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(Astana, Kazakhstan)**THE DEVELOPMENT OF CREATIVE THINKING IN ENGLISH LESSONS****Annotation**

The article discusses the development of creative thinking of students in English lessons. The characteristic of psychological, physiological and pedagogical features of primary school students has been described. In this article has also been researched the concentration and intensity of attention in primary school children.

Key words: creative, psychology, foreign language, thinking skills, imagination, perception.

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(Астана, Қазақстан)**АҒЫЛШЫН ТІЛІ САБАҒЫНДА ОҚУШЫЛАРДЫҢ КРЕАТИВТІ ОЙЛАУЫН ДАМУ****Аннотация**

Мақалада ағылшын тілі сабағында оқушылардың креативті ойлауын дамыту қарастырылады. Бастауыш мектеп жасындағы оқушылардың психологиялық-физиологиялық және педагогикалық ерекшеліктеріне сипаттама беріледі. Кіші мектеп жасындағы оқушылар зейінінің шоғырлануы мен қарқындылығы зерттеледі.

Түйін сөздер: креатив, психология, шетел тілі, ойлау қабілеті, қиял, қабылдау.

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(Астана, Казахстан)**РАЗВИТИЕ КРЕАТИВНОГО МЫШЛЕНИЯ УЧАЩИХСЯ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА**

Аннотация

В статье рассматривается развитие креативного мышления учащихся на уроках английского языка. Дается характеристика психолого-физиологическим и педагогическим особенностям учащихся начальных классов. Изучается концентрированность и интенсивность внимания у младших школьников.

Ключевые слова: креатив, психология, иностранный язык, мыслительные способности, воображение, восприятие.

The aspect of providing active reorientation of school education in foreign languages in communicative-active, personality-oriented and cultural orientation of the educational process makes it necessary to reconsider the theoretical approaches to the choice of effective technologies and methods of teaching foreign language.

Nowadays, when the personality of growing human rights is at the center of all educational and treatment activities, many scientists, methodologists and teachers have drawn more attention to finding an effective solutions and methods of teaching.

Now and then, you may get a class that you just can't seem to keep interested. No matter what you do, it seems like all of the students are bored out of their minds. If students aren't paying attention, and their minds are wandering, then they are not absorbing any information that you are giving them to pass your class. Here are five teaching strategies of using the songs and music that you can do to keep your class interested and engaged.

Firstly, songs almost always contain authentic, natural language. This often contrasts the contrived, stilted language found in many student texts. Of course songs can also go to the other extreme by using overly crude, foul or otherwise objectionable language. With careful screening, an extensive library of usable songs for language learning can be compiled.

Secondly, a variety of new vocabulary can be introduced to students through songs. Looking to boost student vocabulary with useful phrases, vocabulary and expressions? Songs are almost always directed to the native-speaking population so they usually contain contemporary vocabulary, idioms and expressions.

Thirdly, songs can be selected to meet the demands and interests of students. In English, so many songs are available to select with appropriate themes, levels and vocabulary which is not difficult at all. Permissions can also be made for complexity or simplicity of language, depending on students, by selecting and using suitable songs.

Fourthly, grammar and cultural aspects can be introduced through songs. Most songs have a recurring theme or story. So excerpting cultural elements is possible but it often overlooked the aspect of using songs. I still use "Hit the Road Jack" song by Ray Charles to illustrate the spoken contractions. He uses the spoken contractions in every line of the song.

Fifthly, students can experience a wide range of accents. A good thing about songs is that you can expose the students different kinds of English

accents. British English, American English are widely available through songs. The accents are well represented by songs from different regions and in a variety of types and formats. Gospel, soul, R & B, Pop, Rock, Reggae, Jazz and other styles change not only accents but the vocabulary and usage as well [1].

The purpose of teaching foreign languages is an acquisition of knowledge, the formation of students' skills and abilities, and also their mastery of information in view of regional geographic, linguistic, cultural and aesthetic character. Poems and songs bring you pleasure when you learn foreign language and teach students about the love of poetry. It can increase the efficiency of educational process.

Psychological, physiological and pedagogical features of primary school students

Each age has its own psychological and physiological characteristics. When you are teaching a foreign language, it is necessary to take into consideration these peculiarities and on the basis of them you have to develop programs and teaching methods.

The primary-school age can give the child new achievements in the new sphere of human activity - learning.

At this age, the child goes through the occurrence crisis connected with an objective change in the social situation of development.

The new social situation introduces the child to a strictly rationalized world of relations and requires him to organize arbitrariness, responsibility for discipline, for the development of performing actions related to the acquisition of skills in learning activities, and also for mental development.

Therefore, a new social situation tightens the child's living conditions and acts for him a stressful action. Every child enrolled in school increases mental tension. This is reflected not only in the mental state or health, but also on the behavior of the child.

The younger student is a person who is actively mastering the skills to communicate. During this period, they will have an intensive establishment of friendly contacts. The acquisition of social interaction skills with a peer group and the ability to make friends is one of the important tasks of development at this stage.

The thinking of primary school age children is significantly different from that of preschool children. Students have been developed the ability to plan their actions in the process of school education, at the first time their studies encouraged them to trace the plan of solving the problem, and then they will start solving it in practical way. It starts to develop rapidly verbal and logical forms of thinking.

During the lesson at the primary school classroom in solving the educational problems of children are formed such logical methods of thinking as a comparison, it is associated with the allocation and

verbal designation in the subject of various properties and features of generalization.

As they studied at school the thinking abilities of children will become more arbitrary, programmable, conscious and planned.

They quickly get tired and therefore it is important to switch from one activity to another by using the motor activity.

The structure of motivation can be divided into 3 components:

- enjoying from the activity itself;
- the significance for individual of the direct result of the activity;
- motivating power of rewards for activities;

Individual differences of the learners have been related to their cognitive sphere: some learners have a visual type of memory, others have developed an auditory skill, the third ones have a good eye-hand coordination skill. Some students have an abstract and creative thinking, and others have an abstract-logical one. Neglecting the individual characteristics of students in learning may cause various difficulties and complicates to achieve the goals.

The formation of self - assessment in primary school age is mainly influenced by teaching as a new activity, which is included with arriving at school. It is noted that the self - esteem of the younger learners is almost a literal cast of others. One of the tumors of primary school age is reflection. The teacher requires the child not only to solve the problem, but also to justify its correctness. This gradually forms the child's ability to realize, to be aware of what he is doing, what he has done.

Therefore, the student gradually learns to look at himself as if through the eyes of another person and to evaluate his activities. It is a process of self-knowledge by the subject internal mental acts or states. When a person analyzes himself and his behavior in relationships with other people and tries to imagine what others think about him, accordingly he comes to some knowledge of his "I". Self-knowledge plays an important role in the process of self-education. Gradually, points of view of students will be appeared. Of course, the opinion of others affects the self-esteem of younger students. Usually replying to question what others think about them, primary school students focus on specific cases, and only secondary school children begin to comprehend the peculiarities of their character [3].

To the extent that, as a Junior high school student possesses academic activities he has awakened and formed the new important qualities of the psyche. Solving educational problems, younger student faces the need to foresee the results of their actions, to plan their order, to outline the means by which you can achieve the goal [4].

At the age of 7 to 10 years their development of attention has been changed. Immersed in any work, the child can "not hear" the instructions

of the teacher. That is why it is so important to strive for diversity in educational process, for a constant change of activities. We must not forget that the child is more successful to cope with a fairly complex task that requires the use of a variety of examples and methods of work than with a simple but monotonous task.

The amount of attention of younger students is quite narrow. Considering the picture children can be mainly focus on two or three subjects. Younger students have also poorly developed distribution of attention. In this way only teacher talks during the lesson, children only listen to the teacher without doing by themselves, or continue to work without understanding a single word of what the teacher says. However, by the third grade children are able to distribute their attention correctly and control their actions.

It is advisable to specify the role of imagination in learning foreign language, because the function of consciousness is often not taken into account or underestimated by teachers, parents, and sometimes psychologists [5].

This can be explained by the fact that imagination is extremely difficult to isolate from a number of other cognitive structures – previously memory and thinking. Imagination is organically related with all cognitive activity, it means that any perception or memory, thinking doesn't work anything without it. That is why fantasy cannot be attributed unambiguously both for the sphere of sensual and rational knowledge.

Imagination demonstrates the integrity of the human mental sphere, the relationship and interdependence of all its components. The main characteristic of imagination is focusing for the future. Imagination is very closely connected with the thinking, but if the latter reflects the essential natural properties of objectively existing phenomena, the imagination is able to create something that objectively does not exist, or even fundamentally can be impossible. That is why the creative activities are impossible without imagination. By developing this function we can create developing the prerequisites for the formation of his imaginative abilities.

In this case the pedagogical task is to provide the imagination with the richest and most diverse but purposefully selected "food".

The psychological and pedagogical tasks are to teach methods of "reading" information and its logical processing.

Thus, it should be noted that taking into account the psychological characteristics of children of primary school age, such as attention, thinking, memory, imagination, perception, plays an important role in the education and upbringing of children.

Moreover, it is equally important to take into account the temperament and emotional characteristics of the child, as these characteristics directly affect the propensity to communicate both in their native language and in a

foreign language, and also it can impress to develop the oral communicative competence.

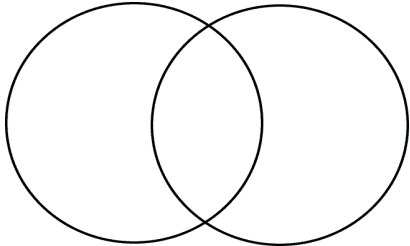
Creative thinking methods are always used during our lesson; it makes classes more interesting. Here we would like to share one of the short term plan which is based on updated curriculum.

Short-term plan

LESS Lesson: Unit 3: Family and friends	School: Kazakh national academy of choreography	
Date:	Teacher name: Kypshakbaeva	
CLASS: 5 “A”	Number present:	Absent
Learning objectives(s) that this lesson is contributing to	5.C9 use imagination to express thoughts, ideas, experiences and feelings. 5.R2 read and understand with some support short simple fiction and non-fiction texts. 5.S6 take turns when speaking with others in a growing range of short, basic exchanges.	
Lesson objectives	All learners will be able to:	
	<ul style="list-style-type: none"> • use new vocabulary concerning the topic «Family and friends» • use adjectives with a little support 	
	Most learners will be able to:	
	<ul style="list-style-type: none"> • improve speaking skills by working in pairs, individually and in the whole class. • differentiate two families and complete the diagram 	
Language objectives	Some learners will be able to:	
	<ul style="list-style-type: none"> • express ideas extended sentences using the adjectives and describe their family members 	
Language objectives	<ul style="list-style-type: none"> • use specific phrases and vocabulary due to the text “Family and friends” 	

Value links	Respect and Cooperation	
Cross curricular links	Psychology	
ICT skills	Smart board for presentation.	
Inter-cultural awareness	Students will be able to understand that significance of family in human life.	
Plan		
Planned timings	Planned activities	Resources
Beginning 5min	Greeting Warm up «Brain writing» Looking at the picture learners simply write down a family member which is given on a piece of paper. Each piece of paper is then passed on to someone else, who reads it silently and adds their own ideas to the page. This process is repeated until everyone has had a chance to add to each original piece of paper. The notes can then be gathered, ready for reading	PPP (slide 1) Flashcards
Middle 8 min 2 min	Pre-reading Pair work Match the pictures with the words Teacher gives the task as matching the pictures. In the worksheet there are family members' pictures and some adjectives. Learners should find their meaning matching the pictures.	Cards. Appendix 1
12 min	Formative assessment (palm-fist) the students are assessed by palm fist. Thumbs up if they understood everything /thumbs down- didn't understand/ thumbs left, thumbs right – understood 50 percent	PPP(slide 2)

15 min	While-reading Individual work Read and answer the questions according to the text. Learners should read the text carefully and answer the given questions. How many members are there in the Flintstones family? What is Fred's favourite sport? What is Wilma like? What is Pebbles' hobby? Whose pet is Dino? What can Barney do? Who's Wilma's best friend? Who's Bamm-Bamm?	PPP (slide 3) Markers, Handout 1 Handout 2
	Formative -assessment criteria Sentences 3 points 4 points 5 points 2-3 4-5 6-8	Handout 3
	Post-reading Activity 1 True or False 1. Fred Flintstone is noisy and funny a) T b) F 2. Fred likes to play football a) T. b)	
	3. Wilma Flintstone isn't modern a) T b) F 4. Barney has got fair hair a) T b) F 5. Bamm Bamm is the Flintstones' son a) T b) F	Posters

	<p>Activity 2.</p> <p>Fill in the Venn diagram to show how the Flintstones and the Rubbles look like and different from each other.</p> 	
	<p>Activity 3.</p> <p>Describe your family members.</p> <p>Formative -Assessment criteria</p> <p>Student</p> <ul style="list-style-type: none"> • Can make 2-3 sentences about his/her family -3 points • Can make 4-5 sentences about his/her family -4 points • Can make 6-7 sentences about his/her family-5 points 	
End 5 min	<p>Reflection/ feedback</p> <p>Teacher encourages learners to reflect on the lesson ‘Two stars one wish’</p>	<p>Evaluation worksheet Stickers</p>

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