

## Forms and Methods of Implementing a Creative Approach in Teaching the Russian Language

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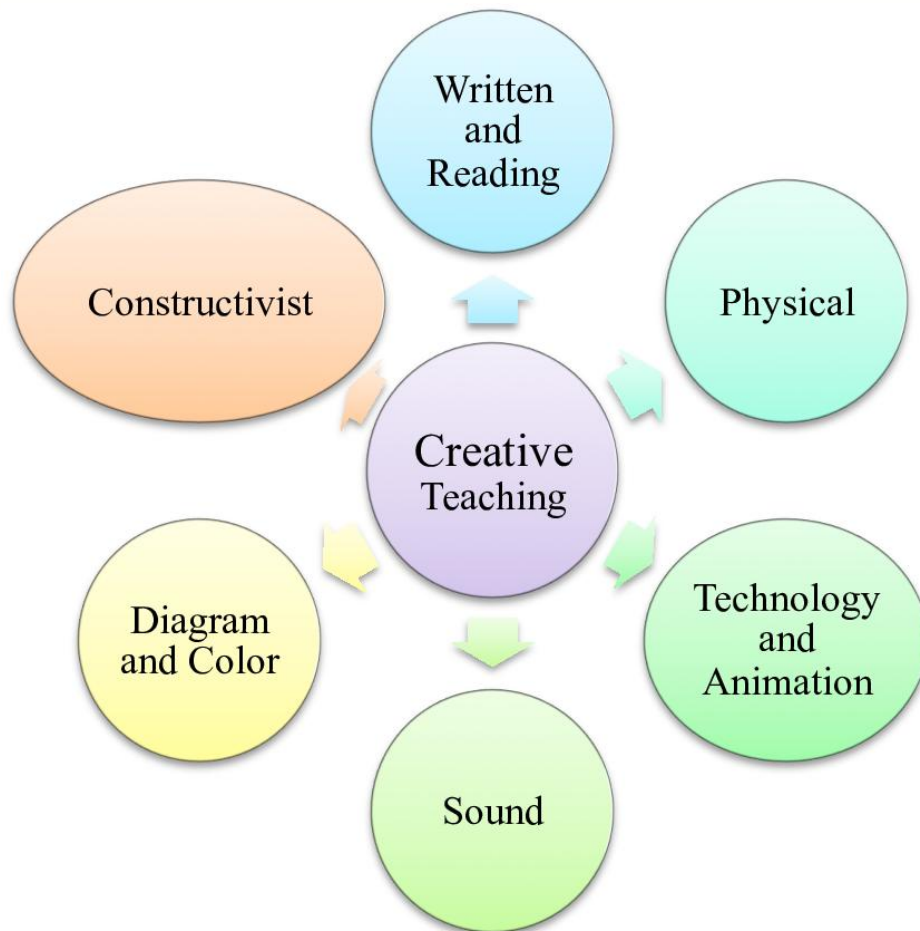
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**Annotation:** The article deals with aspects of the creative approach in pedagogical activity. Modern Russian language lessons in non-linguistic universities, aimed at developing students' competencies, provide for the mandatory inclusion of teachers in the creative process. The use of various technologies allows teachers successfully apply a creative approach in their work. The effectiveness of teaching depends on the personality of the teacher. A skillful combination of innovations and valuable pedagogical heritage largely determines the fruitfulness of a teacher's activity.

**Keywords:** creative approach, Russian language, competence, pedagogical technologies, student.

At present, the study of the problems of applying a creative approach in teaching is of particular importance. In order to develop and improve its well-being, modern society needs competent, creative citizens capable of non-standard solutions. Their personal formation largely facilitated by the use of a creative approach in pedagogical activity. Russian language lessons open wide opportunities for creativity.

The preparation of the younger generation for creative work, the formation of its creative activity should begin as early as possible. For the most effective use of creativity, teachers need to be aware of its key points about creativity. According to scientists, creativity is "a human activity aimed at creating qualitatively new, unique spiritual and material values" [5, p. 775]. Usually distinguish creative and reproductive activity. Their components in social activity can manifest themselves in different proportions. As the researchers note, the creative nature of social activity is one of its criteria and existing characteristics. All types of social activity (mental, aesthetic, labor, physical, etc.) to some extent have a creative character. Therefore, creative activity is not a separate type of social activity, but one of the possible characteristics of any highly developed social activity [2, p. 12].



*Pic.1. Classification of creative learning*

It has been established that the basic condition for the development of the opportunities for creativity inherent in a person is his inherent need for vigorous activity, the ability for it. It revealed that various types of activities include stereotyped and creative components. At the same time, creativity is the most important component and condition for the development of any activity in general. The creative component is the most important structural element of activity. In order for a person to be able to engage in creativity, he must have developed the necessary abilities. Their formation does not happen by itself. To engage in creative activity, a person must be prepared from an early age. Creativity is not something ready-made, something that appears by itself. A student cannot just suddenly start making discoveries. This preceded by independent work of the student. Independence as a manifestation of initiative in choosing a topic for work and the way it carried out is the first step in creativity. Student's independence and creativity cannot be isolated from each other. There is no clear boundary between them. There are no periods of independence and periods of creativity. In the overwhelming majority of cases, the appearance of creative works will be preceded mainly by reproductive, but independent work [1, p. 52]. Therefore, it is so important for Russian language teachers to develop independence in students. Using creativity makes this process interesting and fun for students. Currently, pedagogical technologies have been developed that contribute to the most effective development of independence in the class.

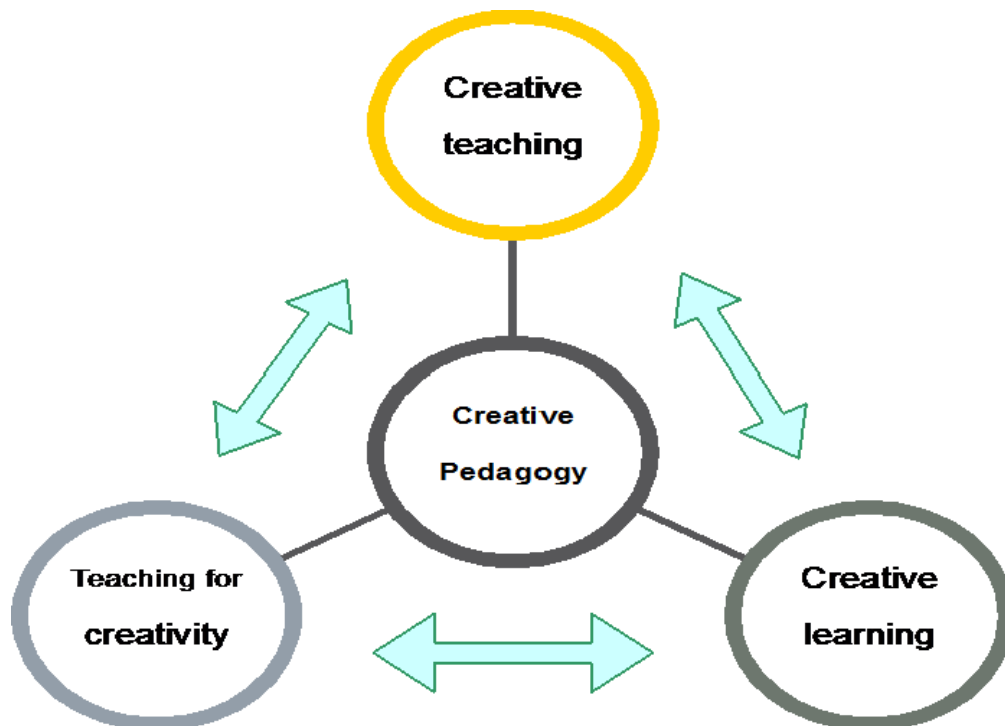
Modern lessons in accordance with the requirements of the Standard designed to meet the requirements of society. "The key characteristic of the quality of education today is the requirements of the standard – the requirements for the results of the development of basic general education programs. The concept of standards supplements the well-known concepts –

“competence” and “knowledge” – “skills” – “skills” (ZUNs). The main result of learning is the mastering of generalized methods of action (competencies) and the achievement of new levels of development of the personality of students (competencies)” [4, p. 15]. The use of a creative approach in Russian language lessons contributes to the development of competencies related, in particular, to the communicative capabilities of the language, the free presentation of thoughts in accordance with ethical standards, the expansion of vocabulary, the development of key linguistic concepts and their application in various activities, and literacy improvement, the desire for self-improvement, independence.

The study of the Russian language course at a non-linguistic university aimed at developing three main competencies: communicative, linguistic (linguistics) and cultural studies.

1. Communicative competence involves the development of all types of speech activity and the basics of the culture of oral and written speech, the skills and abilities of using the language in various areas and situations of communication that correspond to the experience and characteristics of students at different age stages.
2. Linguistic (linguistics) competence includes mastering knowledge of the language, general concepts of linguistics, outstanding philologists, mastering the norms of the Russian literary language, the grammatical structure of speech, expanding vocabulary, developing the ability to analyze and evaluate linguistic facts and phenomena, the ability to work with linguistic dictionaries.
3. Cultural competence is an understanding of the language as “a form of expression of national culture, the relationship between the language and the history of the people, the national and cultural specifics of the Russian language, mastering the norms of Russian speech etiquette, the culture of interethnic communication” [3, p.4].

The effective formation and development of these competencies provides for the mandatory inclusion of teachers in the creative process.



**Pic. 2. Forms and methods of implementing a creative approach in teaching**

In the Russian language classes, teachers use various pedagogical technologies, which based on a creative approach to teaching. These include the technology “Pedagogical workshop”. “In the technology of workshops, the main thing is not to communicate and master information, but to convey the methods of work. At all stages, work mainly carried out in pairs, groups, which helps each child feel successful. The main setting of the creative workshop is that there is no “failure”” [3, p. 4].

The technology “Pedagogical workshop”, used, in particular, in the lessons of speech development, includes the following main stages:

- 1) Inductor (creating an emotional mood, motivation for creative activity);
- 2) Deconstruction (detailed analysis of the text);
- 3) Reconstruction (creating your own product of creativity, your own text);
- 4) Socialization (comparison of one’s work with the work of others, self-correction);
- 5) Advertising (optional demonstration of the results of one's own work or the result of work in a group);
- 6) Gap (a new vision of an object or phenomenon, an incentive to search for information to answer questions that arise at this stage),
- 7) Reflection (introspection) [4, p. 7 - 20].

This technology contains a creative approach to the educational activities of both teachers and students. Teachers actively use this technology in Russian language pairs, for example, students are given teaching essays, reasoning, and presentations. Conducting lessons using this technology requires a lot of preparation and self-improvement from the teacher.

When performing creative tasks, the teacher acts as a partner who respects the personality of the student. The acquisition of new knowledge and skills by students, the development of their competencies takes place in an atmosphere of kindness and joy, which contributes to the formation of a positive attitude towards the teaching and the teacher, the establishment of trusting relationships between them. The personal growth of students and teachers striving for constant self-improvement, creative creativity, of course, is one of the main achievements of this technology.

The use of interactive technologies in the classroom provides a boring presentation of educational material develops students’ independence, instills a love for learning, learning new things. Interactive learning technology “can be understood as a system of ways to organize interaction between a teacher and students in the form of educational games, which guarantees pedagogically effective cognitive communication. As a result of which conditions are created for children to experience a situation of success in their activities and mutual enrichment of their motivational, intellectual, emotional and other spheres” [4, p. 16].

The interactive learning technology consists of the following steps:

- 3) Conducting a game (independent performance of tasks by students, where the teacher, if necessary, can provide assistance to student at their request),
- 4) Discussion of the game (performance by experts, exchange of opinions, defense of one’s own point of view, formulation of conclusions) [1, p. 93].

Interactive learning creates favorable conditions for fulfilling pedagogical tasks in Russian language lessons. Various methods of pedagogical technique, for example, “Brainstorming”, “Unfinished Sentence”, “Delayed Guess”, “Catch the Mistake”, compiling syncwines with students, holding discussions, debates, business games in the classroom, organizing the work of

students in pairs, in groups -the most important elements for the successful implementation of a creative approach in teaching the Russian language in a non-linguistic university.

With the skillful organization of the educational process, the use of project technologies develops in students the desire for independent acquisition of knowledge and the ability to apply them in practical activities, contributes to the acquisition of communication skills, the formation of research skills and the development of systemic thinking. The following stages of work on the project are distinguished:

- 1) Goal setting (discussing the problem and putting forward a hypothesis),
- 2) Development of a joint action plan to achieve the goal (discussion and fixation of students' answers, consideration of all proposed options),
- 3) Practical part (includes the process of creativity, independent search for solutions to problem situations) [1, p. 95-99].

The creation of Russian language projects by students contributes to an in-depth study of the problem under study, encourages them to search for additional information, collect material, which develops independence and curiosity in them.

Possession by teachers of the Russian language of the presented pedagogical technologies, the ability creatively solve various problems at each stage favorably contributes to the personal growth of students.

Is it possible to use a creative approach when using traditional forms of education? Certainly, it is possible. The use of a creative approach depends not only on the choice of pedagogical technology, but above all, on the personality of the teacher. Successfully apply a creative approach in teaching teachers with certain personal qualities. Love for children and the subject taught is the main thing that will help teachers overcome any difficulties in their work. Teachers who have extraordinary thinking, who are able to analyze and quickly solve tasks, find different forms, methods and techniques for conducting classes that will captivate students will be able to approach teaching creatively.

The use of new technologies should not contradict traditional forms and methods of teaching. A skillful combination of innovations and valuable pedagogical experience accumulated over the years with the inclusion of a creative approach most effectively affects the educational process.

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