

Pedagogical Conditions for Developing Students' Creative Speech Activity

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Abstract: This article theoretically and methodologically investigates the organizational and pedagogical conditions for developing students' creative speech activity. The research results substantiate the organizational and pedagogical factors necessary for the effective formation of students' creative speech as a holistic system. The innovative educational environment primarily reveals the theoretical and practical significance of creative tasks as a crucial component of creative speech development in this process.

Keywords: Creativity, creative speech, communicative environment, pedagogical conditions, linguistic units, creative tasks, innovative educational environment.

Introduction: Creative activity is one of the fundamental factors that defines the essence of a human being. The capacity for creative activity characterizes a person, revealing the distinctiveness and superiority of their inner world. At every stage of humanity's development, the ability to bring change into the life of society has been a trait unique to human beings. It is people who built cities, dug canals, and brought into the world such great discoveries as aircraft, factories, and spacecraft. Likewise, only human hands can create musical works, books, sculptures, paintings, films, and theatrical performances. All of these are products of creative activity. In the present era, creativity is becoming an inseparable part not only of the arts but also of professional activity and everyday life. A creative approach is of great importance in developing new technical tools, forecasting the future, drawing up plans, and effectively resolving the tasks that lie ahead for humanity. From this point of view, creativity can be defined as human activity that brings into being an entirely new product that did not previously exist. In other words, creativity is the process of bringing into the world innovations of varying scale and character, whether expressed in material form or

manifested in a non-material way.

The formation of creativity begins in childhood. Here, the role of the education and upbringing process is particularly significant, since creative activity begins with creative thinking, and creative thought is manifested through speech activity. For this reason, in order to teach creativity from the earliest stages of education, it is necessary to develop students' speech activity. One of the fundamental tasks of the education system in our country is likewise the development of students' creative speech activity. The effectiveness of this process depends directly on precisely and correctly selected organizational-pedagogical conditions.

LITERATURE REVIEW

Developing students' creative speech activity means not merely expanding their vocabulary, but developing their ability to express their thoughts freely, precisely, and with logical coherence — the ability to resolve situations positively at all times through meaningful, substantive speech.

The renowned Western psychologist Robert Solso defines creativity as a cognitive activity that leads to a new or unconventional way of seeing a problem or

situation [1]. When linking this scholar's view to the development of creative speech, the key point is not that the student reproduces ready-made speech patterns, but that the student perceives the situation in a new way and independently creates a speech product on the basis of the existing means of language.

In order to carry out creative activity effectively, it is important for the student to possess not only certain knowledge and skills, but also the psychological-intellectual readiness that ensures creative thinking. Such readiness is determined, above all, by the level of development of cognitive processes such as memory, perception, imagination, attention, and thinking. From this point of view, the concept of developing creative thinking elaborated by the Ukrainian scholar V.O. Molyako [2] is of particular significance. The KARUS system, formulated on the basis of the scholar's many years of research, is aimed at encouraging the subject, in the process of solving creative problems, to adapt their existing knowledge and experience to new situations, to search for various solutions, and to make use of unconventional thinking strategies.

The use of the KARUS system in the educational process can significantly increase students' creative thinking, their ability to solve problems independently, and their capacity to express their thoughts in forms appropriate to a given situation. In adapting these strategies to primary education in particular, the correspondence of tasks to age-related characteristics, their level of complexity, and their capacity to allow for the student's independent thinking should be regarded as the main methodological requirements. Thus, this approach directs the student not toward reproducing a ready-made solution, but toward reorganizing existing information, interlinking various elements, viewing the problem from a different perspective, and developing several alternative solutions.

In the scholarly work carried out by S. Matchonov and K. Husanboyeva, particular emphasis is placed on the role of creative and open-ended tasks in developing students' oral and written speech. That is, reproductive exercises (memorization, retelling a ready-made text) restrict speech-related thinking, whereas, on the contrary, problem-based and multi-variant tasks activate speech creativity [3]. Problem-based, multi-variant tasks, in a word, are embodied in the character of creative tasks. Creative tasks are the carrying-out of

activity that reveals a person's subjective creative potential and leads to the creation of a distinctive product [4].

METHODOLOGY

An analysis of the available scholarly sources shows that although a considerable number of studies have been devoted to the problem of creativity and creative thinking, the question of developing students' creative speech — and in particular its organizational-pedagogical conditions at the primary education stage — has not yet been sufficiently studied as a holistic system. In particular, the distinctive features of the learning environment, the level of the tasks being assigned, and the process of working with active vocabulary in the formation of creative speech activity are important as an independent line of research. Moreover, a considerable portion of the existing research is directed toward studying the effectiveness of a single method or program. In this article, however, the main focus is directed not toward advancing a single method, but toward identifying the organizational-pedagogical conditions necessary for creative speech activity to arise, and toward analyzing their functional relationship.

In writing this article, on the basis of the issues outlined above, we made use of the methods of theoretical and comparative analysis, generalization, and functional analysis.

RESULTS AND DISCUSSION

In essence, creative speech is characterized by the student's capacity to select linguistic means appropriate to the given communicative context, to process existing information analytically and semantically, to form new meaningful structures, and to express their own personal conceptual views in an individual style. Bringing this about requires the creation of a number of organizational and pedagogical conditions in the educational process.

1. Organizational conditions are directed toward properly planning the educational process, providing modern technical resources, preparing a communicative environment, and correctly organizing the sequence of activities. Here, above all, it is essential to create a favorable psychological environment, one through which the student is not left with the fear that "they will laugh if I say something wrong" or "I don't

think I can write," but rather develops the ability to learn from mistakes and to draw the correct conclusions from them. The research of the international methodologist H.G. Widdowson on the communicative environment is devoted precisely to the question of teaching language not as a collection of separate grammatical units, but in connection with communicative activity and context [5]. That is, the development of speech proceeds effectively only when a communicative situation (situationality) is present. Only in an environment in which the student feels free can they select linguistic units creatively rather than imitatively.

Attention should likewise be given to the integration of classroom and extracurricular activity. Creative speech is not confined to the lesson alone; it is expedient to organize school drama clubs, debate clubs, creative competitions, and literary evenings. By varying the forms of activity, a balance should be maintained among group work, pair work, and individual tasks. Collective work allows students to enter into mutual communication and to exchange ideas with one another.

2. Pedagogical conditions are connected with the techniques, methods, and content of instruction employed by the teacher. The teacher, acting as a facilitator, does not always provide the exact answer, but rather, through guiding questions and tasks, encourages the student to search independently and to articulate their own thoughts. This entails the introduction of problem-based and practical tasks, non-standard situations, role play and dramatization, debates, and the use of interactive methods.

In developing creative speech activity, alongside the student's vocabulary, critical and logical thinking must also develop. Here, engaging, interactive creative tasks are of considerable importance. A creative task is understood to mean a learning task that does not presuppose a single correct answer. The distinctive feature of such tasks is that they require a creative approach from learners rather than the simple reproduction of ready-made information, since tasks of this kind contain a certain degree of uncertainty and may have not one but several "correct" solutions. Moreover, in many cases the final "correct answer" to such a task may not even be known in advance to the teacher.

A system of creative tasks aimed at developing students' creative speech differs from simple mechanical repetition. This system teaches the student to think independently, to make fearless use of the boundless possibilities of language, and to convey their thoughts to others in a compelling way. Most importantly, when such tasks are applied regularly and step by step, learners develop not only linguistic literacy but also the qualities most essential in life — creativity, critical thinking, and communicativeness.

In creative tasks, the student searches for new forms of literary speech, independently analyzes the author's idea, and connects it with contemporary life. The student develops figurative thinking, expresses their own creative views in the analysis of a text, and introduces a new approach. Creative tasks activate communicative activity. In communicative activity, the student expresses their thoughts orally and in writing, listens to the thoughts of others, and masters the culture of communication. This, in turn, forms the student's ability to substantiate their thoughts with evidence, to express and defend their own point of view in a debate, and to conduct themselves with cultured communication.

Thus, exercises based on content that is familiar to students and presented in a traditional, repetitive form do not always ensure the expected pedagogical effect. For this reason, it is necessary to refine both the content of tasks and the mechanism by which they are carried out, in such a way as to encourage the student toward independent thinking, making choices, substantiating their own views, and putting forward alternative solutions. For example: "Copy out the given sentence" — this task is essentially reproductive in nature. "Rewrite the sentence using different words while preserving its meaning" — this task involves transformation. "How do you think this event might continue? Write two different versions" — this task requires the student to generate an idea. Likewise, "Form a sentence using the given words" — this task is based on the student's use of existing words to construct a sentence. "Using the word 'spring,' form three different sentences of your own choosing. Explain how your sentences differ from one another" — this task, in turn, gives the student the opportunity for independent thinking and choice among variants. Thus, the complexity of a creative task is determined not by

its size, but by the degree of independent decision-making it requires of the student. One point that deserves attention in this process is that the student's speech should not be cut off — that is, if the student makes a mistake, they should not be stopped immediately; rather, once the task has been completed, it is preferable to offer an explanation in a general manner, without adversely affecting the student's personality or mood.

CONCLUSION

As a result of the analysis, it was established that, above all, the development of creative speech activity requires an educational environment in which the student does not fear making mistakes and is given the opportunity to substantiate various answers. This constitutes an innovative educational environment — that is, an environment that is fully provided for in pedagogical and technological terms, that is psychologically comfortable for students, and in which they do not hesitate to voice their own thoughts, opinions, and mistakes, so that the student's free thinking, creative exploration, and speech capabilities may be fully manifested. This is because creative speech develops not under pressure, but wherever interest and trust are present.

One of the principal components of an innovative educational environment is the systematic and effective application of creative tasks. This is because, in traditional reproductive tasks, the teacher expects a predetermined answer, whereas in a creative task, the student partly determines the content and form of the answer themselves. For this reason, alongside the notion of the "correct answer," the notion of a "well-founded and meaningful answer" — as a product of the student's own thinking — is likewise important for the teacher.

In conclusion, it should be emphasized that the consistent application of the organizational-pedagogical conditions outlined above in educational practice will bring students' creative speech activity to a qualitatively new stage and will serve to comprehensively improve their communicative and creative potential.

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