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DEVELOPMENT OF TEACHERS' AND STUDENTS' CREATIVITY IN THE PROCESS OF FOREIGN LANGUAGE TEACHING AT UNIVERSITY

In today's higher education creativity plays a central role in raising the effectiveness of foreign language teaching. This article explores the importance of a creative approach in teaching foreign languages at university, stressing on the importance of development of both teachers' and students' creativity. The article examines innovative teaching strategies, including interactive methods,

gamification, project-based learning and digital tools, which contribute to engagement, motivation and deeper knowledge of a target language. The study highlights how teachers' creativity influences students' ability to think critically, solve problems and express themselves in a foreign language. The article also highlights the challenges teachers may face in implementing creative methodologies and their need for continuous professional development. It emphasizes the role of a supportive learning environment in encouraging students' experimentation and active participation in learning. The results suggest that application of creative pedagogical techniques does not only increase a foreign language proficiency but also develops students' communication skills, confidence, adaptability and satisfaction with learning outcomes. The study concludes that development of creativity in language teaching requires a change in traditional teaching patterns, where teachers are facilitators of dynamic and student-centered learning experiences. By application of creative methodologies, university teachers can prepare students for real-world communication, cultural awareness and lifelong learning in a rapidly changing global environment.

Keywords: *creativity, foreign language teaching, higher education, innovative pedagogy, interactive methods, student engagement.*

INTRODUCTION

In the globalized modern world, the ability to communicate in foreign languages is more important than ever. Globalization, international collaboration and cultural exchange require not only linguistic proficiency but also creativity and adaptability. Traditional language teaching methods, being resultative and effective in some aspects, often fail to fully engage students and develop their ability to think critically and communicate enthusiastically. Therefore, a creative approach to teaching foreign languages at the university level has become essential in promotion of deeper learning, motivation and meaningful language use. Creativity in teaching and learning a foreign language is beneficial both for teachers and students. For educators, it includes designing innovative lesson plans, integrating interactive and digital tools and adapting teaching strategies to achieve learning goals. For students, creativity enhances problem-solving skills, boosts confidence in language use and encourages independent thinking. By incorporating methods such as gamification, project-based learning, storytelling and role-playing, teachers can create an immersive and inspiring learning environment. Development of creativity at foreign language classes at university contributes to more effective, enjoyable, and meaningful learning practices.

The purpose of the article is to study creative approach in teaching foreign languages at university and methods of development of teachers' and students' creativity.

RESEARCH RESULTS

Encouraging creativity as a valuable and transferable skill that must be developed through education, is a prevalent theme in modern educational discussions. In particular, contemporary discourse frequently highlights creativity as a competency that can enhance students' ability to engage in and contribute to future economic opportunities. (Davis, Susan (2010, p.31). Creativity has gained widespread recognition across various fields, carrying both positive and negative connotations. A distinction is made between exceptional creativity, which emerges in significant endeavors that impact society, and everyday creativity, which appears in routine activities that demonstrate a certain level of originality (Durdas et al, 2022, p. 37). Polish researcher L. Piasecka (2018) highlights growing prevalence of creativity in various contexts, where it carries both positive (e.g., «creative writing») and negative (e.g., «creative accounting») connotations. She distinguishes between two types of creativity: exceptional creativity, which leads to significant contributions valued by society, and everyday creativity, which emerges in routine activities and demonstrates a certain level of originality. The researcher also describes the foreign language classroom as a «nest of creativity» where teachers can implement a variety of creative tasks and activities, which are engaging, motivating and rewarding. Such activities foster a sense of joy, excitement, and personal fulfillment in students (Piasecka, 2018).

Discussions on education frequently emphasize the need for teachers to foster creativity in the classroom. However, the concept of creativity is rarely examined in depth, particularly in connection with specific subject areas. Perspectives from socio-cultural and systemic theories of creativity highlight the significance of nurturing individual creative potential (Davis, Susan, 2010, p.31).

At the same time, the growing focus on creativity is closely linked to the shift from traditional teacher-led instruction to a more student-centered approach, which views learning as an ongoing process rather than just the final result of knowledge transfer (Puskás, 2021, p.159).

Creativity has traditionally been studied at the individual level, focusing on personal traits and characteristics that shape creative behavior or help develop creativity. However, modern sociocultural perspectives highlight that creativity is influenced by more than just personality, motivation and cognitive abilities. Factors such as social context, learning environment, interactions with parents, teachers, mentors, and peers, as well as interpersonal relationships, play a crucial role in fostering creativity and encouraging creative behavior. (Puskás, 2021, p. 159). Thus, fostering creativity in foreign language teaching enables students to develop their language skills effectively while also enhancing their motivation for learning (Ševečková, 2016, p. 180).

While completing creative tasks, students have a chance to express themselves and build confidence using a foreign language. They not only enjoy the process of using a foreign language in writing and speaking but also gain a sense of accomplishment from producing a final piece. (Durdas et al., 2022, p. 33).

Creativity is linked to interaction, imagination, play, collaboration, change, experimentation and even a positive mindset, making it an essential aspect of every individual's development. It also plays a crucial role in classroom strategies, teaching methodologies, and overall pedagogy. The key challenge, therefore, lies in determining how to cultivate creativity in foreign language teaching, enhancing students' motivation for learning, as far as a creative approach to studying significantly contributes to the effective acquisition of language skills (Ševečková, 2016, p. 180).

To increase students' motivation and interest in learning, the incorporation of cloud technologies into the educational process is recommended, particularly in foreign language teaching at higher education institutions. This may modernize the course content and enhance teaching methodologies, broaden instructional strategies and increases students' engagement. The relevance of exploring cloud technology integration in education is highlighted by several key advantages, including cost-effectiveness – reducing expenses associated with software acquisition and updates; flexibility and efficiency – customizable services tailored to institutional needs, unlimited data storage, automatic resource scaling, and minimal time and financial investment for data processing and analysis; environmental sustainability – lower electricity consumption compared to conventional computing; and mobility – continuous access to educational resources within the university's digital environment (Pokrovska et al, 2020, p. 47).

Integrating cloud services into foreign language learning enables students to engage in an educational process that aligns with real-life experiences. This approach provides both students and lecturers with access to authentic materials and immersive environments for practicing essential language skills – reading, speaking, listening, and writing. By offering realistic communication opportunities, cloud-based learning fosters greater motivation and enhances students' overall language acquisition (Pokrovska et al, 2020, p. 48).

At the same time, it is necessary to admit that process drama has the potential to become a valuable tool in a language teacher's instructional methods. By learning and applying drama-based techniques, educators can enhance their teaching by development of creativity and imaginative language use in the classroom. Integrating drama into language teaching does not only enrich students' learning experiences but also encourages more dynamic and engaging communication. Exposing teachers to alternative teaching approaches that challenge traditional methods is both beneficial and necessary. With the right support, they can develop and

implement innovative practices that withstand the practical challenges of the classroom environment (Hulse, Owens, 2017).

Drama is an effective method for actively involving students in learning English. By providing meaningful contexts, drama techniques support the development of their overall language skills. Drama positively influences students by enhancing their confidence, creativity and enthusiasm for learning (Rojabi, Mustofa, 2021).

Creative writing is a powerful tool in the process of teaching and learning foreign languages. Creative writing is a form of writing that expresses feelings, thoughts or ideas in an imaginative way that provides students with new ways to play with language, which improves their writing skills and at the same time helps them improve all their language skills. The benefits of using creative writing in teaching and learning a foreign language go beyond formal language acquisition and encompass more personal, socio-cultural, and psychological areas that lead to self-development (Durdas et al., 2022, p. 34). Creative writing contributes to language development at all levels: lexical, grammatical, phonological, and discourse. By completing creative writing tasks, students aim to work with language in an interesting and challenging way, expressing their own vision in a unique way (Durdas et al., 2022, p. 35).

Creative writing enhances language development across all aspects, including vocabulary, grammar, phonology, and discourse. When engaging in creative writing tasks, students interact with the language in a stimulating and demanding manner, striving to convey personal meanings in a distinctive way. This process encourages a deeper level of linguistic engagement compared to traditional texts. As a result, learners make significant progress in grammatical accuracy, appropriate and original word choice, as well as their awareness of rhyme, rhythm, stress, intonation, and text structure (Maley, 2018, p. 2).

Creative writing in a foreign language, including writing poetry or stories, can be used to develop students' learning and writing skills. Autonomous, unstructured and free-choice writing tasks stimulate students' thinking and offer a chance for their imagination to «run wild» (Chun-Chun, 2017).

A digital game can be used at foreign language classes to enhance students' creativity and motivation. By integrating a digital game with a creative writing project, foreign language teachers can create an authentic learning experience that encourages students to express their creativity, engage with the target language in a meaningful way and enjoy the learning process (Lee, 2019).

Fan fiction can be used as an educational tool at technology-enhanced university foreign language classes. A task-based fan fiction project is inspired by blog-based role-playing storytelling found in online media. In this approach, students work in groups, with each member assuming the role of a specific character from a literary work to collaboratively recreate a missing moment from the story through blog-based role-play. The authors highlight that well-structured collaborative fan fiction can support literary analysis, enhance students' creative writing skills and contribute to language development, particularly in vocabulary acquisition (Sauro, Sundmark, 2016).

As a positive aspect of using written tasks, it is worth noting that students can track their progress in mastering writing better than controlling their own speech, since writing is a more conscious process that involves constant interaction between thinking, writing and checking. Writing is also a more accurate indicator of students' progress in learning a foreign language. It is also a tool that allows the teacher to diagnose problems. It is easier to review a written text than to track spontaneous speeches, since a written text is a permanent record that can be documented, reviewed and provided as evidence. Therefore, writing provides teachers with wide opportunities for its use for the purpose of effective foreign language teaching. In addition, since writing skills are a process of interaction between text and readers' imagination, foreign language teachers need to diversify writing teaching strategies and make them more attractive, which, in turn, will stimulate students' interest in studying a foreign language more persistently (Durdas, 2023, p. 78).

F. Cornillie et al. (2021) suggest storytelling practices in digital spaces. They emphasize the value of practical learning, creative problem-solving, collaboration and playfulness. As key examples, they highlight fanfiction – a type of creative writing that reimagines existing media – and interactive fiction, a nonlinear narrative form that closely intersects with the gaming world.

It is important to highlight that the advantages of incorporating creative writing in foreign language learning extend beyond mere linguistic development. This practice also influences personal growth, socio-cultural awareness, and psychological well-being, ultimately fostering a sense of self-empowerment (Wachtmeister, Efverlund, 2021, p. 2). It is essential to develop students' confidence in the process of completing tasks. A positive emotional state plays a crucial role in the language learning process, as it helps students complete the task with a sense of confidence (Shabitha, Mekala, 2023, p. 200). Written tasks also help students develop their own ideas more effectively and motivate them to integrate new information with previously acquired knowledge and experience (Shabitha, Mekala, 2023, p. 200).

To enhance motivation for creative writing, it is necessary to make the learning process more engaging and enjoyable by making classroom activities more diverse and designing appealing tasks. It is also essential to present and manage assignments in a way that fosters motivation, ensure students regularly experience success, and build their confidence through consistent encouragement. Additionally, motivation can be strengthened by promoting collaboration among students, fostering their autonomy, and increasing their sense of satisfaction through well-structured rewards (Dörnyei, 2001, pp. 138–144).

In today's globalized world, where teachers can connect more easily – even in remote areas – foreign language teachers have access to diverse sources for professional growth. They can learn from a wide range of materials and the shared experiences of educators worldwide, though it remains important to evaluate the reliability and accuracy of these sources (Komorowska, Krajka, 2024, p. 40). A foreign language teacher can enhance his or her creativity by constantly exploring innovative methods, experimenting with diverse teaching techniques, and maintaining a mindset of curiosity and innovation. Some approaches can be suggested in this regard:

1. **Engaging in continuous learning:** participation in workshops, webinars and conferences focused on language teaching and creative methodologies. Taking online courses on drama in education, storytelling, gamification and digital tools for language teaching. Reading books and articles on pedagogy, psychology, and creativity in education can provide new insights.
2. **Experimenting with creative teaching strategies:** incorporate role-playing, drama and improvisation to make lessons more dynamic; using storytelling and creative writing activities to spark students' imagination; introduction of games, quizzes and puzzles make the process of learning more interactive and enjoyable.
3. **Integrating technology and digital tools:** the use of AI tools, virtual reality and gamified learning platforms help to boost student engagement. Designing interactive lessons using apps like Kahoot, Quizlet and Padlet encourage students to write, share and discuss in the target language through social media or blogs.
4. **Collaborating and Sharing Ideas** through joining teachers' communities and forums to exchange creative teaching strategies.
5. **Fostering a creative classroom environment** through integrating music, art, and movement to create multisensory experiences; implementing project-based learning, where students work on real-world tasks that require creative thinking.
6. **Cultivating a creative mindset:** challenging yourself to introduce something new in each lesson; accepting mistakes and spontaneous ideas, as creativity often flourishes through experimentation.

Enhancing students' creativity in foreign language lessons plays a crucial role in deepening their engagement with the language and improving their communication abilities. Encouraging creativity allows students to experiment with diverse vocabulary, grammatical

structures and expressions, moving beyond simple memorization to develop a more authentic and personal way of using the language. Various activities, such as creative writing, storytelling, role-playing and problem-solving exercises, offer students valuable opportunities to articulate their thoughts in original and meaningful ways. These tasks do not only strengthen linguistic skills but also build confidence, increase motivation and promote cultural awareness. By fostering a supportive and engaging learning atmosphere where students feel comfortable taking risks and exploring different modes of expression, teachers can help them enhance both their language proficiency and creative thinking, making the learning experience more dynamic and enjoyable.

CONCLUSIONS

Integrating creativity into university-level foreign language instruction is crucial for increasing student engagement, improving language proficiency, developing essential communication and problem-solving abilities. This study underscores the importance of creative teaching approaches – such as gamification, project-based learning, storytelling, and digital tools – in making language learning more interactive, meaningful and student-centered. Encouraging students to explore language in imaginative ways not only enhances their vocabulary, grammar and discourse skills but also strengthens their confidence, motivation, and cultural awareness. Moreover, there is a need to move beyond traditional, rigid teaching methods in favor of more flexible, interactive and experiential learning environments. Teachers play a key role in this transition by continuously refining their own creativity, incorporating innovative instructional strategies, and fostering a classroom atmosphere that encourages risk-taking and self-expression. Although obstacles such as curriculum limitations and resistance to change exist, they can be moderated through professional development, institutional backing and a willingness to adopt new teaching methodologies. Creativity in foreign language education extends beyond linguistic competence, nurturing essential life skills that prepare students for effective communication, cultural awareness and lifelong learning in a globally connected world. By adopting creative teaching practices, universities can offer more engaging and impactful learning experiences, empowering students to become confident and adaptable individuals ready to navigate diverse linguistic and cultural landscapes.

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РОЗВИТОК ТВОРЧОСТІ ВИКЛАДАЧІВ ТА СТУДЕНТІВ У ПРОЦЕСІ НАВЧАННЯ ІНОЗЕМНИХ МОВ В УНІВЕРСИТЕТІ

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У сучасній системі вищої освіти творчий підхід відіграє визначальну роль у вдосконаленні процесу викладання іноземних мов, сприяючи глибшому засвоєнню знань, розвитку мовних навичок та підвищенню мотивації студентів. У статті розглядається значення креативності в навчанні іноземних мов, а також аналізуються ефективні методи розвитку творчого потенціалу як викладачів, так і студентів. Автори акцентують увагу на впровадженні інноваційних педагогічних підходів, серед яких інтерактивні методи, гейміфікація, проектне навчання та цифрові технології. Ці методи дозволяють створювати більш динамічне та захопливе навчальне середовище, що спонукає студентів до активної участі у процесі опанування іноземної мови, розширюючи можливості для їх самовираження, критичного мислення та креативного вирішення завдань. Особливу увагу приділено викликам, які постають перед викладачами під час реалізації творчих методик. Серед основних перешкод розглядаються опір змінам, обмеження в рамках освітніх програм, а також потреба у постійному професійному розвитку педагогів. У статті підкреслюється важливість створення сприятливої навчальної атмосфери, що заохочує експериментування та сприяє формуванню самостійності студентів. Результати дослідження свідчать, що застосування творчих педагогічних методик не лише підвищує рівень мовної компетенції, а й формує такі ключові навички, як комунікабельність, гнучкість та впевненість у власних силах. Викладачі повинні відігравати роль не лише передавачів знань, а й фасилітаторів навчального процесу, орієнтованого на потреби студентів. Таким чином, інтеграція креативних методик у викладання іноземних мов сприяє підготовці студентів до ефективної міжкультурної комунікації та успішної діяльності у глобалізованому світі. Використання інноваційних педагогічних підходів забезпечує більш результативний, цікавий та мотивуючий освітній досвід, допомагаючи студентам стати впевненими, креативними та адаптивними особистостями.

Ключові слова: вища освіта, залучення студентів, інноваційна педагогіка, інтерактивні методи, креативність, навчання іноземної мови.