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ENCOURAGING CREATIVITY DURING TEACHING THE LESSONS

The rapid changes in the modern world have led to the fact that the higher education system is faced with many problems. Therefore, training is needed for more energetic, thoughtful people in interdisciplinary areas. Traditional curriculum design and lesson planning were based on topics that were considered useful to students. This meant that students had to learn grammar and vocabulary, which, according to teachers, students should know. Experienced, creative teachers can be very helpful and effective in designing new approaches in teaching.

Given the quality of education, attention to the education of students as the main product that is expected from the quality of education system is much more popular than in the past. There has always been an emphasis on equal attention to research and the quality of teaching and the establishment of a connection between the two, before making any decision. However, research shows that the attention already paid to university research does not meet the requirements of the quality of education.

Attention to this task in higher education is considered to be the most important, therefore, teachers should pay attention to students and the approach to teaching; along with these two factors, teachers need to move forward to achieve new approaches to learning. In the traditional system, instruction is oriented towards teachers, and the needs and interests of students are not taken into account. This is when the instructions of the students should turn into a method in which their needs are taken into account, and as a result of the method mentioned, an active change in behavior occurs.

Moreover, a large number of graduates, especially bachelors, do not feel ready enough to work in related fields. To be dissatisfied with the existing situation in any

educational institution, and then make a decision on its improvement, a lot of research and assistance from experts and pioneers of this institute is required. The provision of the above is necessary, especially in Ukraine. It appears that no qualitative research has been conducted in this area, therefore, in the article, first, new student-oriented models for the organization of language lessons have been observed.

The task-based approach represents a significant paradigm shift as the focus on content has shifted to skills and competencies. Therefore, planning and design do not concern what is being taught, and why it is being taught. This approach isolates individual skills and competencies in order to present material that students actually need to know to achieve their goals and objectives. Sample assignments may include booking a hotel room, or perhaps more advanced tasks, such as expressing an opinion about tax policy. In this approach, the language revolves around the task itself, and not vice versa. Using this method, teachers should understand the needs and expectations of their students in order to develop lessons that will help students achieve success. Language skills, as well as grammar and vocabulary are only tools that allow students to achieve their final goals.

The project-based approach is designed to meet the real needs of students by adapting the language to the skills and competencies that they really need personally and / or professionally. The application of this approach begins with the definition of a single global goal that a person or a group of students sets for themselves. Evaluation will lead to the development of one comprehensive project that will be the end result of a course.

The lexical syllabus approach. The previous two approaches focus mainly on the skills and competencies that students need to develop, in contrast, this approach focuses on language really need to be mastered by students, the particular words that students should understand to accomplish certain tasks.

This approach is based on the core language that students need to know, given their needs. The professional students need a very specific vocabulary related to their field. For example, “revenue” is an important term for business students.

To sum up: good teaching methods help students question their preconceptions and motivate them to learn, creating a situation in which students can see themselves as authors of answers and agents of responsibility for change. But whenever teachers can teach these methods, they face some requirements and obstacles.

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