouraging students to talk freely on various topics; finishing unfinished stories; creative writing in the form of self-invented stories, poems, plans, inventions; development of projects, etc. The methods and tools for improving*

and promoting future specialists' creativity have been represented. The impact of creativity on subjective well-being at foreign language classes has been stated and considered. The effect of creativity on subjective well-being has been disclosed. The concept of well-being has been revealed as the state of being or doing well in life; happy, healthy, or prosperous condition; moral or physical welfare of a person or community. The connection of these aspects of well-being with the acquisition of a foreign language have been stated, which, apart from the cognitive gains, can contribute to person's social and emotional well-being.

**Key words:** *creativity; possibilities for development; subjective well-being; students' creativity; university.*

**Introduction.** Much attention is paid to the issue of teaching foreign languages to students at universities, that is why this problem is considered in different areas. However, the problem of using a creative approach by foreign language teachers and methodological aspects of their creative activity has still been covered insufficiently. At the same time, society needs theoretically and practically trained, communicative, mobile, tolerant, emotionally open, professionally active, humane and, most importantly, creative specialists. For them it is important to have not only professional knowledge, skills and abilities, but to be innovative, able to adapt to the requirements of today, solve professional tasks efficiently and creatively (Blyzniuk et al., 2022, p. 5).

**Analysis of recent research and publications.** The issue of creative activity of teachers has been considered by many researchers. However, insufficient attention is paid to the methodological aspects of such activities in teaching foreign languages at universities. Different aspects of concept of creativity have been studied by foreign researchers: H. A. Avila, A. Maley, D. Feldman, E. Kovacikova, E. Reid, C. Taylor, and Ukrainian scholars: V. Balakhtar, L. Basiuk, L. Blyzniuk, N. Bulka, I. Dobroskok, T. Marieieva, O. Panchuk, L. Solohub and others.

**The purpose of the article** is to research the conditions, methods and tools contributing to improvement and promotion of development of students' creativity and its impact on the subjective well-being at foreign language classes at universities and to study the subjective well-being and its connection with creativity.

**Research results.** Social and economic transformations of modern society put forward new demands and requirements to a future specialist's professional training. They include a specialist's capability of a continuous professional and personal growth and development, his or her ability to make non-standard decisions in the course of professional activity. In this regard, the improvement of quality of specialists' professional training and promotion of the development of their non-standard thinking is becoming relevant. The formation of non-standard thinking is one of the tasks in the process

of development of a future specialist's creativity at universities.

The majority of scientists consider creativity as a property of a personality (ability to create) and as a creative process (Blyzniuk et al., 2022, p. 52). In particular, the Malasian researchers, Ch. Tan et al. (2021) admit that «creativity is generally conceptualized as the ability to create products that are original and adaptive. ... Originality alone is insufficient. To be considered creative, the output must also be applicable and useful to the problems at hand. Empirical evidence supports that both novelty and usefulness are the two key ingredients of creativity» (Tan et al, 2021, p. 1).

The researchers from Saudi Arabia, S. Ismail & M. Kassem state that «creativity is a highly controversial concept, which is transformative. It changes over time and varies according to cultural and socio-economic realities» (Ismail & Kassem, 2022). As the scholars state, *creativity* is derived from the Latin word «*creare*», meaning «*to make*» or «*to produce*». It implies presenting something new and original. «Thus, it is closely related to originality, novelty, inspiration, genius, individuality» (Ismail & Kassem, 2022, p. 145).

In pedagogy, the concept of «*creativity*» appeared relatively recently, it is taken from the conceptual apparatus of psychology and brings new content to the coverage of pedagogical phenomena. In its scientific relations, pedagogy expands the boundaries of its own specific knowledge, enriches and refines them, which contributes to the deepening of pedagogical experience and the improvement of the educational processes of personality development (Basiuk, Dobroskok, 2017, p. 10).

Creativity involves the activation of an individual's creative potential, his or her ability to be creative in generating original ideas, find solutions in unusual situations. This property can be realized at a high level only under favorable conditions in various fields of human activity throughout life (Balakhtar, 2018, p. 167–171). Creativity is a source of new technologies, methods and techniques of social work and productive ways of their application, because today society needs individuals who can practically solve a variety of life and professional problems and who are capable of self-realization (Panchuk, 2016).

Such skills as fluency, flexibility, originality, elaboration, curiosity, complexity, risk taking and imagination are needed for the development of creativity. In particular, while learning a foreign language, creative skills can be developed by asking open-ended or challenging questions, with the help of various games, activities and everyday events experienced by students (Reid, Kovacikova, 2018). At the same time, creativity is a multifaceted formation, an integral feature and a structural component of creative potential. Creativity, on the one hand, is realized in the process of creative activity and represents its motivational basis, and on the other hand, it is developed and formed depending on the characteristics and conditions available (Basyuk, Dobroskok, 2017, p. 10).

A. Porter, S. Graham, F. Myles and B. Holmes (2022) express the opinion that creativity is considered to be a twenty-first century skill embracing developmental skills (learning to read and write) and innovation. Being considered a part of intelligence, creativity can be taught. At the same time, risk-taking and collaboration are likely to foster creativity.

At foreign language classes creativity is manifested mainly through productive skills – speaking and writing. Students should be encouraged to talk freely on various topics, including their experiences, troubles, opinions, dreams, etc. Pair work, group work, role-play, simulations, finishing unfinished stories, etc., would all be appropriate techniques for practicing speaking activities. Learners can practice creative writing in the form of self-invented stories, poems, plans, inventions, etc. Projects development is an excellent technique for boosting creativity and high-level thinking (Reid, Kovacikova, 2018).

The researcher from Japan B. Birdsell admits that «natural language is the greatest form of improvisation, which rolls off the tongue seamlessly from our thoughts, interplaying with the words and sounds» (Birdsell, 2013, p. 887). The author also states that «a language gets manipulated, played with and reshaped often for the lone purpose of entertainment and here the creativity of language cannot be denied» (Birdsell, 2013, p. 887). The researcher asks himself a question how second language learners should approach this creativity, which is so common in their native language. He concludes that learners of a foreign language often sound unnatural because «they speak or write in an «over-literal» way lacking the opportunity to be exposed to these metaphorical structures» and admits that «learners are most creative when they feel motivated primarily by the interest, enjoyment, satisfaction, and challenge of the work itself, but not by external pressure» (Birdsell, 2013, p. 887).

The Columbian researcher H. A. Avila states

that «there is a need to be aware of innovative and powerful strategies for the improvement of learning a foreign language in an academic setting. In order to be fully prepared and confident in the classroom, teachers should look for the things suitable in their particular educational context. Educators should consider potential and creative teaching options to overcome students' learning challenges such as their lack of interest and attention in the subject» (Avila, 2015, p. 92).

Thus, the creative activity of a foreign language teacher is the basis of the learning process. It is closely related to solving problem situations and making quick decisions. Creative activity is directed on regulation of psychological and pedagogical communications between subjects of educational process, formation of creative personality of students and improvement of creative activity of the teacher (Blyznyuk et al., 2022, p. 53). Thus, in order to ensure the creative development both of a foreign language teacher and a student, it is necessary to enrich the traditional methods of creative teaching (Bulka, 2001, p. 46–49).

In traditional pedagogy, the learning process is controlled step by step, so a teacher's creativity and freedom are limited. Teachers, in contrast to representatives of other fields, have a conservative attitude to change, give more resistance to innovation, so it is difficult to spread innovation in education. However, it should be noted that after the first contact of a teacher with creativity, he or she gets interested in this. As a result, a teacher's creativity as a quality of his or her personality develops. To develop creative thinking, a teacher is constantly working at himself, replenishes knowledge, seeks new relevant information, learns to use it properly, applies different approaches related to a problem, thinks both critically and creatively (Blyznyuk et al., 2022, p. 53).

To sum it up, creating favorable atmosphere and applying creative methods in teaching foreign languages, it is possible to achieve not only a high level of students' education, but to help them to be ready for life challenges, to be capable of thinking creatively while doing a team work, to gain organizational and leadership skills, to motivate themselves and others, to express themselves and to be able to accept other people's opinions (Durdas et al., 2022, p. 86).

**Techniques supporting high level of creative activity.** Creativity in educational activities is manifested in the originality of thinking in the acquisition of new knowledge, in particular in solving various problems in a non-traditional, original way (Basiuk, Dobroskok I., 2017, p. 10). Specific techniques used for the development of higher-level thinking have been named and discussed here.

Such techniques should develop individual decision making, the ability to solve problems, analyze, synthesize, etc. (Reid & Kovacikova, 2018).

«**Alpha box**» is an evoking technique where the teacher writes a topic, question or term on the board. Students are divided into groups and write in alphabetical order any words, comments, questions, beliefs, etc., which are connected to the key topic. Students can work individually or in small groups (Reid, Kovacikova, 2018). The advantages of this technique are as follows: Students need to have good background knowledge. They need to work with resources, be creative when coming up with ideas and apply divergent thinking for generating various outcomes. Working in groups, they need to cooperate, discuss and express their opinions (Reid, Kovacikova, 2018).

«**Analysis of certain features**» is a technique encouraging students to compare features of known, less known or unknown phenomena. For example, for the comparison of cultural issues, with space for discussing the advantages and disadvantages. It is appropriate for group work, but can be done individually as homework and it is particularly suitable for intercultural learning (Reid, Kovacikova, 2018).

«**Step by step**» is a technique used for understanding individual processes. The teacher gives students a topic and together they decide on how many steps the process requires. Students are divided and each learner describes the individual processes. This technique could be used for giving instructions, directions, recipes, etc. «Step by step» is good for discussions, cooperation and making compromises (Reid, Kovacikova, 2018).

«**A tree of causes and consequences**». This technique allows students to gain the abilities to solve problems. The idea is to draw a tree comprised from three parts: roots, trunk and branches. Roots are the causes of the problem, the trunk is the problem itself and the branches are the consequences of the problem. This technique is good for discussion, comparison and making conclusions (Reid, Kovacikova, 2018).

«**Caricatures**» are materials used for training a multi-way of thinking, associating, analyzing, assessing, and critical thinking. They are «funny» descriptions of people, ideas, events, problems, etc. They should make the audience laugh by picturing a short and brief view of the topic which should encourage their thinking. They can be used for practicing vocabulary or grammar and can be done orally or in written form (Reid, Kovacikova, 2018).

The above-mentioned techniques provide advantages in the development of such skills as analysis, evaluation, creativity and critical thinking. They all develop creativity and ability to think «out of the box» (Reid, Kovacikova, 2018).

At the same time, a Colombian researcher H. A. Avila suggests the following techniques for creativity development at foreign language classes: remembering English grammar and structures (each student had to say a word, one by one, following the structure of the previous word already mentioned); creating a fictional story together; promoting creative writing; boosting vocabulary through screenwriting; sharing a speech; drawing «life circles»; drawing and speaking; asking and answering questions (Avila, 2015, p. 101).

All the above-mentioned tools are integral technical means of learning foreign languages, which allow solving complex problems of foreign language education. Skills and abilities that are formed with their help, promote the development of creativity in participants of the educational process. In addition, their use demonstrates the mobility of the modern education system and its adaptive nature.

**The effect of creativity on subjective well-being.** According to the Malaysian researchers C.-Y Tan et al. «the impact of happiness on creativity is well-established. However, little is known about the effect of creativity on well-being... On the one hand, well-being was found to promote creativity, on the other hand, creativity is conducive to well-being» (Tan et al, 2021, p. 1).

In the framework of our research, it is necessary to consider the concept of «well-being». According to the Oxford English Dictionary, *well-being* is «the state of being or doing well in life; happy, healthy, or prosperous condition; moral or physical welfare (of a person or community)» (Well-being. Oxford English Dictionary).

The Cambridge Dictionary defines *well-being* as «the state of feeling healthy and happy» (Well-being. The Cambridge Dictionary).

At the same time, C.-Y Tan et al. conclude that «having a high level of subjective well-being is important for both physical health and workplace performance... Well-being is also linked with one of the important mental abilities – creativity» (Tan et al, 2021, p. 2). The authors admit that «positive states of moods such as joy and hope motivate people to explore and accept new information which can improve the flexibility of cognition and creativity... People feel safe and secure when they are in positive emotions, and they are more likely to think divergently without fear... People are more open to changes when they are in positive moods... On the contrary, negative emotions lead to people feeling insecure and view their environment as threatening» (Tan et al, 2021, p. 3). The researchers conclude that creativity and well-being are crucial to humankind, and, at the same time, creativity is beneficial to subjective well-being (Tan, 2021, p. 11).

Well-being is also understood as a person's

experience of happiness, health, prosperity, which is reflected in good mental health, subjective high life satisfaction, a sense of meaning or purpose of life, and ability to reduce or manage stress efficiently (Davis, 2019). These aspects of well-being are also connected with the acquisition of a foreign language, which, apart from the cognitive gains, can contribute to person's social and emotional well-being (Phenninger and Polz, 2018; Pot et al., 2018).

At the same time, subjective well-being is defined as the personal assessment and perception of one's quality of life (including the quality of social, psychological and emotional interactions which provides growth of balance and human health and paves a way to the development of one's talent more efficiently (Tamannaefar, Motaghedifard, 2015, p. 37). In this respect, foreign language learning plays an important role both for a personal and societal development (Verga, Kotz, 2013).

An interesting opinion is expressed by the Chinese researchers, Fei Lei and Lin Le, saying that creative self-efficacy is a fundamental influencer of creative behavior and has a positive effect on well-being and development (Fei Lei, Lin Le, 2022). They admit that «creativity plays a key role in the process of learning a foreign language, and successful bilingual and multilingual learners have to be highly creative because they must switch frequently between languages and use reasoning skills and flexible thinking to make connections between the abstract and the symbolic and combine acquired expressions in creative ways» (Fei Lei, Lin Le, 2022). In addition, as a tool to increase cultural sustainability, creativity develops cognitive flexibility and enables better understanding by students of different cultures and values, contributing to the improvement of competence in intercultural communication (Fei Lei, Lin Le, 2022). Emotions have also been shown as key factors in the success of a foreign language learning and teaching. Positive emotions can make foreign language students more willing to absorb new knowledge of a language, whereas negative emotions can reduce their attention and motivation to studying. Moreover, learners with more-positive emotions, learn a foreign language better because they are more attentive and more aware of language involvement at classes. Thus,

positive psychological traits may play a greater role in foreign language learning than in other disciplines (Fei Lei, Lin Le, 2022).

Thus, positive emotions and creating positive, favorable environments can stimulate the development of students' creativity, in which they would feel free while speaking, writing and they would not be afraid of making mistakes. Reinforcing positive aspects against external threats can lead to a successful outcome in language learning, thereby contributing to competence development when coping with and controlling everyday tension and frustration (Oxford, 2016). Teachers of foreign languages can use their creativity to make classes much more original, and go outside the formal bonds of teaching. For this reason, teachers need to expand their horizons in the context of teaching and learning foreign languages to see what will be efficient for their further work. Thus, we may conclude that to ensure the creative development of both a foreign language teacher and a student's personality, it is necessary to enrich traditional teaching methods with creative ones.

**Conclusions.** The importance of development of future specialists' creativity at foreign language classes has been stated and substantiated. The concept of creativity has been disclosed and its vision by different scholars has been represented. The conditions and opportunities for creativity development have been revealed. The vision of creativity by researchers from different countries of the world has been represented. Methods and techniques for development of creativity at foreign language classes have been suggested. Interest, enjoyment, satisfaction, challenge of the work itself, but not external pressure, have been determined as primary factors of motivation of creative activity at foreign language classes. The problem of subjective well-being has been outlined. The effect of creativity on subjective well-being has been disclosed. The impact of happiness on creativity has been mentioned, and the concept of well-being has been revealed. The connection of well-being with the acquisition of a foreign language has been stated, which contribute to person's social and emotional well-being. Further research will be dedicated to the methods of increase of well-being at foreign language classes through creativity.

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## РОЗВИТОК КРЕАТИВНОСТІ МАЙБУТНІХ ФАХІВЦІВ НА ЗАНЯТТЯХ З ІНОЗЕМНОЇ МОВИ: УМОВИ ТА МОЖЛИВОСТІ. СУБ'ЄКТИВНЕ БЛАГОПОЛУЧЧЯ

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*У статті розкрито важливість розвитку креативності майбутніх спеціалістів на заняттях з іноземної мови. Розкрито поняття креативності та умови й можливості для її розвитку. Розглянуто проблему суб'єктивного благополуччя. Представлено бачення поняття креативності дослідниками з різних країн світу: як здатність створювати оригінальні та адаптивні вироби; здатність до застосування й корисність у вирішенні проблем; мінливість у часі та відповідно до культурних та соціально-економічних реалій; як джерело нових технологій, методів і прийомів роботи суспільства та продуктивних способів їх застосування. Запропоновано такі методи та прийоми розвитку креативності на заняттях з іноземної мови, як: постановка відкритих або складних питань; заохочення студентів до вільної розмови на різні теми; завершення незакінчених оповідань; творче письмо у вигляді самостійно придуманих оповідань, віршів, планів, винаходів; розробка проектів тощо. Представлено методи та інструменти вдосконалення та сприяння розвитку креативності майбутніх спеціалістів. Констатовано розглянуто вплив креативності на суб'єктивне благополуччя на заняттях з іноземної мови. Розкрито зв'язок суб'єктивного благополуччя з креативністю. Розглянуто конкретні прийоми, які використовуються для розвитку здатності творчого мислення, спрямовані на розвиток здатності приймати рішення, уміння вирішувати проблеми, аналізувати, синтезувати тощо. Серед них: «альфа-бокс», техніка «крок за кроком»; «дерево причин і наслідків», «карикатури», а також спільне створення вигаданої історії; малювання «життєвих кіл»; обмін промовою тощо. Розкрито вплив креативності на суб'єктивне благополуччя. Поняття суб'єктивного благополуччя розкрито як стан буття або благополуччя в житті; щасливий, здоровий або благополучний стан; моральне чи фізичне благополуччя людини чи громади. Встановлено зв'язок цих аспектів благополуччя з оволодінням іноземною мовою, що, окрім когнітивних здобутків, може сприяти соціальному та емоційному благополуччю людини.*

**Ключові слова:** *креативність; креативність студентів; можливості розвитку; суб'єктивне благополуччя; університет.*