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FORMATION OF CREATIVE, SCIENTIFIC AND PEDAGOGICAL SKILLS IN STUDENTS STUDYING IN THE EDUCATIONAL PROGRAM: “FOREIGN LANGUAGE: TWO FOREIGN LANGUAGES”

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The relevance of research. The task of increasing the intellectual and creative potential of society determines the direction of its development and becomes the subject of modern research and government programs1. In the long term, the relevance of research related to the ethical aspects of technological development is increasing, designed to help a person successfully adapt to changes taking place in all spheres in new unpredictable combinations.

ABOUT THE AUTHORS

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In December 2022, she wrote an article on the theme: “Developing soft skills students in the process of vocational education” in XVIII International Scientific Journal “Global Sciences and Innovations 2022”, central Asia, Kazakhstan.

In January 2024 she printed an article on the theme: “Creative methods and development Techniques Linguistic and Methodical Thinking Philology Student” in XI International Scientific-Practical Conference, “Innovation” Management and Technology in the Era of Globalization”, Glasgow (UK).

In February 2024, she was printed an article on the theme: “Features of realization of project-research activity in English classes” in the IX International Scientific – practical Conference “Integration of the scientific community to the global Challenges of our time” Lyon, France.

In the same year she was an co-author of an electronic book “English step by step”, then in September 2024 she was a co-author of an article written on the theme “Psychological factors of primary school students` academic performance” published in Bulletin of Kazakh national Pedagogical university named after Abai, series of “Psychology”.

DEFINITIONS

Assessment: The process of evaluating a student's understanding, skills, or performance in a particular area.

Applied Linguistics: The study of language use in real-world settings, including language teaching and learning, translation, and communication.

Authentic Materials: Real-world materials, such as newspapers, books, or videos, used in language learning to connect theory with practice.

Autonomous Learning: A teaching approach that encourages students to take responsibility for their own learning process.

Academic Writing: A formal style of writing that is structured and objective, often used in research and scholarly communication.

Autonomy: The ability of students to direct their own learning and make choices regarding their educational pathways.

Behaviorism: A learning theory that emphasizes observable behaviors and the responses to environmental stimuli, rather than mental states.

Bloom's Taxonomy: A framework for categorizing educational goals by levels of complexity, including knowledge, comprehension, application, analysis, synthesis, and evaluation.

Bilingualism: The ability to speak and understand two languages fluently.

Cognitive Linguistics: A field of linguistics that studies the relationship between language and the human mind, emphasizing mental processes.

Classroom Management: Strategies and techniques used by teachers to maintain a positive and effective learning environment.

Communicative Language Teaching (CLT): A method of teaching foreign languages that emphasizes communication in real-life situations.

Constructivism: A learning theory that suggests learners build knowledge actively, constructing new ideas based on their experiences.

Creativity: The ability to think in novel ways and generate original ideas.

Critical Thinking: The ability to analyze, evaluate, and synthesize information to make informed decisions.

Cultural Sensitivity: Awareness and respect for cultural differences, especially in teaching diverse student populations.

Cognitive Development: The progression of thinking and understanding that occurs as a person matures, particularly in how they perceive, remember, and process information.

Constructivism: A theory of learning that posits that individuals construct their own understanding and knowledge of the world through experiences and reflection.

Curriculum: The structured set of educational experiences and learning goals designed for a particular educational program or course.

Data Analysis: The process of examining and interpreting data, often in the context of research, to draw conclusions.

Differentiated Instruction: Teaching strategies that cater to the diverse needs of students, providing personalized learning experiences.

Dynamic Assessment: A formative approach to assessment that focuses on the process of learning rather than just the result.

Differentiation: Tailoring instruction to meet individual student needs by varying content, process, products, or learning environment.

Discovery Learning: An instructional method where students learn by exploring and investigating, discovering concepts for themselves.

Educational Psychology: The study of how people learn and how to apply psychological principles to education.

Evaluation: The systematic assessment of student learning, program effectiveness, or educational policies.

Experiential Learning: A process of learning through experience, where students engage in hands-on activities and reflect on what they learned.

Engagement: The level of interest, motivation, and attention that students demonstrate in the learning process.

Explicit Instruction: Direct teaching of specific skills or knowledge in a clear and structured manner.

Facilitation: The act of guiding a learning process without direct instruction, encouraging students to explore and engage with the material.

Fluency: The ability to use a language smoothly and effortlessly, particularly in speaking and writing.

Formative Assessment: Ongoing assessments that inform teaching and help track student progress during the learning process.

Foreign Language Acquisition: The process of learning a language that is not the learner's native tongue.

Feedback: Constructive comments or evaluations provided to learners to improve their performance.

Flipped Classroom: An instructional strategy where students first learn new content through online resources and engage in practical activities in class.

Formative Assessment: Ongoing assessments, reviews, and observations conducted during the learning process to improve student learning.

Framework: A fundamental structure that provides guidance and support for developing educational programs or approaches.

Guidance: The support provided to help students make educational choices and improve their learning experiences.

Grammar: The system of rules governing the structure of a language, including sentence construction and word usage.

Global Competence: The ability to understand, communicate, and work effectively in culturally diverse environments.

Group Dynamics: The interactions and behaviors that occur among people within a group, influencing learning outcomes.

Holistic Assessment: An assessment approach that considers all aspects of a student’s performance, not just specific skills or knowledge.

Humanistic Approach: A teaching approach that prioritizes students' emotional, social, and personal development, encouraging a positive learning environment.

Immersion: A language learning approach where learners are surrounded by the target language in an authentic context.

Independent Learning: A learning style where students take responsibility for their own learning without relying heavily on a teacher.

Interactive Learning: An active learning method that involves students participating in discussions, problem-solving, and collaborative tasks.

Instructional Design: The process of creating educational programs and resources that facilitate effective learning.

Interlanguage: A transitional phase in language learning where learners combine elements of their native language and the target language.

Inclusive Education: A philosophy of education that promotes the inclusion of all students, regardless of their abilities or backgrounds, in mainstream classrooms.

Instruction: The method and practice of teaching, including strategies, materials, and the overall approach to impart knowledge.

Instructional Design: The practice of creating educational experiences and materials that maximize learning effectiveness.

Jargon: Specialized language or vocabulary used by a particular group or profession, often difficult for outsiders to understand.

Kinesthetic Learning: A learning style that involves physical activity or hands-on experiences to help students understand concepts.

L1 (First Language): A person's native or first language.

L2 (Second Language): A language learned after the first language, often through formal education or immersion.

Language Acquisition: The process by which individuals learn a language, particularly during the early years of life.

Language Proficiency: The level of competence in a language, including speaking, reading, writing, and listening.

Learning Environment: The physical or psychological setting in which learning occurs, encompassing classroom dynamics, resources, and interactions.

Learning Styles: The preferred way in which individuals absorb, process, and retain information, which can vary among students.

Metacognition: The awareness and understanding of one's own thought processes, often applied to learning strategies.

Motivation: The internal drive to engage in an activity or pursue a goal, particularly important in language learning.

Multilingualism: The ability to communicate in several languages.

Metacognition: The awareness and understanding of one's own thought processes, enabling students to manage their learning more effectively.

Motivation: The internal or external factors that stimulate a desire and energy in students to be continually interested and involved in learning.

Neurolinguistics: The study of the relationship between language and the brain, focusing on how language is processed cognitively.

Native Speaker: A person who has spoken a language from early childhood as their first language.

Online Learning: Learning conducted via the internet, often incorporating digital resources and virtual communication.

Outcome-Based Learning: An educational approach that focuses on achieving specific learning outcomes or competencies.

Outcome-Based Education: An educational philosophy that focuses on achieving specific outcomes and competencies rather than traditional course content.

Pedagogy: The art and science of teaching, encompassing methods, strategies, and theories related to education.

Pedagogy: The art and science of teaching, including strategies, methods, and principles.

Problem-Based Learning (PBL): A teaching method where students learn by solving real-world problems and developing solutions.

Project-Based Learning (PBL): An instructional method where students work on extended projects that require investigation and problem-solving.

Pronunciation: The way in which words are spoken, focusing on accuracy and clarity in the foreign language.

Pragmatics: The study of how context influences language use and meaning in communication.

Performance Assessment: An evaluation of student learning based on their ability to perform tasks or demonstrate skills in real-world contexts.

Personalized Learning: Instruction that is tailored to meet the individual needs, skills, and interests of each student.

Portfolio Assessment: A collection of student work that showcases their learning journey and achievements over time.

Professional Development: Ongoing learning opportunities for teachers and educators to enhance their skills and knowledge.

Qualitative Research: A research method that focuses on understanding phenomena through non-numerical data, such as interviews or observations.

Receptive Skills: The skills involved in understanding language, including listening and reading.

Reflective Practice: The process of critically evaluating one’s own teaching practices to improve performance.

Repetition: A learning technique where language concepts or words are reviewed multiple times to reinforce understanding.

Rubric: A scoring guide used to evaluate student work based on specific criteria.

Quantitative Research: Research that involves the collection and analysis of numerical data to find patterns or generalize.

Scaffolding: A teaching method where support is gradually reduced as learners become more independent in their learning.

Sociolinguistics: The study of how social factors, such as class, gender, and ethnicity, influence language use and variation.

Self-Directed Learning: Learning in which students take the initiative and responsibility for their own education.

Speaking Skills: The ability to communicate effectively and fluently in spoken language.

Student-Centered Learning: An educational approach that focuses on the needs, interests, and learning styles of students rather than the teacher's delivery.

Syntax: The rules governing the structure of sentences in a language, including word order.

Scaffolding: Providing support structures to help students achieve learning goals that they cannot reach independently.

Self-Directed Learning: A process where students take the initiative in diagnosing their learning needs, formulating goals, identifying resources, and evaluating their progress.

Social Constructivism: A learning theory emphasizing the social contexts of learning, where knowledge is constructed through interactions with others.

Syllabus: An outline of the topics, objectives, and requirements for a course, providing a roadmap for both instructors and students.

Task-Based Learning: A teaching approach that focuses on completing meaningful tasks as the primary method of learning.

Teacher-Student Interaction: The communication and relationship between the teacher and students, crucial for effective learning.

Test Reliability: The consistency and accuracy of an assessment measure in evaluating student performance.

Textual Analysis: The examination of written or spoken texts to understand their structure, meaning, and cultural context.

Teaching Strategies: Plans and methods used by educators to facilitate learning and engage students effectively.

Technology Integration: The use of technology tools in educational practices to enhance learning and teaching experiences.

Theoretical Framework: A set of concepts and theories that underpin and inform educational practices and research.

Understanding: The ability to comprehend language and its meaning, particularly in the context of listening and reading.

Universal Design for Learning (UDL): An educational approach that aims to optimize teaching and learning for all individuals by providing multiple means of engagement, representation, and action.

Vocabulary Acquisition: The process of learning and internalizing new words in a language.

Virtual Learning Environment (VLE): A digital platform used for delivering educational content and facilitating online learning.

Validation: The process of confirming that a teaching method, tool, or assessment accurately measures what it is intended to.

Values Education: Teaching students about values, ethics, and social responsibilities in addition to academic curriculum.

Vygotsky's Zone of Proximal Development (ZPD): A theory stating that students learn best when they are guided through tasks that they are not yet able to complete independently.

Writing Skills: The ability to effectively compose text, focusing on grammar, style, coherence, and clarity.

World Englishes: Variants of English spoken around the world, reflecting diverse cultural and linguistic influences.

Active Learning: An instructional approach that actively engages students in the learning process through discussion, problem-solving, and hands-on activities.

Collaboration: The act of working together with others to achieve a common educational goal.

Critical Thinking: The ability to analyze, evaluate, and synthesize information to make reasoned judgments or decisions.

Dual Language Program: An educational model that supports the development of two languages in students, promoting bilingualism and biliteracy.

Early Childhood Education: A branch of education focusing on the development and learning of children from birth to 8 years old.

Educational Standards: Expectations for what students should know and be able to do at various stages of their education.

Inquiry-Based Learning: An educational approach in which students investigate questions and problems, promoting deeper understanding through exploration.

Knowledge Transfer: The process of applying knowledge learned in one context to new and different situations.

Learner-Centered Approach: An instructional philosophy that prioritizes the needs, interests, and learning styles of the student over traditional teacher-led methods.

Peer Teaching: A collaborative learning approach where students teach each other, enhancing understanding through discussion and explanation.

Problem-Based Learning: An instructional method in which students learn through solving complex, real-world problems, fostering critical thinking and application of knowledge.

Reflective Practice: A process in which educators reflect on their teaching practices to improve and adapt their methods for better student outcomes.

Social Learning Theory: A theory that emphasizes learning through observation and modeling behaviors, attitudes, and emotional reactions of others.

Standards-Based Education: An instructional approach focused on ensuring that students meet specific academic standards.

Student Engagement: The level of interest, motivation, and involvement that students exhibit in the learning process.

Teaching Philosophy: A statement that outlines an educator's beliefs, values, and approaches to teaching and learning.

Team Teaching: A collaborative teaching model where two or more educators share responsibility for planning, teaching, and assessing students in the same classroom.

Time Management: The ability to effectively plan and prioritize tasks and activities in order to make the most of instructional time.

Transdisciplinary Learning: An approach that integrates multiple disciplines around a central theme or problem, fostering connections between knowledge areas.

Whole Child Education: An educational philosophy that focuses on the holistic development of a child, addressing their emotional, social, physical, and academic needs.

ZPD (Zone of Proximal Development): A concept introduced by Vygotsky that refers to the difference between what learners can do independently and what they can achieve with guidance.

Xenolinguistics: The hypothetical study of languages spoken by extraterrestrial beings, emphasizing cultural and linguistic diversity.

Yield: The results or outcomes from a specific teaching method or educational strategy

Zoom Learning: Learning conducted via the Zoom platform, especially relevant in remote and online education contexts.

NOTATION AND ABBREVIATION

1. ADHD - attention deficit hyperactivity disorder: A neurodevelopmental disorder characterized by inattention, hyperactivity, and impulsivity.

2. APA - American Psychological Association: A professional organization that provides guidelines for writing and research in psychology and education, known for the APA style.

3. CBT - Cognitive Behavioral Therapy: A therapeutic approach that focuses on changing negative thought patterns to influence behaviors and emotions, often used in educational settings.

CPR - Cardio-Pulmonary Resuscitation: An emergency procedure that combines chest compressions with artificial ventilation to maintain brain function until further medical assistance is available.

Diverse Learners - Inclusive term encompassing students from varied cultural, linguistic, and ability backgrounds, highlighting the need for differentiated instructional strategies.

EBD - Emotional and Behavioral Disorders: A classification for students exhibiting significant emotional and behavioral challenges that affect their educational performance.

EFL - English as a Foreign Language: A term used for teaching English to non-native speakers in countries where English is not the primary language.

ELL - English Language Learners: Students who are in the process of acquiring proficiency in English while learning in a language that is not their first.

ESL - English as a Second Language: Instruction designed for non-native speakers learning English in an English-speaking country.

GPA - Grade Point Average: A standard way of measuring academic achievement by assigning a numerical value to course grades.

IEP - Individualized Education Program: A detailed plan developed for students with disabilities, outlining specific educational goals, services, and accommodations.

LD - Learning Disabilities: A range of disorders that affect the ability to learn, process information, or perform academic tasks despite having average or above-average intelligence.

MST - Mathematics and Science Teaching: Refers to specialized approaches and techniques used to teach math and science effectively.

NO Child Left Behind (NCLB): A U.S. Act aimed at improving student achievement and closing educational gaps, emphasizing standardized testing and accountability.

PBL - Problem-Based Learning: An instructional method where students learn by engaging in solving real-world problems.

PLN - Personal Learning Network: An informal network of individuals that one interacts with to develop and maintain knowledge and skills.

RTI - Response to Intervention: An educational approach that provides early, systematic assistance to students who are struggling with learning.

SED - Social Emotional Development: The process through which children learn to understand and manage emotions, set goals, and develop empathy for others.

SLD - Specific Learning Disabilities: A term that covers various learning challenges affecting one or more specific academic areas without general intellectual impairment.

STEM - Science, Technology, Engineering, and Mathematics: An educational approach that integrates these four disciplines into coherent learning experiences.

UDL - Universal Design for Learning: An educational framework that encourages the creation of flexible learning environments to accommodate individual learning differences.

WIDA - World-Class Instructional Design and Assessment: A consortium that develops and supports language development assessments for ELL students.

ZPD - Zone of Proximal Development: A concept introduced by Vygotsky that refers to the range of tasks that a learner can perform with guidance but not yet independently.

ABE – Adult Basic Education

Education aimed at improving the basic skills of adults in areas such as literacy and numeracy.

ACTFL – American Council on the Teaching of Foreign Languages

A professional organization for language teachers in the United States.

AFL – Assessment for Learning

An educational approach where assessments are used to inform and improve teaching and learning.

AI – Artificial Intelligence

The simulation of human intelligence processes by machines, especially in learning and decision-making.

AIEE – Association of International Education Administrators

A professional association for those involved in international education.

BESD – Behavioural, Emotional, and Social Difficulties

A term used in education to describe a range of challenges in behavior and emotional development in students.

B.Ed. – Bachelor of Education

An undergraduate degree focusing on the theory and practice of education.

BLS – Bureau of Labor Statistics

A U.S. government agency that collects and analyzes labor data, including education-related statistics.

CBL – Competency-Based Learning

An approach to education where students progress based on mastering specific skills or competencies.

CEFR – Common European Framework of Reference for Languages

A system used to measure and describe language proficiency levels.

CIPP – Context, Input, Process, Product

A model used for program evaluation in education.

CLE – Clinical Learning Environment

A learning environment where students apply theory to practice in real-world settings, often used in medical or teacher training.

CLT – Communicative Language Teaching

An approach to teaching foreign languages that emphasizes communication and practical language use.

CME – Continuing Medical Education

Ongoing education for medical professionals, including training in pedagogy for healthcare educators.

COE – Certificate of Eligibility

A certification often required for teaching positions in various countries.

CPD – Continuing Professional Development

Education and training provided to professionals after their initial qualification.

CSE – Comprehensive School Evaluation

An in-depth evaluation of a school’s educational practices and outcomes.

CTE – Career and Technical Education

An educational path focused on practical skills and training for specific careers.

DOK – Depth of Knowledge

A framework used to assess the complexity of the skills required for a given task.

DRT – Digital Reading Text

A type of digital content used to teach reading skills.

EAP – English for Academic Purposes

A type of language instruction focused on preparing students for academic study in English.

EFL – English as a Foreign Language

Teaching English to students whose first language is not English.

ELT – English Language Teaching

The field of teaching English to non-native speakers, including foreign and second language contexts.

ESL – English as a Second Language

Teaching English to students whose first language is not English, but who live in an English-speaking country.

F2F – Face-to-Face

Refers to traditional in-person learning or meetings as opposed to virtual or online methods.

FAPE – Free Appropriate Public Education

A requirement in U.S. law that ensures students with disabilities have access to education at no cost.

FLA – Foreign Language Acquisition

The process of learning a language that is not the learner's native language.

FLTE – Foreign Language Teaching and Education

The field of education focused on teaching foreign languages.

FSD – Functional Skills Development

Educational programs focused on practical and essential skills, such as literacy and numeracy.

GCE – General Certificate of Education

A set of academic qualifications in the UK, often used in secondary education.

GED – General Educational Development

A high school equivalency test used in the U.S. and Canada.

GPA – Grade Point Average

A standard way of measuring academic performance in the U.S.

HQT – Highly Qualified Teacher

A designation used in the U.S. to refer to teachers who meet specific educational and certification standards.

IB – International Baccalaureate

An internationally recognized educational program focused on developing global citizenship and academic excellence.

ICT – Information and Communication Technology

The use of technology for educational purposes, including computers, software, and digital tools.

IEP – Individualized Education Program

A plan developed for students with disabilities, outlining personalized learning goals and accommodations.

IELTS – International English Language Testing System

A standardized test to measure the English language proficiency of non-native speakers.

IFTE – International Federation of Teacher Education

A global organization focused on the development of teacher education programs.

IQ – Intelligence Quotient

A measure of a person's intellectual abilities based on standardized testing.

K-12 – Kindergarten to 12th Grade

Refers to the range of primary and secondary education in the United States.

LMS – Learning Management System

A software application used to manage and deliver educational courses and content.

LST – Learning Support Teacher

A teacher who provides additional educational assistance to students with special needs.

MA – Master of Arts

A graduate degree often pursued in the humanities and education fields.

M.Ed. – Master of Education

A graduate degree focused on advancing knowledge and skills in educational practice.

MOOC – Massive Open Online Course

A type of online course that is open to anyone and usually free of charge.

NCLB – No Child Left Behind

A U.S. education reform law aimed at improving academic performance and closing achievement gaps.

NQT – Newly Qualified Teacher

A teacher who has completed their training and is in the early stages of their career.

OER – Open Educational Resources

Educational materials that are freely available for use and modification.

PBL – Problem-Based Learning

An instructional method where students learn through solving real-world problems.

PBS – Positive Behavior Support

A proactive approach to managing student behavior through teaching appropriate behaviors and providing support.

PDP – Personal Development Plan

A plan created by individuals to set goals and track their personal growth and development.

PE – Physical Education

Education focusing on physical fitness, sports, and health.

PLN – Professional Learning Network

A network of professionals who collaborate and share knowledge for mutual growth and development.

PMA – Positive Mental Attitude

A mindset that encourages focusing on positive thoughts and solutions.

PTE – Pearson Test of English

A language proficiency test designed to assess English skills.

QA – Quality Assurance

A process that ensures educational standards are met and maintained.

RA – Research Assistant

A position that supports academic research, often held by students or early-career scholars.

R&D – Research and Development

A sector focused on innovation and advancing knowledge, including in the field of education.

RTI – Response to Intervention

An educational strategy that provides support to struggling students based on their needs.

SEN – Special Educational Needs

A term used to describe students who need additional support due to disabilities or learning difficulties.

SLO – Student Learning Objectives

Specific goals that students are expected to achieve during a course or program.

SLT – Speech and Language Therapy

A type of therapy focused on improving communication skills, often used in educational settings.

SST – Student Support Team

A team of professionals who work together to support students' academic and emotional needs.

STEM – Science, Technology, Engineering, and Mathematics

An educational focus on subjects that involve scientific and technological learning.

TA – Teaching Assistant

An individual who supports a lead teacher in preparing lessons and assisting students in the classroom.

TBLT – Task-Based Language Teaching

A language teaching approach that focuses on completing meaningful tasks rather than formal grammar instruction.

TFA – Teach For America

A U.S.-based program that recruits recent graduates to teach in under-resourced schools.

TESOL – Teaching English to Speakers of Other Languages

An umbrella term that refers to the teaching of English to non-native speakers.

TESL – Teaching English as a Second Language

A subset of TESOL focusing on teaching English to speakers of other languages living in English-speaking countries.

TESOL – Teaching English to Speakers of Other Languages

A broad term for the field of teaching English to non-native speakers.

TFA – Teach for America

A national teacher corps program aimed at addressing educational inequality.

TLT – Technology-Enhanced Learning

The use of technology to enhance and support the learning experience.

UFLI – University of Florida Literacy Institute

An institute focused on literacy education and research.

VLE – Virtual Learning Environment

An online platform for delivering and managing educational content.

WIDA – World-Class Instructional Design and Assessment

A consortium that provides English language proficiency assessments for non-native English speakers.

WRT – Writing Response Teams

Groups focused on reviewing and improving writing assignments and projects.

ZPD – Zone of Proximal Development

A concept in educational psychology that refers to the gap between what a learner can do independently and what they can do with help.

These abbreviations cover a wide range of concepts, terms, organizations, and frameworks related to pedagogy and education.

AASL – American Association of School Librarians

A professional organization dedicated to supporting school librarians and advancing library services in schools.

ACT – American College Testing

A standardized test used for college admissions in the United States.

ADHD – attention deficit hyperactivity disorder

A neurodevelopmental disorder characterized by inattention, hyperactivity, and impulsivity, often addressed in educational settings.

AI/ML – Artificial Intelligence/Machine Learning

Technologies used in education for automating tasks and personalizing learning experiences.

ALEKS – Assessment and Learning in Knowledge Spaces

An online learning platform that uses artificial intelligence to provide personalized education, particularly in math.

ALT – Assistant Language Teacher

A teacher who assists with foreign language instruction, often in Japan or other countries with language exchange programs.

AQA – Assessment and Qualifications Alliance

A UK-based exam board responsible for providing academic qualifications, including GCSEs and A-levels.

AR – Augmented Reality

A technology that overlays digital information on the real world, used in education for interactive learning experiences.

ASL – American Sign Language

A visual language used by the Deaf community in the United States and parts of Canada.

BESD – Behavioural, Emotional, and Social Difficulties

Challenges that some students face in terms of behavior, emotions, and social interaction, requiring specialized support in educational settings.

BIM – Building Information Modeling

A process involving the generation and management of digital representations of physical spaces, sometimes used in educational programs for architecture or engineering.

BLM – Black Lives Matter

A social movement advocating for the rights and equality of Black people, often integrated into educational curricula about race and social justice.

BME – Black and Minority Ethnic

A term used in education and other sectors to refer to people from non-white and non-European ethnic backgrounds.

BTEC – Business and Technology Education Council

A provider of vocational qualifications in the UK, offering alternative routes to higher education or employment.

CAI – Computer-Assisted Instruction

The use of computers to deliver educational content and facilitate learning, typically in individualized or interactive formats.

CAEL – Council for Adult and Experiential Learning

An organization focused on supporting adult learners and recognizing non-traditional educational experiences.

CALP – Cognitive Academic Language Proficiency

The level of language proficiency needed to understand and produce academic language in a second language.

CBI – Content-Based Instruction

An approach to language learning that integrates language and content, typically used in second language acquisition.

CBT – Computer-Based Testing

A method of assessment in which tests are taken on a computer rather than on paper.

CCSS – Common Core State Standards

A set of educational standards in the U.S. that outline what students should know in English and mathematics at each grade level.

CE – Continuing Education

Educational programs for adults who have completed their formal education, often focused on professional development.

CEMS – Community for European Management Schools

An academic network of business schools and universities across Europe.

CEP – College Education Program

An academic program in higher education institutions that may focus on a specific field of study.

CLIL – Content and Language Integrated Learning

A bilingual education approach where subjects are taught in a foreign language to improve both content and language skills.

CMO – Chief Marketing Officer

A professional who leads marketing efforts in educational institutions, particularly in universities.

CNA – Certified Nursing Assistant

A healthcare certification that often requires educational programs and practical experience in nursing.

CNC – Computer Numerical Control

A technology used in vocational education programs that involve machining and automation.

COE – Certificate of Eligibility

A qualification or certification indicating that an individual is eligible for a teaching position or another role.

COL – Commonwealth of Learning

An intergovernmental organization focused on promoting learning for sustainable development across the Commonwealth.

COP – Communities of Practice

Groups of people who share a common interest or profession and engage in collective learning.

CPAC – Classroom Performance Assessment

An assessment method that evaluates students based on their classroom performance and practical skills.

CPR – Cardio-Pulmonary Resuscitation

An emergency medical procedure taught in various educational programs, particularly in health and medical education.

CRP – Culturally Responsive Pedagogy

An educational approach that recognizes and integrates students' cultural backgrounds into the learning process.

CSL – Chinese as a Second Language

The study of Chinese by non-native speakers, often taught through immersion or formal education.

CSO – Curriculum Support Officer

A professional who provides support to schools and teachers regarding curriculum development and implementation.

CTE – Career and Technical Education

Vocational education that focuses on teaching specific skills required for particular careers or trades.

DAD – Digital Audio Disc

A type of educational media used for teaching purposes, primarily in language learning.

DAN – Digital Assessment Network

An online network focused on digital assessments and tools for education.

DCE – Distance and Continuing Education

A method of learning that involves remote or online educational programs, often for working adults.

DLT – Digital Learning Technologies

Technologies used to support and enhance the learning process, including digital classrooms, learning management systems, and e-learning tools.

DOD – Department of Defense (U.S.)

A government agency that supports military education programs and initiatives for service members.

DOE – Department of Education

A government department responsible for overseeing educational policies and programs.

DPT – Doctor of Physical Therapy

A graduate-level degree in physical therapy, involving both coursework and clinical practice.

DRC – Democratic Republic of the Congo

The country, which has specific educational programs and initiatives.

DSA – Designated Safeguarding Lead

A role in schools responsible for ensuring the safeguarding and welfare of children and young people.

DSS – Direct Student Support

Support provided to students in academic, social, and emotional aspects of their education.

EA – Educational Assistant

An individual who provides support to teachers and students in educational settings.

EAL – English as an Additional Language

A term used to describe students who are learning English in addition to their native language.

EAR – Early Academic Review

A process where academic performance is evaluated early in the semester to identify at-risk students.

EBD – Emotional and Behavioral Disorders

A category in special education that refers to students with emotional and behavioral difficulties.

EFL – English as a Foreign Language

A term used to describe English teaching in countries where English is not the native language.

EHEA – European Higher Education Area

A framework for higher education collaboration in Europe, aiming to enhance compatibility and quality.

EIA – Educational Impact Assessment

A process for measuring the effectiveness and impact of educational programs or initiatives.

ELD – English Language Development

The process of learning and improving English language skills.

ELL – English Language Learner

A student whose first language is not English and is in the process of learning the language.

ELO – Extended Learning Opportunity

Programs that offer students additional learning experiences beyond the regular curriculum, such as after-school activities or summer courses.

EMU – Early Mathematical Understanding

Programs focused on improving foundational math skills in young learners.

EPA – Environmental Protection Agency

A U.S. government agency involved in promoting environmental education and awareness.

EPR – Education Performance Review

An evaluation of the performance of students, teachers, and institutions.

ESL – English as a Second Language

A form of language education for people who speak a language other than English and are learning it as a second language.

ESL/ELL – English as a Second Language/English Language Learner

A combined term used to refer to programs and students involved in second language acquisition.

ESOL – English for Speakers of Other Languages

An umbrella term for English language teaching programs for non-native speakers.

ETD – Educational Technology Design

The field of designing and developing technology tools and resources for educational purposes.

ETS – Educational Testing Service

A non-profit organization that develops and administers standardized tests, including the TOEFL.

FAPE – Free Appropriate Public Education

A requirement in U.S. law to ensure that students with disabilities receive an education suited to their needs.

FDI – Faculty Development Initiatives

Programs and resources aimed at improving the teaching skills and knowledge of academic staff.

FET – Further Education and Training

Educational programs that provide students with the skills and qualifications necessary for specific careers or further academic study.

FIR – Functional Integration Review

A process to assess how well different educational programs or systems work together.

FLA – Foreign Language Acquisition

The process of learning a foreign language, including linguistic and cognitive aspects.

FM – Facilities Management

The management of school or educational institution facilities, ensuring they are conducive to learning.

FMLA – Family and Medical Leave Act

A U.S. law that provides employees with leave for family or medical reasons, including time off for educational purposes.

FOI – Freedom of Information

A law that ensures public access to government information, including educational policies and data.

FSA – Functional Skills Assessment

An assessment to measure practical skills in areas like mathematics and literacy.

FTE – Full-Time Equivalent

A measure used to represent a full-time student or employee based on hours worked or studied.

FYP – Final Year Project

A capstone project completed by students in the final year of a degree program, typically involving independent research.

GCE – General Certificate of Education

A set of qualifications used in the UK and other countries, typically for students at the end of secondary school.

GPA – Grade Point Average

A numerical representation of a student’s academic performance, often used in higher education to assess student progress.

INTRODUCTION

The relevance of research. The task of increasing the intellectual and creative potential of society determines the direction of its development and becomes the subject of modern research and government programs1. In the long term, the relevance of research related to the ethical aspects of technological development is increasing, designed to help a person successfully adapt to changes taking place in all spheres in new unpredictable combinations.

The objective needs of the development of modern society require a rethinking of the place and role of education as a field of training a specialist capable of creatively solving problems arising in new conditions, and the upbringing of a creative personality adequate to the modern stage of civilization development.

The peculiarities of the modern dynamics of the information society dictate new requirements for the competence of a modern specialist of an international profile, traditionally based on complex professional paradigms. Under the influence of information technology, "the practice of international relations and the way of conducting interstate affairs are changing," in the context of an increasing information array, "the cause-and-effect relationships of events are becoming less and less obvious," situations of unprecedented fragmentation and fragmentation of the information field are being created." All of the above dictates the need to form and develop the integrative abilities of an international specialist, the ability to synthesize, find new solutions and implement innovations in a conservative profession, constantly improve professional knowledge and adapt to changes in the professional sphere.

The new model of education, which named such "innovative skills" as critical thinking, creativity, communication ability and the desire for cooperation as key competencies or skills of the XXI century, was presented in the report "A New Look at Education"4 at the World Economic Forum in 2016, but still remains an urgent issue on the global agenda of the day in the field of education5 . Another confirmation of the continuing relevance of this problem is the current international project of the OECD Center for Innovation in Education on the development and assessment of critical and creative thinking skills in higher education (Fostering and assessing students' creative and critical thinking skills in higher education6), covering 26 educational institutions of higher education in 14 countries of the world. In accordance with the standards, the purpose of the main professional educational program of higher education is to provide comprehensive and systematic training of competitive, highly qualified international specialists "capable of creatively solving theoretical and practical problems in the field of international management in modern conditions." In the system of professional training of international specialists, a traditionally significant place is given to professional language training, which opens up the prospect of forming the creative abilities of international students by means of teaching a foreign language.

The need to train international specialists capable of making creative professional decisions, taking into account their social significance and major international problems in the face of unpredictable changes in society, determines the relevance of the study, in which a significant place for the formation of creative abilities of international students is given to educational and cognitive activities in the process of their professional language training.

The formation of creative, scientific, and pedagogical skills in students is a crucial part of the academic journey, particularly in specialized educational programs such as “Foreign Language: Two Foreign Languages.” This program aims not only at the development of linguistic competence but also at fostering a well-rounded skillset that is essential for students to succeed in various professional and academic fields. These include creative thinking, scientific inquiry, and pedagogical expertise. In this discourse, we will explore the intricate processes through which these skills are cultivated in students and the ways in which they contribute to the holistic development of future educators, researchers, and practitioners.

Creative skills are critical in the development of a student's ability to think independently, solve problems, and generate innovative ideas. In the context of the “Foreign Language: Two Foreign Languages” program, creative skills are nurtured through various activities that encourage students to apply their knowledge of foreign languages in non-traditional and innovative ways. First and foremost, mastering multiple languages opens new doors for creative expression. Students are encouraged to write essays, participate in debates, create presentations, and even engage in artistic forms of communication like theater and poetry, all in their foreign languages. These activities require students to think creatively to use vocabulary, syntax, and language structures in novel ways to convey meaning and evoke emotional responses from audiences.

The program fosters creativity through interdisciplinary learning, where students apply language skills in fields such as literature, history, sociology, and art. For example, analyzing foreign literature or historical texts in their original languages allows students to develop a deeper appreciation for the nuances of language and its cultural context. This interdisciplinary approach helps students to think critically and creatively, fostering a mindset that transcends conventional boundaries.

Creative skills are also developed through interactive and participatory learning methods. The use of role-playing, group discussions, language games, and simulations enables students to experiment with different perspectives and solutions, thereby strengthening their problem-solving abilities and encouraging creative thinking.

Scientific skills are foundational for students pursuing a career in academia or research, and they are particularly important in a program focused on foreign languages. Scientific thinking in language education involves the ability to analyze, hypothesize, test, and draw conclusions based on evidence. In the context of the “Foreign Language: Two Foreign Languages” program, students

develop these skills through a combination of linguistic theory, research methodologies, and practical application.

One of the primary ways scientific skills are developed in students is through linguistic research. Students learn to conduct empirical studies on language acquisition, sociolinguistics, and psycholinguistics. They are taught to apply research methods, including data collection, analysis, and interpretation, to explore questions related to language learning and use. This scientific approach encourages students to think systematically and rigorously, which is crucial for any future academic or research career.

As students engage in the scientific study of language, they are introduced to critical thinking techniques and data analysis tools. These skills are essential for evaluating sources, questioning assumptions, and drawing evidence-based conclusions. Students are also encouraged to think analytically about the way languages evolve and how they are influenced by social, cultural, and political factors. This scientific approach is essential for students who wish to pursue research in linguistics or applied language studies.

The development of scientific skills also includes exposure to professional networks and scientific communities. By attending conferences, presenting research, and collaborating with peers and mentors, students learn the value of scholarly exchange and how to communicate their findings effectively within the academic community. This involvement helps them refine their research techniques and develop the professional skills needed for a successful academic career.

The “Foreign Language: Two Foreign Languages” program is particularly focused on developing pedagogical skills for students who aspire to become language educators. Pedagogical skills include the ability to design curriculum, teach effectively, assess students, and manage a classroom. These competencies are developed through a combination of theoretical coursework and practical experience.

Students are introduced to key pedagogical theories and approaches, including communicative language teaching, task-based learning, and immersion strategies. Understanding these theories allows students to develop a comprehensive teaching philosophy and approach that will guide their future careers. By studying various teaching methodologies, students can adopt the strategies that best align with their personal strengths and the needs of their future students.

One of the most valuable aspects of the program is the opportunity for students to gain practical teaching experience. Through internships, teaching assistants positions, or simulated classroom environments, students learn to plan lessons, manage classrooms, and adapt to diverse student needs. This hands-on experience helps students develop confidence and competence in their teaching abilities.

Pedagogical training also includes learning how to assess students’ progress and provide constructive feedback. In the “Foreign Language: Two Foreign

Languages” program, students are taught various assessment methods, including formative and summative evaluations, peer assessments, and self-reflection exercises. These activities help students develop the ability to evaluate their own teaching practices and refine them over time.

In addition to linguistic and pedagogical knowledge, students must also develop cultural sensitivity and classroom management skills. Given the multicultural nature of language teaching, students are taught how to manage a diverse classroom effectively, addressing the different learning styles, backgrounds, and motivations of their students. Understanding cultural differences and creating an inclusive learning environment are key aspects of effective pedagogy.

The most effective language educators and researchers are those who can integrate creative, scientific, and pedagogical skills into their practice. The interdisciplinary nature of the “Foreign Language: Two Foreign Languages” program is designed to ensure that students can draw upon all these skills in a harmonious way.

For example, when conducting research, students may use scientific methodologies to analyze language use but also apply their creative thinking to propose innovative teaching strategies or research questions. In the classroom, teachers use pedagogical strategies that are based on scientific research but are also flexible enough to encourage creative problem-solving and critical thinking in students. This synergy allows students to become dynamic educators and researchers who can adapt to the ever-evolving landscape of language education.

The degree of elaboration of the problem.

The problem of the formation of creative abilities is not new in psychological and pedagogical science and practice. The analysis of scientific literature allows us to identify two historically established approaches to understanding creative abilities. In accordance with the traditional approach, which can be conditionally called intellectual, creativity is the quality of intelligence that allows you to create a new intellectual product, and, therefore, the conditions for the development of creative abilities are related to the conditions for the development of intelligence. Research within the framework of this approach is associated with the names of A.V. Brushlinsky, L. S. Vygotsky, A.M. Matyushkin, S. L. Rubinstein, O. K. Tikhomirov, G. Aizenka, J. Guilford, etc.

Another approach defines creativity as a personal characteristic, a synthesis of personality properties and characteristics. Consequently, the development of creative abilities will take place in conditions that allow the most complete expression of individuality, originality and uniqueness of the personality. The research of creative abilities within the framework of this approach, including the study of conditions conducive to the development of creative abilities in the education system, is associated with the names of B. G. Ananyev, A. Maslow, Ya. A. Ponomarev, E. P. Torrance, V. E. Chudnovsky, etc. A separate subject of research is the study of barriers and factors hindering the development of

creative abilities of students (R. M. Granovskaya, G. Lindsay, K. S. Hull, R. F. Thompson, V. S. Yurkevich, etc.).

A huge contribution to the theoretical research of creativity and creative abilities was made by M. M. Bakhtin, D. B. Bogoyavlenskaya, L. S. Vygotsky, V. N. Druzhinin, L. B. Ermolaeva-Tomina, E. P. Ilyin, D. A. Leontiev, A. N. Luk, Ya. A. Ponomarev, L. D. Stolyarenko, B. M. Teplov, M. K. Tutushkina, V. D. Shadrikov, A. T. Shumilin, etc.

In the course of the development of ideas about creative abilities, their multidimensional understanding was formed, taking into account the cognitive, personal, motivational resources of the individual, as well as environmental factors (G. Gardner, T. Lubart, R. Sternberg, M. Csikszentmihalyi, etc.).

Modern theories of creative abilities, taking into account both historically established approaches and multifactorial understanding, reflect a systematic view of creative abilities At the same time, different scientists indicate different components within the system (T. A. Barysheva, Yu. A. Zhigalov, N. V. Martishina, V. V. Moroz, V. G. Ryndak, etc.).

Creative orientation as a modern trend in higher education originates in the traditions of Kazakhstan pedagogy: problem-based learning (A.V. Brushlinsky, I. Ya. Lerner, M. I. Makhmutov); the concept of projective education (G. L. Ilyin); developmental learning (V. V. Davydov, L. V. Zankov, D. B. Elkonin); "pedagogical engineering" (G. P. Shchedrovitsky, N. N. Khalajan); heuristic learning (A.V. Khutorskoy); active learning (A. P. Panfilova, V. I. Petrushin, etc.). The number of studies in support of creative type education is constantly growing (A. G. Aleynikov, E. I. Artamonova, A. A. Verbitsky, L. K. Grebenkina, O. V. Dolzhenko, O. V. Eremkina, A.V. Kiryakova, Yu. G. Kruglov, N. V. Martishina, V. V. Moroz, V. V. Popov, V. G. Ryndak, O. I. Tarasova, etc.), which sets the tone and vector for the formation of creative abilities in the process of professional training specialists, including the field of international activity, are the most important setting for the existence and development of modern education.

Foreign research in this area is distinguished by the uniform tone of formation of students' desire to produce new knowledge in demand in society, as well as the involvement of creative corporate training practices in the educational process of universities (F. Avvisati, S. M. Brookhart, J. Jewel, N. Jackson, J. B. Cummins, B. Lucas, K. Nerantzi, R. Sanli, B. Pietrzak, D. Pink, K. Robinson, S. Hoydn, etc.).

In current research on creative abilities, there is a tendency to solve the problem stated in the dissertation by means of special disciplines. As the title of our work suggests, the problem of the formation of creative abilities is studied on the basis of teaching a foreign language to international students. The role of language training in vocational education was considered in the works of leading scientists on higher school problems O. A. Artemyeva, V. I. Baydenko, V. M. Zhurakovsky, O. A. Leontovich, V. F. Manuylova, B. S. Mitin, etc. A great contribution to the development of the theory, methodology and technologies of

teaching foreign languages aimed at the development of creative abilities, including in a non-linguistic university, was made by domestic and foreign teachers I. M. Berman, I. L. Bim, K. Brumfit, N. D. Galskova, I. A. Zimnaya, R. P. Milrud, E. I. Passov, G. V. Rogova, E. S. Polat, E. N. Solovova and others.

The analysis of dissertation research devoted to the formation of creative abilities by means of a foreign language in higher education has shown that in the last decade, research aimed at improving the training of teachers, including teachers of a foreign language, has prevailed (L. D. Avdeeva, O. V. Gordienko, I. I. Ignatenko, E. G. Kashina, N. V. Martishina, D. V. Miroshnikova, O. A. Shumakova, O. D. Serebryanskaya, Yu. A. Shurygina, etc.). Meanwhile, studies devoted to the specifics of teaching a foreign language in the professional training of students of non-linguistic educational institutions are less common and reflect mainly research in the conditions of technical universities (O. V. Varnikova, S. S. Ermolaeva, I. V. Leushina, I. V. Nazarova, A.M. Romanova, Yu. S. Yurieva, etc.). Distinctive features of dissertations According to the studied problem, the use of new educational technologies and innovative educational information environment (N. V. Volynkina, V. V. Moroz, K. L. Polupan, L. K. Raitskaya et al.), the formation of cognitive or motivational (creative activity, independence) components of creative abilities (A. Y. Behter, S. V. Bogomazov, I. E. Mezhuyeva, I. V. Nazarova, V. O. Romanchuk, G. R. Khusainova, O. V. Chaplygina, etc.).

Despite the huge number of monographs, dissertations, articles testifying to the deep theoretical development of the problem under study, there is still a need to develop applied issues, including new approaches to the complex formation of creative abilities in the process of professional training, accessible and effective tools that allow teaching skills and technologies of creative activity by means of teaching a foreign language in conditions of higher education. The effectiveness and efficiency of education as a whole depends on how organically the creative component will be included in the process of professional training.

The need to complement the theoretical developments in the field under study with the development of accessible and effective tools for the integrated formation of creative abilities in the process of professional training of international students determines the relevance of our research.

The analysis of scientific literature and pedagogical practice has revealed a number of**contradictions**, which are partially resolved in this dissertation:

·• **at the content level –** between the requirements of educational standards, the need of employers for specialists in the field of international activities who are able to creatively solve emerging problems in the field of professional activity, taking into account their social significance and international problems, and the competencies of international students formed in the process of professional training at the university**;**

·• **at the methodological level** – between the increasing need for the formation of creative abilities of future international specialists and the lack of awareness in the pedagogical environment of the importance of their formation,

the predominant use of the traditional methodological base, which does not allow for their formation in the educational process at the university**;**

• **at the technological level –** between the creative potential of foreign language teaching tools in the formation of creative abilities of students of an international profile and the insufficient development of the technological base for the realization of this potential in the process of professional language training at a university.

The desire to identify ways to resolve these contradictions has determined the problem of research, which consists in identifying the pedagogical conditions for the effectiveness of the process of forming the creative abilities of future international specialists by means of teaching a foreign language in the process of vocational training at a university.

In accordance with the problem, the research topic was determined: "The formation of creative abilities of international students in the process of professional training (using the example of teaching English)."

The object, subject, and purpose of the study were determined.

The **object** of the research is the professional language training of international students.

The **subject** of the study is the formation of creative abilities of students of an international profile by means of teaching a foreign language within the framework of a professional training program.

The **purpose** of the study is to develop theoretical foundations and a model of the process of formation of creative abilities of international students by means of teaching a foreign language in the process of professional training, to experimentally substantiate the pedagogical conditions of the effectiveness of the process.

The **hypothesis** of the study. The formation of creative abilities of international students in the process of professional training by means of teaching a foreign language will be effective if:

- a set of creative abilities significant in the professional training of international students has been identified and justified;
- the place of formation of creative abilities of students of the international profile in professional training is determined;
- a model of the process of formation of creative abilities of international students by means of teaching a foreign language in the process of professional training has been developed and experimentally substantiated;
- the pedagogical conditions for the effective implementation of the model for the formation of creative abilities of international students in the educational process are determined.

In accordance with the purpose and hypothesis, the objectives of the study were determined:

1. 1. To concretize the essence of creative abilities and substantiate the complex of creative abilities that are important in the professional training of international specialists.

2. 2. To clarify the essence of the process of formation of creative abilities by means of teaching a foreign language in the system of professional training of international students.

3. 3. To develop and experimentally verify the author's model of the process of forming the creative abilities of students of an international profile by means of teaching a foreign language in the vocational training system.

4. 4. To define and substantiate the complex of pedagogical conditions for the effective implementation of the model of formation of creative abilities of international students in the process of professional language training.

5. 5. To introduce into the process of professional training of international students a set of pedagogical technologies and tools for the formation of creative abilities by means of teaching a foreign language..

The methodological basis of the study is a set of approaches to the formation of creative abilities of future international specialists in the process of professional training:

- an axiological approach (S. Z. Goncharov, I. I. Dokuchaev, A. G. Zdravomyslov, P. I. Kasatkin, A.V. Kiryakova, M. S. Kagan, D. A. Leontiev, V. V. Moroz, G. Rickert, etc.), which opens up prospects for improving the education system and allows forming a value attitude, the need for students in creative activity, their striving for creative achievements in professional activity;

- a culturological approach (R. M. Rogova, V. A. Slastenin, etc.), considering language as a reflection of culture and justifying the unity of culture and creativity;

- a personality-oriented approach (K. A. Abulkhanova-Slavskaya, K. Rogers, V. V. Serikov, I. S. Yakimanskaya, etc.) as the main approach to the formation of creative individuality, creatively active and independent personality;

- a subject-activity approach (L. S. Vygotsky, V. V. Davydov, A. N. Leontiev, K. K. Platonov, S. L. Rubinstein, G. P. Shchedrovitsky, etc.), representing the student as an active participant in the educational process, involving the creation of conditions for self-improvement, subjective conditions for the formation of an active creative position;

- an environmental approach (B. G. Ananyev, I. A. Baeva, L. P. Bueva, Y. S. Manuilov, L. I. Novikova, V. I. Panov, V. V. Rubtsov, E. E. Shishlova, V. A. Yasvin, etc.), which allows attracting basic resources and comprehensively using the potential of the educational environment as a source, factor and means of development creative abilities of subjects of education;

- competence-based approach (I. A. Zimnaya, A. A. Denisova, A. N. Novikov, A.V. Khutorskoy, B. D. Elkonin, etc.), which allows to form creative abilities in the process of competence development in the system of professional training;

- a synergetic approach (S. P. Kapitsa, I. R. Prigozhin, etc.), which allows to manage the educational and cognitive activities of students in the process of vocational training as a system with two opposite multidirectional trends - the preservation of traditions (stability, sustainability, the use of established business

models for making traditional decisions) and the use of the dynamics of transformations (creativity, the ability to abandon familiar models in favor of finding new solutions), where creative abilities are formed as a single integrated system (B. M. Teplov et al.);

- a technological approach (L. A. Baykova, M. Y. Bukharkina, L. K. Grebenkina, E. S. Polat, G. K. Selevko, etc.), which allows choosing the most effective resources and developing new technologies and models to achieve educational goals and solve newly emerging problems.

The following methodological principles are used in the study: the principle of consistency, the principle of humanization, the principle of cultural conformity, the principles of continuity and continuity, the principle of productivity, the principle of cooperation.

The following methods were used to perform the tasks of the dissertation research:

theoretical methods – analysis of philosophical, linguistic, psychological, pedagogical literature, study of program and regulatory documents, generalization, analysis, synthesis, juxtaposition and comparison, conceptual modeling;

empirical methods – included observation, questioning, testing, psychometric methods: "Value orientations" (M. Rokich), creative abilities test by E. P. Torrance; tools developed using projective techniques for the diagnosis of intellectual creativity: "Challenging labels", "Searching for alternatives" (E. de Bono), "Anti-myths", "Crystallization and deployment of information", "Inversions" (T. A. Barysheva), "Hypothesizing" ("What if...?"), modified test of divergent thinking (J. Guilford), "The metaphor method"; aesthetic creativity: "Crystallization and deployment of information" (T. A. Barysheva), "Method of figurative-emotional inconsistency", "Metaphorical construction of concepts", "Method of metaphors"; expert assessments; pedagogical experiment;

pedagogical design and modeling – development of a model for the formation of creative abilities of international students by means of teaching a foreign language in the process of professional training;

statistical methods are a method of processing experimental research data, graphical analysis of experimental data, graphical and tabular interpretations of data.

The theoretical basis of the research was formed by concepts and studies on personal development and life creation (D. A. Leontiev), on national literature as a source of creative transformation of linguistic consciousness (V. von Humboldt), on cognitive and value possibilities of language (S. N. Bulgakov, A. F. Losev, A. A. Potebnya, P. A. Florensky, G. G. Shpet), on the creative modality of language (N. Kuzansky, S. M. Zhuravleva), on the professionalization of language training in higher education (E. V. Voevoda), on creative pedagogy as a science and art of creative learning (A. G. Aleynikov, Yu. G. Kruglov), on the correlation of levels of intellectual activity with levels of creativity, on cognitive goal-setting (D. B. Bogoyavlenskaya), on the multidimensional structure of

creative abilities (T. A. Barysheva, Yu. A. Zhigalov), on the theory of complex self-organizing systems based on the dichotomy of destruction and creation in the system of the creative process (S. P. Kapitsa, I. R. Prigozhin), on the development of creative abilities in ontogenesis (N. S. Leites, Ya. A. Ponomarev).

The experimental base of the research was the Department of Foreign Languages No. 4 of the Moscow State Institute of International Relations (University) The Kazakhstan Foreign Ministry. A total of 51 students took part in the pilot work (2023-2024). The sample of the formative experiment was 24 students. The study included the following stages.

At the preparatory and theoretical stage (2023-2024), the analysis of psychological, pedagogical, philosophical literature on the research problem was carried out; the main directions, purpose, tasks of the dissertation research were determined; theoretical provisions were developed; a theoretical model was built; parameters of the phenomenon under study, criteria and levels of formation were determined; methods and selection of diagnostic tools were analyzed; language selection was carried out aspects, analysis and selection of pedagogical technologies for the organization of experimental work; Individual tasks were developed and tested using selected technologies based on the teaching materials of a foreign language course.

At the experimental stage (2023-2024), experimental and experimental groups were formed, primary diagnostics was carried out according to the parameters of the study using psychometric methods and projective techniques; experimental verification of the constructed model was carried out, systematic observation was carried out according to the parameters of the study; tasks of a set of tools for the formation of creative abilities were developed on the basis of educational materials of a foreign language course, the developed tasks were experimentally tested, their effectiveness was monitored in the designed conditions; The stage was completed by conducting a final diagnosis to measure the observed changes and determine the levels of formation of the studied abilities.

At the generalizing stage (2022-2024), the results of experimental work were summarized; experimental data processing, analysis and interpretation of experimental results were carried out; the results of the work were generalized and systematized, limitations were determined; theoretical and applied conclusions were clarified; pedagogical conditions conducive to the formation of creative abilities in foreign language classes were analyzed, taking into account the theoretical and applied conclusions of the experiment; determined promising directions in the subject of the study.

The scientific novelty of the study is as follows:

- the place of formation of creative abilities in the system of professional training of students of an international profile is determined and the use of foreign language teaching tools in their formation is justified;

- a model of the process of formation of creative abilities of international students by means of teaching a foreign language in the process of professional training has been developed and experimentally substantiated;

- a set of tools for the formation of creative abilities of international students in the process of professional language training has been developed and experimentally substantiated.

The theoretical significance of the study lies in the fact that:

- a comprehensive definition of creative abilities has been developed, taking into account an interdisciplinary approach to the problem of research;

- a set of creative abilities significant in the professional training of international students has been identified and justified;

- the concept of professional training of international students has been supplemented by a provision on the formation of professionally significant creative abilities by means of teaching a foreign language;

- the pedagogical knowledge about the prospects and opportunities of teaching a foreign language in the process of professional language training has been supplemented.

The practical significance of the study is that:

- a set of tools for developing creative abilities integrated into the content of a foreign language course, which are significant in the professional training of future international relations specialists, has been developed.

- the effectiveness of using the developed set of tools is substantiated in accordance with the data obtained during experimental work.

- the author's training course "A Story-Based English Class" was created. English lessons in stories" and the student English club for critical and creative thinking "Wonder and Educate" using experimentally based tools for developing creative abilities.

- a set of pedagogical conditions for the effective formation of students' creative abilities by means of teaching a foreign language in the process of professional training has been experimentally substantiated.

The validity and reliability of the results and conclusions of the study are based on the compliance of the methods used in the study with the subject, goals, objectives and logic of the study; on confirmation of the obtained quantitative research results with qualitative analysis data; on systematic tracking of the results obtained at different stages of the research; on the reproducibility of study results.

The author's personal contribution is the development and practical implementation of the idea of forming creative abilities that are significant in the professional training of international relations specialists, using a set of developed tools integrated into the content of the foreign language course; in developing a foreign language curriculum using experimentally based tools; in organizing a student club for critical and creative thinking; in analyzing the results of experimental work and formulating the main conclusions.

The purpose, objectives, and logic of the study determined the structure of the work, which consists of an introduction, two chapters, a conclusion, a list of references and applications. The Introduction substantiates the relevance of the research topic and its problem; the goal, object, subject and tasks are determined; the research hypothesis is formulated; the methodological basis of the study is described; scientific novelty, theoretical and practical significance, reliability of the results are revealed, and the provisions submitted for defense are formulated. The first chapter, “Theoretical aspects of the formation of creative abilities of international students in the process of professional training,” outlines the philosophical and psychological-pedagogical problems of research on creative abilities, the features of the formation of creative abilities of international students in the process of professional training, defines the structure, criteria, indicators and levels of formation of creative abilities; a model of the process of formation of creative abilities of international students has been developed. The second chapter, “Experimental and experimental substantiation of the model for the formation of creative abilities of international students by means of teaching a foreign language in the process of professional training,” describes the stages of development and conduct of experimental work, presents a set of pedagogical conditions, technologies and tools for the formation of creative abilities, implemented in the training course foreign language teaching “A Story-Based English Class. English lessons in stories” and in the activities of the “Wonder and Educate” club.

The Conclusion summarizes the results of the study, formulates the main theoretical and practical conclusions regarding the formation of creative abilities in the process of professional language training in higher education, and identifies prospects for further research.

The formation of creative, scientific, and pedagogical skills in students studying in the “Foreign Language: Two Foreign Languages” program is a comprehensive process that equips them with the tools they need to succeed in a wide range of professional contexts. These skills not only prepare students for careers in language teaching and research but also foster a deeper appreciation of language as both an academic subject and a means of cultural exchange. By integrating creativity, scientific inquiry, and pedagogical competence, the program produces graduates who are well-prepared to contribute to the global community as innovative educators, researchers, and practitioners in the field of foreign language education.

1. THEORETICAL ASPECTS OF TEACHINGTHE FORMATION OF CREATIVE, PEDAGOGICAL AND SCIENTIFIC SKILLS OF STUDENTS

1.1. Psychological and pedagogical foundations for the development of creative, pedagogical and scientific abilities of students in English classes.

The relevance of the problem of development of future teacher's research competence in the conditions of professional development in pedagogical university reflects the new strategy of development of modern Kazakhstani school.

Clarifying the optimal ways of its solution, it is necessary to pay great attention to the achievements of the experience. Only based on preserving the continuity of traditional and innovative ways of development of the national higher school we can talk about the possibility of developing adequate projects and models of “science education” of the student's personality and determining the trends of improving technologies of his professional and creative formation. Consequently, considering the system of research and development as a factor and condition of training creatively directed specialists in higher education, we cannot ignore the origins of its formation, which requires a reference to the prehistory of the issue.

The latter was the object of special attention of several researchers [63, 80, 92, 96, 123, 148, 149, 159, 211].

In particular, the periodization developed by the authors, reflecting the retrospective of the formation of the system of organization of students' scientific activity over the last century, is of interest. On the basis of the historical and theoretical analysis, it is considered appropriate to distinguish the following periods depending on the fundamental changes in the structure of the system functioning:

1. The second half of the XIX - beginning of the XX century. The birth of student scientific circles.

2. The beginning of the 20s - 1933. The establishment of scientific work of students in universities. The spread of circle work. Inclusion of research tasks in laboratory work and industrial practice.

3. 1934-1945 years. The development of scientific work of students in the pre-war years. The emergence of the first SNO. NIRS during the Great Patriotic War.

4. 1946-1953 years. Post-war restoration. Approval of the Tipo- Charter and the Regulations on SNO. Emergence of student design bureaus [SKB].

5. 1954-1968. Recognition of research and development as an organic part of the educational process. [Approval of the Regulations on Research and Development in 1953, in 1963 the Ministry of Higher Education introduced a new Regulation] Inclusion of research and development in the curriculum. Deployment of mass events NIRS.

6. 1969-1978. Transformation of NIRS into an effective system of raising the level of training of young specialists. Creation of the All-Union Council for Scientific Work of Students.

7. 1979-1991. Implementation of a comprehensive approach to the organization of research and development work. Strengthening of stimulation of the high level of scientific work performance by students.

8. 1992 - present time. Manifestation of crisis phenomena and increasing interest of young people in higher education, scientific activity, achievement of higher qualification. Development and implementation of target programs to support and develop the education system, recommendations for research and development, NTTUM in modern conditions. [149, C.17-18].

The proposed periodization in such a condensed form reveals the path of gradual development of organizational forms of NIRS up to the consolidation of students' scientific activity as a permanent structural component of the general system of professional training in higher education.

A deeper familiarization with the conditions of support of scientific giftedness of students in the domestic higher education institution of the past allows us to find many advantages in the bygone era. So, in the second half of the XIX - early XX century in Kazakhstan universities there was already observed a persistent desire to prepare from among the most capable to scientific activity students of the future professors. An example of creating the most favorable conditions for the introduction to science of student youth can be the Moscow Higher Technical School, in which such activities intensified based on laboratories, workshops, mechanical plant, which allowed to achieve an organic combination of scientific and engineering training. In the same university for the first time began to create student scientific circles [149, p. 18].

Historical and pedagogical analysis shows that already by the beginning of the 30th years of XX century the attention to the organization of research work in extracurricular time, as a school of acquiring skills of independent work, which begins to be given more and more importance. The status of students' performance of educational-research work begins to increase in connection with the development of such a form of educational process as industrial practice. In the conditions of practice and the work of student scientific circles, the form of stimulating the creative potential of students through their participation in contract research. In the same period the tradition of holding student scientific conferences and contests of student scientific works gets its consolidation.

A certain milestone in the structuring and consolidation of the status of the organized research work of students can be considered as developed at the end of 1933 Regulations on research work of universities, which confirmed the special role of science as a source of perspective development of higher education. It is no coincidence that during this period student scientific societies begin to be created and developed, and in the educational process as an independent form of work, students are included in the implementation of diploma projects.

A certain decline in the development of NIDS occurred for obvious reasons in the years of the Great Patriotic War, but the task of developing in students the qualities of independence in mastering professional programs was not removed from the agenda. This is evidenced by the Regulation on Research Work in Higher Education Institutions approved in 1944, which fixed their focus on the training of scientific personnel and support for the most capable students.

In the post-war years, in addition to the already mentioned forms of organization of research and development, new incentives for its development were created. For example, the annual reports of universities include an independent section “Research work of students”. Students' performance of educational-research works becomes an obligatory element.

Since the late 50s, the development of programs for the All-Union competition for the best student research work begins. In the following years, the state policy in support of students' mass engagement in scientific work is gaining momentum, which necessitated a new principle-based revision of the Regulations on Research and Development in Higher Education Institutions [1962].

The status of student science and its applied significance was consolidated by the Regulations on student bureaus for various specialties prepared in 1968.

In the subsequent development of this direction, the system of management of research and development in the form of councils organizing, directing and coordinating this activity was gradually developed. In 1968 the All-Union Council for Scientific Work of Students assumed important creative functions. The Model Regulations on the Councils for Scientific Work of Students at the republican and city [oblast] levels were called upon to play their organizing role. The initiative to organize the annual All-Union Olympiad “Student and Scientific and Technical Progress” [since 1973] was actively taken up by universities.

New positions in the development of scientific creativity of students were fixed in the Regulations on Scientific Research Work of Students of Higher Education Institutions approved in 1974. This regulation clearly distinguished between research and development work carried out in the educational process and in extracurricular activities.

It is impossible not to recognize that by the mid-70s, the country's universities had developed an effective system of support for the scientific potential of young specialists. More and more attention began to be paid to an integrated approach to the organization of research and development work, considering its implementation at all stages of students' professional education. A great role in this belonged to the activities of the Research Institute of Higher School Problems and the All-Union Council for Scientific Work, which involved the best specialists of the country's universities.

The fact that considerable importance was attached to the development of research and development in the 80s is confirmed by the decree “On measures for further development of research work of students”.

In 1987, the All-Union Coordinating Council of Scientific and Technical Creativity of Youth was established. By this time, in all universities, important structural subdivisions became research units and sectors [Nicho and NIS], research institutes [NII], all kinds of design bureaus, on the basis of which the research of students and young scientists, including on a full-time basis.

The review of events and transformations that took place in the history of Kazakhstan universities in connection with the analyzed problem, allows researchers to come to the conclusion that "up to 1991-1992 in universities there was a stable positive trend in the development of scientific activity of students and young scientists" [149, p.23]. The progress was seen in different parameters: in the constant updating of organizational forms of scientific research, and in the improvement of management of this activity both in the university and at the state and regional levels, in the presence of applied research works of students, in the development of material and technical base of scientific research, in the great attention to the development of normative documentation.

For a better understanding of the tasks of development of scientific creativity of students in the modern university it is especially important to try to assess the very difficult situation in the social development of Russia at the beginning of perestroika processes, in the 90s of the XX century.

This period is characterized by social scientists as a deep crisis in all directions: ideological, economic, social and cultural, which could not but affect the system of scientific activity of universities. The situation of higher education in 1993-1994 is particularly difficult, as evidenced by such important indicators as the number of applicants and those wishing to enter postgraduate programs, for which there was a decline. It was also expressed in the deterioration of financing of science in higher education and loss of demand for scientific and technical developments, in the reduction of hours for R&D in curricula, in a significant decrease in the figures of students' participation in various forms of R&D [149, p.23-24].

This could not but alarm the university community and the corresponding state structures responsible for the scientific potential of the country. Immediate measures were required to overcome the crisis phenomena in the system of NIDS in Kazakhstan universities. The need to improve the situation was especially acutely realized by the universities themselves and organizations of the State Committee of Higher Education of Russia.

During this period, the research devoted to the development of a new concept of development of research work of students and scientific and technical creativity of students, the search for effective methods of stimulating this sphere in the life of higher education institutions became more active. To change the situation for the better were of great importance: the governmental Federal program "State support for the integration of higher education and basic science in 1997-2000" adopted in 1996; Regulations on the All-Kazakhstan Student Olympiad [1999]; Regulations on the open competition for the best scientific

work of students [2000]; interregional, All-Kazakhstan scientific-practical conferences, symposiums, seminars on relevant issues.

In recent years it was also possible to ascertain the active work of Kazakhstan universities, especially some of them, to return the former status to the task of all possible stimulation of students' creative potential as the most important indicator of the quality of their educational activities.

The humanistic paradigm of higher education modernization, which considers as one of the most important target dominants the strengthening of attention to the creation in the university environment of the most favorable conditions for creative self-development of the future specialist's personality, should become a huge stimulus in reassessing the role of research and development in the university.

It is through the prism of these tasks and should be assessed the effectiveness of the ongoing scientific and pedagogical research, addressed to the development of the problem of improving the system of research and development in higher education as a source of professional development of the student's personality.

In particular, studies devoted to the study of the experience of development of creativity of students abroad [41, 55, 56, 57, 58, 107, 142, 143, 144, 157, 176, 177, 178, 179] can play a positive role in solving the problem.

Speaking about the productivity and applicability of scientific ideas and methodological innovations concerning the development of programs to support gifted student youth in foreign experience, at the same time it is necessary to proceed from the uniqueness and originality of the conditions of the Kazakhstan higher education system, avoiding thoughtless and unreasonable copying of Western models of modernization of educational processes.

These positions and approaches to the development of creative potential of the future specialist's personality, which meet the realities of the renewing Kazakhstan higher school, are trying to find and justify in their works philosophers, sociologists, educators, psychologists, representing domestic science.

As studies of the last decade show, the problem of organizing research activities of students in higher education institutions is considered through the prism of two main aspects of socio-alpractical relevance: the need to improve the quality of training of future specialists in the direction of developing a creative attitude to the future profession [I] and to ensure the need for continuous growth of scientific personnel potential of society [II]. In this regard, the development of strategies and tactics of its solution requires the support of scientifically-based decisions and projects in these directions.

The fact that the higher school is inseparable from its purpose to serve as a center of science production, both in the sense of creating ideas and formation of scientific personnel, no one doubts. The question is in what sequence and to what extent this function should be carried out in relation to the practice-oriented tasks of higher education institution as a social institution that ensures

the reproduction in society and its professional-labor structures of the required specialists of higher qualification. Hence, the research problem of clarifying the status, specificity, and role in the educational process of higher education of the activity of introducing students to scientific creativity.

The author includes the following components in the structure of research competence: motivational-personal, theoretical-cognitive and constructive-projective. Here, according to the author, it is important to correctly determine the functional content of each of the identified components. The motivational and personal component is manifested in selectivity, reflexion, sense-determination, construction of the image “I am a researcher”, acceptance of responsibility, creative self-realization. Theoretical-cognitive, cognitive component, which determines the ability of a teacher to see pedagogical problems from a new perspective, conceptualizing them, which makes it possible to effectively use knowledge to achieve the goal of research, has an integrative value. [207, p. 19-20].

1.2. Theconcept of “creative, pedagogical and scientific abilities” from the point of view pedagogy, psychology and philosophy.

At present, at least three main approaches to the problem of creative abilities can be distinguished:

1. creative abilities do not exist. The leading role in the causation of creative activity is played by intellectual giftedness, motivation, values and personality traits.

2. The ability to create (creativity) is an independent factor, independent of intelligence. A milder and most developed version of this approach is Torrance's “intellectual threshold theory”. According to this theory, if its (intelligence coefficient) score is below 115-120, then intelligence and creativity are included in one factor; if the score is above 120, creativity is an independent factor from intelligence.

3. A high level of intelligence corresponds to a high level of intelligence and vice versa. In other words, there is no creativity as a specific form of activity, i.e. creativity is a component of general mental giftedness [5, 13].

Many authors give definitions of the concept of creative abilities, adhering to different approaches, in our work we are more inclined to the third option.

B.M. Teplov understood creative abilities as certain individual-psychological features that distinguish one person from another, which are not reducible to the existing stock of skills and knowledge, but determine the ease and speed of their acquisition [2, 215].

V.D. Shadrikov defined creative abilities as a property of functional systems realizing separate mental functions, which have an individual measure of expression, manifested in the success and qualitative originality of mastering activity.

Bolshakova L.A. defines creative abilities as a complex personal quality that reflects a person's ability to creativity in different spheres of life activity, and allows to provide support in creative self-realization to other people. It is a high degree of passion, intellectual activity, cognitive amateurism of the personality [9, 33].

Motkov O.I. under creative abilities understood the ability to be surprised and cognize, the ability to find solutions in non-standard situations, it is a focus on the discovery of new things and the ability to a deep awareness of his experience.

J. Guilford under creative abilities understood creativity as a process of divergent thinking [4, 13].

Pedagogical definition of creative abilities, which is given in the pedagogical encyclopedia defines them as the ability to create an original product, product, in the process of work on which independently applied knowledge, skills, abilities, skills, manifested at least in a minimal deviation from the sample individuality, artistry.

From the philosophical point of view, creative abilities include the ability to imaginatively imagine, observe, think uncommonly.

In this article, we will rely on the definition of the concept of creative abilities, which was given by Oleg Ivanovich Motkov, candidate of psychological sciences.

The concept of “creativity” became a psychological category only by the early 50s of the 20th century. The founder in the field of creative abilities is J. Guilford. He emphasized 4 main parameters of creativity:

1.Originality - the ability to produce remote associations.

2.Semantic flexibility - the ability to emphasize the functioning of an object and suggest its new use.

3.Figurative adaptive flexibility - the ability to reshape the stimulus in such a way as to outline new features and uses.

4.Semantic spontaneous flexibility - the ability to generate a variety of non-routine situations [5, 30]

Later, Guilford used 6 dimensions of creativity:

1) the ability to discover and pose problems

2) ability to generate manyideas.

3) flexibility as the ability to generate a variety of ideas.

4) originality as the ability to respond to stimuli in an unconventional way.

5) ability to improve an object by adding details.

6) ability to solve a problem, i.e. to analyze and synthesize ideas [10, 137].

E.P. Torrence was a follower of J. Guilford in the issue of creative abilities. He includes the following content in the main parameters of creativity:

1. Ease - assessed by the speed of performing test tasks.

2. Flexibility - measured by the number of switches from one class of objects to another in the course of work.

3.Originality - diagnosed by the minimum purity of a given answer in a homogeneous group.

The following scoring system is adopted in Torrance tests:

4 points - if the subject's answer occurs in less than 1% of the subjects' answers.

3 points - if the answer occurs in less than 1-2% of cases.

0 points - when the answer occurs in more than 6% of cases [6, 54].

Abilities are a set of innate anatomo-physiological and acquired regulatory properties that determine a person's mental capabilities in various types of activity.

Each activity imposes a set of requirements to physical, psychophysiological and mental capabilities of a person. Ability is a measure of conformity of personality properties to the requirements of a particular activity.

Not individual abilities are essential in the personality structure, but their complexes, which most fully meet the requirements of wide spheres of activity.

A high ability to a particular type of activity is talent, and a complex of abilities ensuring success in a certain sphere of activity is giftedness. The highest level of abilities embodied in epochally significant accomplishments is genius (from Latin “genius” - spirit).

Mental features of giftedness and even more so of genius are manifested in highly developed intellect, non-standard thinking, its combinatorial qualities, powerful intuition. Figuratively speaking, talent is hitting a target that no one can hit; genius is hitting a target that no one can see yet.

The prerequisite for genius accomplishments is a creative obsession, passion for the search for fundamentally new, the highest manifestations of harmony. Gifted people are characterized by early intensive mental development, the development of giftedness and genius promoted by favorable social conditions that do not constrain non-standard personality traits. Society must be the spirit of certain social expectations in order for the appropriate genius to emerge.

Abilities are not reducible to the knowledge, skills and abilities an individual has. They are manifested in the speed and strength of mastering the methods of certain activities, act as regulatory features of mental activity of an individual.

Credentials of abilities are features of the nervous system, conditioning the work of various analyzers, individual cortical zones and hemispheres of the brain. Congenital abilities determine the speed of formation of temporary nervous connections, their stability, the ratio of the first and second signaling systems.

Natural preconditions of abilities are multivalent - different abilities can be formed on their basis, they can be reconstructed (recombination). This provides compensatory possibilities of mental regulation: the weakness of some neurophysiological components is compensated by the strength of other components.

2. In modern psychology and throughout the history of its development one can find different definitions of the concept “Abilities”: Abilities- properties of the human soul, understood as a set of all kinds of psychological processes and states. This is the broadest and oldest definition of abilities. Abilities represent a high level of development of general and special knowledge, skills and abilities, providing successful fulfillment of various types of activity by a person. This definition was widespread in psychology of XVIII-XIX centuries.

3.Abilities are that which is not reduced to knowledge, skills and abilities, but explains (provides) their rapid acquisition, consolidation and effective use in practice. This definition is accepted now and is the most widespread. At the same time, it is the narrowest of all three (by B.M. Teplov) [2]

The third definition proposed by B.M. Teplov is the most complete. We can clarify it using references to B.M. Teplov's works. In his opinion, the concept of “abilities” contains three ideas. “First, under abilities are meant individual-psychological features that distinguish one person from another.... Secondly, abilities are called not all individual features in general, but only those that have to do with the success of any activity or many activities.... Thirdly, the concept of “ability” is not reduced to those knowledge, skills or abilities that have already been developed in each person”.

Abilities cannot exist except in a constant process of development. An ability that is not developed, that a person stops using in practice, is lost over time. It is only through constant exercise associated with systematic practice of such complex human activities as music, technical and artistic creativity, mathematics, sports, etc., that we maintain and further develop the corresponding abilities.

Successful performance of any activity depends not on anyone, but on the combination of different abilities, and this combination, giving the same result, can be provided in different ways. In the absence of the necessary preconditions for the development of some abilities, their deficit can be filled by a stronger development of others.

1.3. Development of creative abilities for the formation of creative, pedagogical and scientific skills of students based on innovative technologies for teaching a foreign language.

The conceptually important moment for the correct placement of acc- cents in predicting the place that should be occupied in the activities of higher education institutions by the students' involvement in science, is the correlation of this problem with the processes of modernization of the program of higher education development. Here the connection with its pre-transformations on creation of multilevel system of training of specialists of higher qualification can be marked as essential. The implemented approach to the training of specialists in this case assumes the availability of the possibility to master higher education

based on the capabilities and abilities of students to reach a certain level of this education [Bachelors, Masters]. The last level [master's degree] allows to allocate that part of students, who by their creative data can reach the highest heights of professional qualification. In these conditions the system of NIRS can become a base for revealing, selection, self-assertion in scientific and professional formation of the most capable students. This significantly increases the rating of student science in the university.

Another supporting argument in favor of the trend of increasing importance of students' involvement in scientific activity is the socio-economic reality of increasingly close merger of science and education, science and production, which increases the requirements for the skills of a specialist to promptly and independently solve theoretical and practical problems arising in professional activity. This causes the necessity of presenting the educational process in higher education as a synthesis of education, training, industrial practice and research activity [149, p. ZZ]. Researchers also note that "the forms of educational and industrial integration can have a diverse character depending on the specific conditions of this process. The most important condition for the realization of such integration in any of its forms is the development of students' activity in independent scientific search, selection of objective information, enrichment of their knowledge of the studied disciplines. An indispensable attribute of their scientific activity should be the use of information and computer technologies" [149, p.34]. [149, p.34].

The need to prepare students for different working conditions at enterprises and institutions of any organizational and legal forms, the development of their adaptive abilities to retraining and professional self-education in the conditions of the changing content of professional activity should also be attributed to the new tasks of NIDS.

The general theoretical and methodological basis for the functioning of the NIRS system includes its procedural characteristics that reveal the specifics of organizational forms and types of activity applied in this area. Classifying them, the authors distinguish three forms of their manifestation:

1. Research activities embedded in the educational process.
2. Research activities complementing the educational process. 3.
3. R&D activities parallel to the educational process.

"The existence of three types of NIDS predetermines the need to develop and use in practice three relatively different organizational and economic mechanisms for their implementation in universities." [149, p.52].

Each of the above-mentioned directions of development of students' creative abilities in the process of research activity is realized under certain conditions created to achieve the desired result.

Thus, in the framework of the research and development activity such conditions are the strengthening of creative orientation of the content of training courses, applied learning technologies and a set of independent works of research character.

The main means of intensification of the second direction [research and development, supplementing the educational process] is the orientation on an individual approach to the scientific interests and abilities of students; a diverse range of extracurricular forms of extracurricular research activities of students; the formation of student scientific associations [circles, problem groups]; the introduction of traditional mass scientific and technical competitive events; the creation of opportunities for student publications.

The third direction deepens the situation of selection and support of especially gifted students, who have opportunities to participate in budgetary and extra-budgetary scientific research within the framework of the university R&D plan.

It is the development of the complex of the above-mentioned directions and types of NIDS that creates an integral functioning system of support of student science in the university and allows to form a “cult” of science and creative atmosphere in the student environment.

The system approach to the organization of research and development in the university increases the importance of a clear management structure, which includes the following elements: the organizational structure of the system, the definition of the positions of its participants, clearly defined functions of officials and departments responsible for research and development. The most important structural formations can be the Council of Young Scientists and Students, Student Scientific Society. As fundamental conditions for ensuring the purposefulness and effectiveness of NIRS we should also name its planning, thoughtfulness of scientific and methodological support, reporting forms and implementation of evaluation and analytical activities to identify reserves for improving the effectiveness of this activity.

The last component is especially important for the continuous enrichment and improvement of NIDS in the university and assumes the availability of appropriate technology based on reasonable criteria and indicators and monitoring techniques. “Operational control, accounting and analysis of the progress and results of NID activities and students' participation in R&D can serve as an important factor in the activation and improvement of NIDS performance based on the application of the rating system of its implementation in universities” [149, p. 168]. [149, p. 168].

In the implementation of the program of science education of students in the university, which is accepted as a means of their professionalization at the level of maximum creative self-fulfillment of the future specialist, it is necessary to talk about a serious enough system of methodological support of this process.

Today the bar of regulations, determining the level of prepared for scientific work of the student, is high enough.

Disclosing the relevant regulations, specialists include such components in the volume of research work to be mastered by students:

- scientific and methodological foundations of R&D performance.
- skills and abilities of organization of scientific work.

- methods and procedures of working with arrays of scientific information.
- computer and other technical means.
- practices of research activity.
- preparation and publication of scientific works [150, p.7].

Provided that the process of students' entry into the world of science [rather than “playing” in science], carried out in the university by the teaching staff, is de-directed, we can expect the realization of the task of training specialists capable of solving professional problems at a high level of creativity.

The implementation of NIDS intensification tasks in the university is possible if there is a developed system of forms of its organization both in the educational process and in extracurricular time. In the experience of Kazakhstani universities there are many such proven forms of activity [educational-research work according to curricula; inclusion of R&D elements in academic classes; diploma works and projects; students' scientific circles and problem groups; students' participation in contract research as co-executors; students' scientific and technical conferences; lectures; meetings with prominent scientists; organization of training seminars and special courses to encourage students to carry out independent scientific works and researches; o They are disclosed in detail in the already mentioned works [148, 149, 150].

In the conditions of tense solution of the issues of financial and economic support of education in Russia, it is especially important to study the issues of financing, stimulation, personnel support of the NIDS system in universities, which was substantiated in the studies of scientists of the State University of Management [p.151].

Thus, the presented block of issues of program and methodological support of the NIDS system in Kazakhstan universities, undoubtedly, is of great importance for a proper understanding of the tasks facing higher education at this stage, and reflects the current needs of its development in the general scientific understanding.

At the same time, the implementation of the planned programs for the development of this activity in the university, their deep “finalization”, associated with the real educational process of the university of a particular profile, involves understanding a huge range of problems of psychological and pedagogical tools for organizing and creating conditions for the creative development and self-development of students. This scientific and pedagogical aspect of the problem solution is also deeply developed by researchers in recent years.

In the framework of the selected subject of the study, we were particularly interested in scientific and pedagogical sources, in which the nature and essence of the purpose of research work of students in the formation of professional personality of the teacher is conceptualized.

According to the essence of the disclosed problem in the aspect of its scientific and pedagogical understanding, it should be noted that the conceptual foundations for the search of effective solutions in the training of a specialist in

higher education should maximally reflect the importance and priority of the task of the educational process in higher education to create conditions for stimulating the creative attitude of the individual to the future professional activity. Consequently, the adoption of attitudes in pedagogical university on training a creative teacher as fundamental, has as its consequence the orientation to the creation of the full range of necessary conditions for the creative self-development of the student's personality, the purpose of which will be educational activity. As rightly noted by L.A. Kazantseva, a teacher should be prepared not only as a subject matter expert, methodologist, but also as a researcher, without which pedagogical creativity is impossible. [90, p.6].

The theory of creative self-development of the future teacher for a long time is the subject of comprehensive analysis in the works of V.I. Andreev [13, 14, 15]. In this regard, the author developed an innovative course in the direction of “Pedagogy”, designed to provide general pedagogical training of student teachers with a focus on the effectiveness of their creative self-development, self-expression, self-actualization, self-fulfillment in pedagogical work.

The problem of increasing attention to the research component of teacher training for pedagogical work in the modern reformed school became the object of study in the doctoral dissertation of T.E. Klimova [p.94]. The author comprehensively substantiates the links of deep reforming of the educational sphere with a cardinal revision of the content and technological basis, changing value orientations in teacher training. The reality is such, notes T.E. Klimova, that active participation of a modern teacher “in the introduction of innovations, independent scientifically grounded development of new courses, programs, forms, methods and technologies that ensure the development of socially demanded personality, is impossible without reorientation of his activity to new values, adequate to the nature of scientific creativity”. [p.94].

Effective Teaching Methods for Foreign Language Acquisition:

Effective foreign language instruction is underpinned by various pedagogical strategies that enhance student engagement and retention. Some of the most commonly employed methods include:

- Communicative Language Teaching (CLT): CLT emphasizes the importance of interaction as the means and ultimate goal of learning a language. By focusing on authentic communication, this approach helps students acquire the language naturally. According to Savignon (2002), CLT allows students to use the language in real-world contexts, thereby building their confidence and fluency.
- Task-Based Language Teaching (TBLT): This method focuses on the completion of meaningful tasks rather than on the explicit teaching of grammatical rules. TBLT encourages students to use the target language in practical contexts, which helps develop both linguistic and cognitive skills. Willis and Willis (2007) highlight that task-based learning enhances problem-solving abilities, as students need to process information in the target language to complete tasks.

- Content-Based Instruction (CBI): CBI integrates subject-matter content with language learning. Instead of focusing solely on linguistic structures, students learn language through topics of interest, such as science, history, or literature. This method not only promotes language skills but also fosters interdisciplinary knowledge and critical thinking (Snow, 2010).

The Role of Feedback and Evaluation in Developing Pedagogical Skills:

Providing constructive feedback is essential for language learners to recognize their strengths and areas for improvement. According to Hattie and Timperley (2007), feedback serves as a crucial tool for enhancing learning outcomes, as it guides students towards better language use. There are several types of feedback:

- Formative feedback: Given during the learning process, it helps students improve incrementally. It focuses on specific aspects of language use, such as pronunciation, grammar, or vocabulary.
- Summative feedback: Given at the end of a lesson or assessment, it evaluates the overall performance and provides a final judgment on the student's progress.
- Peer feedback: Encourages students to review and give feedback to each other. This collaborative approach not only improves language skills but also develops students' critical thinking and interpersonal skills.

2. Creative Skills in Language Learning (continued)

The Importance of Creativity in Language Education:

Creativity is a crucial element in the language learning process because it fosters deeper engagement and helps students think outside the box when using the target language. Creative activities in language classrooms serve multiple purposes:

- Enhancing problem-solving skills: Through activities such as puzzles, games, and collaborative projects, students use critical thinking to solve problems in the target language.
- Encouraging self-expression: Creative tasks such as writing stories, acting, and creating multimedia projects allow students to express themselves in new ways, helping them to internalize language structures and vocabulary.
- Fostering intrinsic motivation: Students are more likely to remain engaged in language learning when they find the process enjoyable and stimulating. Creative activities tap into their interests, making learning more personal and meaningful.

Research by Alvarado (2019) suggests that integrating creative thinking into foreign language learning can enhance students' communicative competence. When students are encouraged to express themselves freely and make use of diverse linguistic forms, they develop confidence in using the language in unpredictable contexts.

Creative Activities in the Classroom:

To cultivate creativity in language learners, teachers can incorporate the following activities:

- Role-playing and simulation: Students are asked to take on different roles, such as characters from a story, historical figures, or individuals in specific professions. This stimulates creative use of language and encourages students to explore different perspectives.
- Storytelling and drama: These activities allow students to use narrative structures, experiment with vocabulary, and practice pronunciation in a dynamic and enjoyable context. A study by Lin and Yang (2015) showed that students who participated in storytelling activities showed significant improvement in both their speaking skills and confidence.
- Creative writing and poetry: These activities help students manipulate language in unique ways, explore metaphors, and expand their vocabulary. By crafting their own stories or poems, students not only practice writing but also engage in self-reflection and emotional expression.
- Project-based learning: By working on long-term projects (e.g., creating a magazine, writing a short film script, designing a cultural presentation), students engage in problem-solving, collaboration, and creativity, all while applying their language skills in real-world contexts.

3. Scientific Skills in Language Learning (continued)

Scientific Approaches to Language Teaching and Learning:

In addition to creative and pedagogical skills, students of foreign languages must develop scientific skills that allow them to approach language acquisition from an empirical and analytical standpoint. Scientific skills in language learning focus on applying research methods and theories to understand how languages are learned and to improve teaching practices.

- Corpus Linguistics: Corpus linguistics involves the use of large collections of text (corpora) to study language patterns, frequency, and usage. Students who develop scientific skills can use corpora to analyze authentic language data and gain insights into how language functions in real-world contexts. According to McEnery and Hardie (2012), corpus analysis helps learners understand language nuances, such as collocations, grammar patterns, and lexical choices.
- Second Language Acquisition (SLA) Research: SLA studies how people acquire a second language and what factors affect this process. Understanding key theories in SLA, such as Krashen’s Input Hypothesis (1985) or Vygotsky’s Social Interactionist Theory (1978), allows students to better understand their own learning process. They can apply this knowledge to improve their study habits, use language learning technologies effectively, and engage in more efficient practice.
- Action Research in Language Teaching: Action research is a reflective, systematic approach to investigating teaching practices. Teachers and students can engage in action research projects to explore what works and what

doesn’t in language classrooms. A study by Burns (2010) highlights how action research helps teachers refine their pedagogical strategies and better meet the needs of their students.

Critical Thinking and Analytical Skills:

Scientific skills also involve critical thinking, which is necessary for evaluating language learning theories, teaching methods, and research findings. Students should be able to:

- Analyze linguistic data from a variety of sources (e.g., books, media, interviews).
- Evaluate the effectiveness of different language teaching methods based on empirical evidence.
- Conduct their own research to test hypotheses about language learning, such as investigating the impact of specific teaching techniques on vocabulary retention or fluency development.

Integrating Scientific Research into the Classroom:

Students can be introduced to scientific research through a variety of methods:

- Research projects: Students can engage in original research by collecting data (e.g., conducting surveys, interviews, or language use studies) and analyzing their findings. This helps students gain firsthand experience with the research process and apply their scientific knowledge to real-world issues.
- Literature reviews: By reviewing existing studies on language learning, students can gain a deeper understanding of theoretical frameworks, methodologies, and findings that inform their teaching practice. Writing a literature review teaches them how to critically engage with academic sources and synthesize information from multiple perspectives.
- Statistical analysis: For more advanced students, learning to use tools such as SPSS or R for statistical analysis can provide valuable skills for analyzing language learning data. Understanding statistical methods helps students assess the validity and reliability of research findings.

In the context of foreign language teaching, pedagogical skills refer to the ability of educators to effectively deliver content, engage students, and create an environment conducive to language acquisition. Pedagogical skills can be divided into several categories:

- Classroom management: The ability to manage a classroom environment where students feel comfortable and motivated to learn.
- Instructional strategies: These include diverse teaching methods such as communicative language teaching, task-based learning, and content-based instruction.
- Assessment techniques: Designing assessments that evaluate not only language proficiency but also critical thinking and creative expression.

A key element in developing pedagogical skills is the integration of student-centered teaching approaches, which focus on the needs and interests of students. According to Richards and Rodgers (2014), modern language teaching

methodologies emphasize creating interactive learning environments where students take an active role in their language acquisition process. By focusing on collaborative activities and real-life communication, students are better prepared to use the language in authentic contexts.

2. Creative Skills in Language Learning

The development of creative skills in language learning is integral to the educational process, as it fosters deeper engagement with the language and culture. Creativity in language learning can be cultivated through activities that promote problem-solving, critical thinking, and innovation. According to Runco (2014), creative thinking involves the ability to generate new ideas, approaches, and solutions to challenges. In the context of foreign language acquisition, students who are encouraged to think creatively may feel more confident in expressing themselves in the new language.

In the classroom, creative activities might include role-playing, debates, storytelling, and project-based learning. These activities allow students to experiment with language use in dynamic and engaging ways. Furthermore, the incorporation of multimodal learning—where students engage with both verbal and non-verbal forms of communication—can stimulate creativity and enhance linguistic competence.

3. Scientific Skills in Language Learning

Scientific skills in the context of foreign language education involve the ability to engage in research, analyze linguistic data, and apply academic methods to study language learning. These skills are essential for students pursuing advanced levels of language proficiency and academic success in the field.

Scientific inquiry in language learning includes:

- Language analysis: The ability to analyze grammatical structures, syntax, and phonology.
- Corpus linguistics: The study of language patterns through large databases of real-life language use.
- Educational research: Understanding how language acquisition theories apply to classroom practice and student outcomes.

Research in applied linguistics, such as the work of Ellis (2015), highlights the importance of empirical studies in shaping effective language teaching methodologies. Students who develop scientific skills can engage with these studies and apply them to their own learning process, contributing to the broader academic community.

Additional material on scientific and pedagogical skills in Language Education:

- Task-based learning: A pedagogical approach where students complete meaningful tasks using the target language, helping them develop both language proficiency and problem-solving skills.
- Cognitive load theory: This theory emphasizes how the brain processes information, suggesting that effective language learning occurs when

cognitive load is balanced. Too much information at once can overwhelm students, while too little can lead to boredom.

- Flipped classrooms: A teaching method where students first engage with content outside the classroom (e.g., via videos or reading materials) and then apply their knowledge in interactive classroom activities. This approach fosters both independent and collaborative learning.

The development of pedagogical, creative, and scientific skills is crucial for students learning foreign languages, as these skills contribute to both their language proficiency and overall academic and professional growth. While pedagogical skills enable students to navigate the complexities of teaching and learning, creative skills foster engagement and self-expression, and scientific skills provide a framework for research and critical thinking. By integrating all three skill sets, language learners can approach their studies in a more holistic, dynamic, and effective manner, ultimately preparing them for diverse challenges in their academic and professional lives.

In the rapidly evolving educational landscape of today, it has become increasingly essential to cultivate creative abilities in students, especially within the realm of foreign language education. As globalization fosters multicultural interactions, the demand for proficient language skills is higher than ever. This necessitates an approach to teaching that transcends traditional methodologies, emphasizing creativity and innovation. By leveraging innovative technologies, educators can not only enhance language acquisition but also foster pedagogical and scientific skills that are vital for students' future careers.

The Importance of Creative Abilities

Creativity is a fundamental skill that enables individuals to navigate complex problems and produce original ideas. In the context of language learning, creative abilities manifest through various forms, such as critical thinking, adaptability, and the capacity for self-expression. These skills are not only pivotal for mastering a foreign language but are also significant for personal and professional development.

The development of creative abilities encourages students to take ownership of their learning process. When students engage with the material creatively, they become more motivated and invested, creating a dynamic learning environment where exploration and innovation thrive. Therefore, integrating creative methodologies within foreign language curricula should be a primary focus for educators.

Innovative Technologies in Language Education

The integration of innovative technologies presents a transformative opportunity for enhancing foreign language instruction. Tools such as virtual reality (VR), augmented reality (AR), interactive language learning apps, and online collaborative platforms serve as avenues through which students can engage with language in immersive and meaningful ways. These technologies not only make learning more engaging but also provide a rich context that fosters creativity.

1. Virtual and Augmented Reality: By creating immersive environments where students can practice foreign languages in situational contexts, VR and AR can significantly enhance speaking and listening skills. For example, students can engage in virtual role-plays that simulate real-life conversations, allowing them to experiment with language in a safe space.

2. Interactive Learning Applications: Applications that employ gamification strategies encourage students to learn through play. Such platforms facilitate collaboration and communication among peers, fostering a sense of community and shared learning experiences. Moreover, they often provide instant feedback, enabling students to refine their skills continually.

3. Online Collaboration Tools: Tools like Google docs, discussion forums, and educational social media platforms allow students to collaborate on language projects, share resources, and exchange ideas in real-time. This collaborative approach not only enhances language skills but also mirrors the teamwork and communication skills needed in the professional world.

Pedagogical Strategies for Creativity

To effectively cultivate creative abilities within foreign language education, educators must employ specific pedagogical strategies that promote innovation. These strategies include:

1. Project-Based Learning (PBL): PBL engages students in real-world projects that require them to solve problems and create new products. This approach allows students to integrate language skills with creative thinking as they work towards a tangible outcome.

2. Flipped Classroom Models: This strategy encourages students to review instructional content at home and engage in interactive activities during class. By reallocating class time for collaboration and creative exercises, students can apply their knowledge in innovative ways and develop critical pedagogical skills.

3. Differentiated Instruction: Recognizing and accommodating the diverse learning styles and abilities of students is crucial. By offering choices in assignments and projects, educators can empower students to explore their interests and express their creativity in a manner that resonates with them.

Fostering Scientific Skills through Creativity

In addition to enhancing language abilities, the development of creative skills also fosters scientific thinking. Language learning is inherently an analytical process that requires students to identify patterns, make connections, and hypothesize about language usage in various contexts.

Creative approaches to language instruction cultivate skills such as inquiry-based learning, where students formulate questions and seek answers through research and discussion. This method encourages critical thinking and analytical skills, which are invaluable in scientific exploration. Language projects that require students to investigate cultural contexts or linguistic phenomena effectively integrate language learning with scientific inquiry.

Conclusion

The development of creative abilities in foreign language education is not merely an enhancement of language proficiency; it is a comprehensive approach that promotes innovative thinking, collaboration, and scientific skills among students. By harnessing innovative technologies and employing dynamic pedagogical strategies, educators can create a fertile ground for creativity within their classrooms. As students engage in this enriched learning experience, they not only become adept in foreign languages but also develop the essential skills required in today's global workforce. The transformation of educational practices through creativity and technology is not just an aspiration; it is indeed a necessity for preparing future generations for the challenges that lie ahead.

Indeed, today both school practice and normative documents have reached the level of high demanding to the quality of pedagogical labor as scientific research, containing a large share of necessity for the teacher to be fully independent in solving the most complex pedagogical problems.

The study proves the importance of revision of the existing view of the content of the concept of “pedagogical culture” of the teacher, due to the fact that its research level is characterized as mandatory for every modern teacher. Hence, the author introduces and substantiates the concept of “teacher's research culture”, which is considered as an integral personal quality. It is manifested in the research worldview, scientific style of thinking and practical research activity.

As we enter an era characterized by rapid technological advancements and global interconnectedness, the educational landscape for teaching foreign languages is evolving. To meet the demands of this new reality, it is imperative to shift our focus toward the development of students’ creative abilities. Creativity in language learning not only supports the process of acquiring a foreign language but also cultivates essential pedagogical and scientific skills. By integrating innovative technologies into the language curriculum, educators can create a learning environment that fosters creativity, collaboration, and critical thinking.

Understanding the Intersection of Creativity and Language Learning

The ability to think creatively is crucial for effective language acquisition. When students engage in creative tasks, they are encouraged to experiment with language, take risks, and think outside the box. This not only aids in the retention of vocabulary and grammar structures but also enhances language fluency. Creative engagement in language learning often manifests through storytelling, role-playing, and other imaginative activities that provide students with opportunities to use language in authentic contexts.

Furthermore, creativity is essential in developing a student's scientific thinking skills. In the process of exploring language, students are often required to analyze linguistic structures, question conventions, and experiment with language usage. Such analytical thinking is foundational to the scientific method, as it encourages inquiry, observation, and evidence-based conclusions.

Therefore, promoting creativity in language education can simultaneously nurture both linguistic and scientific skills.

Innovative Technologies as Catalysts for Creativity

Incorporating innovative technologies into foreign language teaching can significantly enhance students' creative experiences. These technologies can facilitate new forms of expression and collaboration, making language learning more relevant and engaging. Here are several key technologies that can serve as catalysts for creativity:

1. Language Learning Platforms: Online platforms can offer a variety of interactive exercises tailored to students' levels and interests. Technologies such as adaptive learning systems can personalize the learning journey, allowing students to progress through language acquisition at their own pace while creatively interacting with the material.

2. Social media and Virtual Collaboration: Utilizing social media platforms enables students to connect with native speakers and fellow language learners worldwide. These interactions may include collaborative projects, language exchanges, or community service initiatives that promote real-world language use, fostering both creativity and practical understanding.

3. Multimedia Storytelling: Through tools like video creation software or audio editing apps, students can produce multimedia projects that tell stories in their target language. This creative process allows students to combine linguistic skills with technology, resulting in engaging presentations that showcase their understanding, creativity, and communicative abilities.

Creative Pedagogy in Language Education

To promote creativity effectively, educators must adopt pedagogical frameworks that stimulate innovative thinking and problem-solving. Here are some strategies to incorporate into curriculum design:

1. Experiential Learning: This approach emphasizes hands-on experiences where students learn through direct experience. Simulations, role-plays, and real-world language usage help learners apply language concepts in context, thus nurturing creative thinking and problem-solving abilities.

2. Interdisciplinary Projects: Encouraging students to draw connections between language learning and other subjects, such as science or art, can lead to creative, cross-disciplinary projects. For instance, students could explore scientific topics in a foreign language, thereby enhancing both their language and scientific literacy.

3. Creative Assessment: Moving beyond traditional assessments, educators can include creative projects that require students to demonstrate their language skills. Options such as storytelling, presentations, or portfolio assessments allow students to showcase their creative abilities in meaningful ways.

Enhancing Scientific Skills through Language Creativity

Language learning inherently involves analytical and evaluative skills, which are critical in both scientific inquiry and creative problem-solving. By encouraging students to reflect critically on language use—such as examining

cultural nuances, idiomatic expressions, or syntactic variations—educators can foster a more profound understanding of both language and thought processes.

Moreover, engaging in creative brainstorming sessions allows students to generate hypotheses regarding language usage in different contexts. Encouraging students to question linguistic norms fosters a mindset conducive to scientific exploration, where experimentation and iteration are part of the learning process.

The development of creative abilities is a vital aspect of foreign language education that should not be overlooked. By integrating innovative technologies and employing creative pedagogical strategies, educators can transform the language learning experience into one that not only enhances proficiency but also cultivates critical pedagogical and scientific skills. As students navigate this enriched educational environment, they will emerge not only as competent speakers but as innovative thinkers capable of tackling real-world challenges. This dual focus on creativity and technology in language education is essential for equipping future generations with the skills necessary for success in an increasingly complex and interconnected world. Embracing this approach will empower students to thrive both academically and professionally, paving the way for lifelong learning and adaptation.

Giving an idea of the essential characteristics of the concept of “scientific research culture of the teacher”, the author among others relies on the axio-logical approach, clarifying the value core of this concept. Social and humanistic values, embedded in the teacher's research culture, determine the whole structure of his pedagogical activity, reflected in his choice of certain scientific and empirical information, research problems and approaches to their organization; the orientation of methodological and methodological interpretation of the obtained scientific results, as well as preferred educational technologies [94, p. 17].

According to R.H. Gilmeeva, professional-creative aspect of teacher's activity reaches the required level if his research competence is formed. This implies the teacher's ability to solve creative problems in a pedagogical situation. In this case, the situation is understood as a certain psychological and pedagogical environment, which implies the logics of analytical research within the framework of its creative development. [207, p. 18].

Conclusions:

1. The initial stage in learning a foreign language is very important and helps to lay the “foundation” in the formation of the foundations of communicative competencies, which are necessary for a sufficiently complete development and improvement of skills in the course of studying a given subject.

2. Non-traditional forms of education attract students’ interest in learning activities and help develop their creativityindependence, creative thinking, training in working with various sources of knowledge.

3. Development of individual creative abilities - main task in the school environment, since this process connects all stages of development and formation of the child’s personality, develops initiative and independence in making certain decisions, a tendency to free self-expression, self-confidence and confidence in presentation of your "I".

4. So that a huge reserve of creative ambitions can be translated into life, a special atmosphere should be created, first of all, to involve the student in a real creative process. Because it is in it, as psychology has long argued, that abilities are born and developed from preconditions. If you use the strategies-principles described in this chapter, we can safely say that they will not only help increase the effectiveness of the development of the child’s creative personality, but also help the teacher to be more sensitive and creatively savvy.

The presented table indicates psychometric tools for diagnosing the formation of creative abilities of international students and lists the projective techniques usedin the development of test items in a foreign language.

In addition, the diagnostic tools in the table are correlated with the parameters and criteria of the creative abilities being studied. A detailed description of which projective techniques were used to assess eachcomponent in the structure of creative abilities.

Thus, the use of diagnostic projective instruments developed on the basis of materials in a foreign language made it possible to supplement the analysis of psychometric measurements with qualitative data analysis.

The final block of the model is the result block. It records a given - an increase in the level of formation of creative abilities of international students included in the proposedwithin the framework of the study, innovative activities. In addition, it was stated that the pedagogical tools necessary forsolving problems of creative professional and personal improvement of students, considering the obtained levels of formation of creative abilities of international students.

Within the framework of these definitions, I consider project-research activity as an activity focused on designing one's own research (identifying goals and objectives, principles of methodology selection, planning the course of the research, determining the expected results, assessing the feasibility of the research, determining the necessary resources), its implementation and evaluation of the obtained results.

The increased interest to the problem of development of independence of students in the educational process requires a detailed analysis and various ways to increase their cognitive activity and independence. I believe it is possible to promote the development of cognitive independence of students through project-research activity, as in this type of teaching the orientation to the education of an autonomous creative personality is most actively established.

Strengthening Creative Abilities in Foreign Language Education: A Pathway to Enhanced Pedagogical and Scientific Skills Through Technological Innovation

In today’s educational paradigm, the role of creativity in learning, particularly in foreign language acquisition, has garnered significant attention. As we face the complexities of the 21st century, fostering students' creative abilities is critical for their success in both academic and professional arenas. Innovative technologies serve as powerful tools to enhance the language learning experience and cultivate essential pedagogical and scientific skills. By integrating creativity with technology, we can elevate language learning beyond conventional boundaries, preparing students to become adaptable learners in a globalized world.

The Role of Creative Abilities in Language Learning: Enhancing Pedagogical and Scientific Skills Through Innovative Technology

As we enter an era characterized by rapid technological advancements and global interconnectedness, the educational landscape for teaching foreign languages is evolving. To meet the demands of this new reality, it is imperative to shift our focus toward the development of students’ creative abilities. Creativity in language learning not only supports the process of acquiring a foreign language but also cultivates essential pedagogical and scientific skills. By integrating innovative technologies into the language curriculum, educators can create a learning environs…

A: Enhancing Creative Abilities in Foreign Language Education: A Comprehensive Approach to Developing Pedagogical and Scientific Skills Through Innovative Technologies

As we navigate the complexities of a globalized world, the need for proficient foreign language speakers is more pressing than ever. However, proficiency alone is not sufficient. To thrive in diverse environments, students must embody creative competencies that enable them to adapt, innovate, and grow in their understanding of different cultures and languages. Utilizing innovative technologies within the foreign language curriculum can significantly enhance students' creative abilities, thereby fostering both pedagogical and scientific skills crucial for their future endeavors.

The Synergy of Creativity and Language Learning

Creativity can be viewed as a catalyst for deeper learning in foreign language education. It allows for personal expression, critical thinking, and problem-solving—all of which enable students to connect more meaningfully with the language they are learning. By adopting a creative approach, language learners engage their unique perspectives, resulting in not only improved acquisition of linguistic skills but also heightened cultural awareness. Recognizing the synergy between creativity and language learning forms the basis for developing a more effective educational framework.

Moreover, the process of language learning is inherently creative, requiring students to continuously build on their linguistic knowledge and adapt their language usage to various contexts. This creative engagement mirrors scientific processes, where hypotheses are formed, tested, and refined. Therefore, by encouraging creativity within language education, we lay the groundwork for

holistic skill development that encompasses both linguistic and scientific domains.

In conclusion, the formation of creative, scientific, and pedagogical skills in students pursuing the educational program "Foreign Language: Two Foreign Languages" is not only a process of learning specific linguistic competencies but also a holistic development of critical thinking, problem-solving abilities, and pedagogical expertise. Through the intricate balance of mastering two foreign languages, students cultivate intellectual flexibility, cultural awareness, and the capability to engage in interdisciplinary approaches to education and communication.

The development of **creative skills** within this program equips students with the ability to think outside the box, adapt to diverse learning environments, and approach language teaching with innovative methods. They learn to engage students creatively in the classroom, facilitating language acquisition through dynamic teaching practices that emphasize interaction, cultural context, and real-life language usage.

Moreover, the emphasis on scientific skills in the program enhances students' understanding of the theoretical frameworks behind language learning and teaching. By combining linguistic theory with scientific research methods, students are encouraged to explore and analyze various approaches to language acquisition, assess their effectiveness, and contribute to the ongoing dialogue in applied linguistics and education. This approach nurtures students' critical thinking and research skills, enabling them to contribute meaningfully to the advancement of language pedagogy.

Furthermore, the cultivation of pedagogical skills ensures that students not only master language instruction but also develop the tools to teach effectively. This includes understanding diverse teaching methodologies, learning styles, and the needs of various learner populations. The program provides students with practical experiences and teaching internships, where they can apply theoretical knowledge in real-world contexts, thereby refining their teaching strategies and adapting to the evolving educational landscape.

It is also important to note the interdisciplinary nature of the program. The integration of language skills with elements of educational theory, psychology, and cultural studies enables students to develop a well-rounded approach to teaching foreign languages. This prepares them to function in a wide array of educational settings, whether in traditional classrooms, language institutes, or virtual learning environments.

As we look ahead, it is clear that the demand for proficient language teachers who possess not only linguistic but also pedagogical and scientific expertise will continue to grow. The globalized nature of modern society and the increasing importance of multilingualism in diverse professional fields underscore the significance of these educational programs. Through fostering creative, scientific, and pedagogical competencies, students in the "Foreign Language: Two Foreign Languages" program are well-equipped to meet the

challenges of contemporary education and make meaningful contributions to the field of language teaching.

Ultimately, the combination of creativity, scientific inquiry, and pedagogical knowledge positions graduates of this program as leaders in the field of language education, capable of shaping the future of global communication and learning. By nurturing these skills, we ensure that they can not only teach foreign languages effectively but also inspire a generation of learners to embrace cultural diversity, critical thinking, and lifelong learning.

In closing, the formation of these skills goes beyond the mere acquisition of language; it fosters the growth of adaptable, innovative, and thoughtful educators who can meet the challenges of the 21st-century educational landscape and make a lasting impact on their students and the broader community.

Technological Innovations Shaping Language Learning

Incorporating modern technologies into language education can provide students with innovative tools that enhance creativity and engagement. Here are some of the most effective technologies:

1. Artificial Intelligence (AI) Language Tools: AI-driven applications, such as chatbots and language learning assistants, provide immediate feedback and support for language practice. They can simulate conversations, allowing students to engage in authentic dialogues in various contexts. Additionally, AI can tailor learning experiences based on individual student progress, enhancing motivation and creativity.

2. Social Networking Platforms: Utilizing platforms like Edmodo and Flipgrid encourages students to share their thoughts and projects in a collaborative online environment. These platforms enable learners to connect with peers and native speakers, facilitating authentic language use while fostering creativity through diverse interactions and discussions.

3. Content Creation Tools: Tools such as Canva and Prezi enable students to create visually engaging presentations that integrate language learning with design. Students can craft compelling narratives in their target language, enhancing their ability to convey ideas creatively and effectively.

4. Game-Based Learning Platforms: Technologies like Kahoot! and Quizizz turn language learning into interactive game experiences. Such platforms promote friendly competition and motivate students to engage deeply with the language while enhancing their creative thinking through strategic gameplay.

Implementing Creative Strategies in Language Education

To harness the potential of creativity in language learning, educators must implement teaching strategies that encourage innovative thought and collaboration. Here are some strategies:

1. Thematic Units: Designing curricula around central themes enables students to explore language through various lenses, such as culture, history, or contemporary issues. Students can engage in projects and activities that allow

for creative exploration of these themes, encouraging interdisciplinary connections and critical thinking.

2. Student-Driven Projects: Allowing students to choose their projects or focus areas fosters ownership of their learning process. By providing options, educators empower students to pursue their interests and creatively express their understanding of the language and culture.

3. Peer Teaching Opportunities: Encouraging students to teach each other fosters a collaborative learning environment where they can share insights, strategies, and creativity. This approach not only reinforces students' understanding but also enhances their confidence in using the language.

4. Digital Portfolios: Through the creation of digital portfolios, students can showcase their language learning journey. This process encourages them to reflect on their progress and creatively present their achievements, skills, and projects while applying language in varied contexts.

Bridging Creativity and Scientific Inquiry

The intersection of creativity and scientific inquiry is particularly evident in foreign language education. Engaging with scientific concepts through a foreign language provides an interdisciplinary approach that fosters both language and analytical skills. For instance, students might conduct research projects in areas of interest within the scientific realm, presenting their findings in their target language. This not only enhances their linguistic abilities but also reinforces critical thinking and research skills.

Additionally, when students engage in inquiry-based learning, they are encouraged to form hypotheses and seek answers through exploration, mirroring the scientific method. This framework nurtures a mindset that values curiosity and experimentation, essential attributes in both language acquisition and scientific exploration.

The advancement of innovative technologies and creative pedagogical strategies within foreign language education offers a vast potential to enrich students' learning experiences. By fostering creativity, educators can empower students not only to become proficient language users but also to develop essential pedagogical and scientific skills that will serve them well beyond the classroom.

As we continue to enhance language curricula with modern technologies, it is crucial to recognize the inherent creativity present in language learning. By nurturing this creativity, we honor the complexities and nuances of communication while preparing students to navigate an interconnected world. This holistic approach to foreign language education can lead to innovative, adaptable, and culturally aware individuals who are well-prepared for the challenges and opportunities of the future.

By fostering an educational ecosystem that emphasizes creativity, collaboration, and critical thinking, we can cultivate a generation of lifelong learners. These individuals will not only master foreign languages but also become effective communicators and global citizens who can contribute

meaningfully to society. Thus, the emphasis on developing creative abilities through innovative technologies in foreign language education is not just beneficial; it is imperative for shaping the leaders of tomorrow.

The Role of Creativity in Foreign Language Acquisition

Creativity is not merely an advantageous trait; it is central to effective language acquisition. Language learning inherently requires students to manipulate words, phrases, and structures in novel ways, encouraging them to engage with the language fully. By applying their creative abilities, students not only enhance their vocabulary but also learn to navigate complex grammatical rules intuitively.

Moreover, students with heightened creative abilities tend to demonstrate increased resilience and adaptability in the face of challenges. They are better equipped to explore diverse ways of expressing themselves in a foreign language, leading to a greater understanding of cultural nuances and linguistic versatility. This adaptability is also pivotal in scientific reasoning, where inquiry, experimentation, and the ability to reframe problems are critical skills. As such, fostering creativity within the language curriculum has far-reaching implications for students' holistic development.

Innovative Technologies Empowering Creativity

Integrating innovative technologies into language education provides unique opportunities to promote creativity. These technologies not only enhance engagement but also facilitate diverse modes of expression, making language learning more enjoyable and meaningful. Some key technologies that can empower creativity include:

1. Interactive Language Software: Platforms such as Duolingo or Rosetta Stone provide students with the tools to practice language skills interactively. By incorporating gamified elements, these applications encourage students to tackle challenges creatively, turning language learning into an engaging experience.

2. Virtual and Augmented Reality Tools: With VR and AR technologies, students can immerse themselves in virtual environments where they can practice language skills spontaneously and authentically. For instance, they can participate in immersive simulated scenarios that mimic real-life conversations, allowing for a practical application of their linguistic abilities.

3. Digital Storytelling Platforms: Tools like WeVideo or Adobe Spark allow students to create multimedia presentations that combine text, images, audio, and video. This approach enables students to express their creativity exceptionally and facilitates deeper engagement with the language as they craft stories or presentations.

Pedagogical Approaches to Foster Creativity

To nurture creativity in language learning, educators must adopt specific teaching methodologies that encourage exploration and experimentation. Here are a few effective approaches:

1. Collaborative Learning: When students work in teams on language-related projects, they are likely to share ideas, challenge each other’s viewpoints,

and create innovative solutions. This collective approach fosters a sense of community while stimulating creativity through collaborative brainstorming and feedback.

2. Problem-Based Learning: By presenting students with real-world problems that require language use, educators encourage critical thinking and creativity. For example, tasks might involve drafting proposals, presenting solutions to social issues, or conducting interviews in a foreign language, all of which require creative thinking and collaboration.

3. Choice-Based Learning: Providing students with options in their learning activities enhances motivation and engagement. When students choose topics or tasks that resonate with their interests, they are likely to invest more effort and energy into creatively expressing their knowledge in the target language.

The present study is devoted to the formation of creative abilities of international students in the system of their professional training. Therefore, having considered the main theoretical aspects and analyzed various scientific concepts of research on creative abilities in general, it is necessary to clearly define creative abilities, without which it is impossible to imagine the personality of a professional of this profile.

At the same time, it is important to take into account that the competence of a modern specialist of an international profile, based on traditionally complex

professional paradigms are dictated by the peculiarities of the modern dynamics of the information society. This was stated by MGIMO Rector Academician A.V. in his welcoming speech to the participants of the international scientific and practical conference "Digital International Relations 2022". Torkunov, emphasizing that under the influence of information technology, "the practice of international relations, the way of conducting interstate affairs is changing," in the context of an increasing information array, "the cause-and-effect relationships of events are becoming less obvious," "situations of unprecedented fragmentation, fragmentation of the information field are being created." All of the above dictates the need to form and develop the integrative abilities of an international specialist, the ability to synthesize, find new solutions and implement innovations in a conservative profession, constantly improve professional knowledge and adapt to changes in the professional sphere.

Outlining the range of creative abilities of an international specialist, let us turn again to the scientific concept of A. N. Luka, since already in the previous paragraph we noted the significant place assigned in his research to professional creative abilities, including those related to mental activity. We emphasize that a number of abilities that the scientist highlighted seem to be significant for international specialists. In this field of activity, lateral or lateral thinking is in demand, which allows us to comprehensively consider any task. It is impossible not to note the integrity of perception, which presupposes a view of the problem as a whole. We emphasize the importance of memory availability, understood as the vastness of its reserves and access to them if necessary. The convergence of

concepts allows a future specialist of an international profile to find points of convergence between different categories, which is extremely necessary in his future activities. It is also important to note the flexibility of thinking – the property of a professional to quickly and without visible problems make the transition between what is far behind each other in meaning. The flexibility of the intellect is associated with the flexibility of thinking, which allows you to abandon the chosen direction or to correct it if necessary. The ability to evaluate actions allows a specialist to carry out his activities in a situation of contradictory elections, which has always been typical for professions related to international relations. In professional activity

Other creative abilities noted in the scientist's research are also important for an international specialist. Thus, one of the most important conditions for productive thinking, A. N. Luk considered the ability to symbolically designate concepts and to transfer them, referring them to the most important properties of a professional in any field of activity.

Taking into account the specifics of the professional activities of future international managers who participated in the experimental work of the study, it is important to note the uncertainty factor highlighted in the structure of managers' creative abilities (F. H. Knight, A.V. Karpov).

According to A. V. Karpov, tolerance, resistance to uncertainty, independence in uncertain and difficult situations, a tendency to uncertainty as a subjective preference, and the emotional attractiveness of situations containing uncertainty determine the productivity of managers. In the complex structure of resistance to uncertainty as a factor in the productivity of a manager, A.V. Karpov identifies three main components: a) the ability of cognitive compensation for uncertainty, reconstruction, and filling in missing information; b) the perception of uncertain situations as difficult, but ordinary; c) emotional stability, independence from the group. The researcher also points out the extremely high complexity and complexity of management activities, emphasizing its distinctive features: information uncertainty caused by a shortage or redundancy of information, the difficulty of forecasting with uncertainty of the external environment, including a large number of factors, as well as almost complete lack of rhythm of activity. It is obvious that the listed features and distinctive factors in the structure of managers' creative abilities are most directly related to the professional activities of managers of an international profile.

Tolerance to uncertainty and willingness to resist the opinions of others were also highlighted as critically important components in the structure of creative abilities by the author of the "Theory of Investment" R. Sternberg. In his theory, the key creative abilities are the ability to independently pose problems and autonomously solve them, demonstrating the independence of thinking from stereotypes and external influence, the ability to take reasonable risks. In addition, R. Sternberg and T. Lubart distinguished the types of

creativity, separately highlighting entrepreneurial creativity as the need to create something new – a new product, new services.

We emphasize that creativity in the understanding presented in this study is to some extent more valuable for managers than for many specialists and professionals who traditionally find themselves in the focus of attention in connection with the problems of research of creative abilities. Following A. P. According to Panfilova, we believe that the development of the creative potential of managers is a "fundamental moment of the organization's development strategy", since it is managers who influence the development of the organization's employees and, most importantly, have the authority to make decisions and implement the decisions made.

Social responsibility associated with the adoption and implementation of innovative solutions affects the axiological aspect of the formation of creative abilities. Thus, the value orientations of managers of foreign economic activity have practical significance in the dynamically changing conditions of business development, where "giving values and importance to innovative activities of companies becomes the most important element of modern business management and a defining sign of its long-term existence," as evidenced by the results of a study conducted by E. N. Makhmutova in order to identify priorities in the valueorientations of managers of companies engaged in foreign economic activity.

Concluding a brief reference to the theories of creative abilities, correlated with the context of the professional orientation of the students included in this study, we note that other creative abilities, previously considered by us, are generally important for international specialists, including international managers. Having noted only the most significant of them above, we emphasize another important point. If the profession itself has a creative character, then there is an increase in the creative parameters of the personality of the specialist who devoted his life to it. It can be argued that in this way creative abilities are perceived and evaluated from the position of double – personal and professional significance.

It is obvious that the training of talented managers capable of making creative management decisions in conditions of uncertainty and risk, taking into account their social significance and the main international management problems, seems to be an urgent and important educational task in the professional training of specialists in the field of international management. The changing goals and objectives of professional education of international specialists in modern conditions require the development and implementation of new approaches, including by including additional components of professional training.

Many researchers and teaching practitioners recognize that an important component of professional training is the inclusion in the content of education of the experience of creative activity, which determines creative development

The motivational parameters of the creative abilities of students of an international profile, represented by creative motivation, provide stimulation and an energy resource for creative activity, reflect awareness of the value nature of creativity and the need for creativity, the ability to show and maintain a creative position, a creative attitude to educational, cognitive, professional activities and to one's own life, creative receptivity to any innovations, the desire for creative achievements, the manifestation of creative individuality and independence, passion for business as a vocation.

The criterion for the formation of creative motivation of students of an international profile is a creative position in relation to educational, cognitive and professional activities.

Indicators of the formation of creative motivation of students of an international profile are the manifestation of a value-based attitude to creative activity; openness to new experiences, willingness to change and experiment with new tasks; manifestation of initiative and the desire to go beyond the limits of their activities; the desire for creative transformations; the desire to overcome patterns in educational and cognitive activities and future professional activities; the desire for creative individuality and independence; the ability to solve creative tasks, defending independence from external conservative influences and the possibility of their own creative manifestations.

The high level of formation of creative motivation of students of an international profile corresponds to an open manifestation of a value attitude to creative activity; a high degree of readiness for change and creative transformation; demonstration of openness to new experiences and willingness to experiment with new tasks; active manifestation of initiative; the desire to go beyond the activities carried out and the desire to overcome patterns in the search for solutions and solving creative tasks; striving for creative individuality and independence; the desire to defend independence from external influences; the desire to implement their own creative solutions.

The average level of formation of creative motivation of international students corresponds to a moderate manifestation of a value attitude to creative activity; acceptance of proposed changes and creative transformations without active initiative; acceptance of new experience without demonstrating openness; moderate willingness to solve creative tasks without going beyond the limits of the activity and without striving to overcome patterns; episodic manifestations of creative independence; the predominant implementation of activities in accordance with external influences without defending one's own position and the possibility of one's own creative manifestations.

The basic level of formation of creative motivation of international students corresponds to a low level or lack of manifestation of a value attitude to creative activity; rejection or resistance to proposed changes and creative transformations; low level or lack of initiative; closeness or indifference to new experiences; unwillingness or unwillingness to experiment and solve creative tasks; lack of creative independence; demonstration of preference for a

stereotypical solution in within the scope of the activities carried out; the desire to preserve patterns; the passive implementation of activities according to external influences without defending one's own position and the possibility of one's own creative manifestations.

To diagnose the creative motivation of international students in the course of experimental work, the method "Value orientations" (M. Rokich) was used. Taking into account the use of a psychometric tool in diagnostics, quantitative indicators of formation for each level were clarified during experimental work.

The intellectual parameters of the creative abilities of students of an international profile, as dynamic parameters of creative activity, reflect the ability to transform; the flexibility of intellectual processes – the ability to change and reconstruct stereotypes, use variability, the ability to polyphony, multifactorial, multi-screen consideration of phenomena; the ability to prognostic activity, forecasting and hypotheses.

The criterion for the formation of intellectual creative abilities of students of an international profile is the constructive use in educational and cognitive activity of various tools for information transformation and predictive activity, in order to create products of educational and cognitive activity that carry a new semantic load.

Indicators of the formation of intellectual creative abilities of students of an international profile are the use of various methods of transformation and transformation; originality, the degree of transformations reflecting their quality and manifested in combinatorics, reversibility or obtaining a new irreversible structure; variability manifested in the use of various factors, categories and ways of finding creative solutions; the use of various factors, categories and methods in considering the subject of educational and cognitive activity, taking into account and combining several factors, categories, methods, including the opposite ones; building hypotheses, the breadth of the field of hypothesis search; originality, thoughtfulness, logic and validity of hypotheses.

The high level of formation of intellectual creative abilities of students of an international profile corresponds to the use of a variety of non-repetitive methods and options for transformation; the use of structural transformations at the level of elements and the whole, including inverse transformations with a new structure; the use of parallel polyphony, realized in considering the subject of creative activity and searching for creative solutions, taking into account and combining several factors, categories and methods, or dichotomy, realized in multipolar consideration and search for solutions, including in combining opposite directions, which contributes to solving the problem and is of interest to other group members; diversity hypotheses put forward, constructed using a wide thematic coverage and thematically remote fields not limited by specified conditions; the promotion of thoughtful, well-founded and original hypotheses; the production of non-obvious and statistically rare results of activity.

The average level of formation of intellectual creative abilities of students of an international profile corresponds to the use of various, but repetitive

methods and variants of transformation; the predominant use of semantic combinatorics, which corresponds to the combination of elements, reformulation with an insignificant change in meaning; the use of situational consideration of the subject of educational and cognitive activity and the search for creative solutions, implemented without taking into account or combining several factors, categories, methods, which is of interest only to the student himself and does not contribute to solving the problem; the occasional use of non-obvious solutions; the nomination of reasonable, but not original hypotheses limited by the given conditions and limits of the studied thematic fields; products of frequently occurring business results.

The basic level of formation of intellectual creative abilities of students of an international profile corresponds to the use of a limited set of methods and options for transformation or the absence of transformations; the use of elementary combinatorics, which corresponds to the mechanical rearrangement of elements without changing the meaning, transformation at the level of complementary repetition; the use of one-sidedness, one-linearity in considering the subject of educational and cognitive activity and searching for creative solutions taking into account one factor or one category, which does not contribute to solving the problem; the production of the least original solutions; the nomination of a limited number of obvious hypotheses focused around one idea within the given conditions and the studied thematic field; the production of obvious results of activity.

The content of the indicators of the formation of intellectual creative abilities of international students is closely intertwined with the content of the indicators of the test for the diagnosis of creative abilities of E. P. Torrance: flexibility, resistance to closure and originality, which served as a justification for the use of the test of creative abilities of E. P. Torrance in the diagnosis of intellectual creative abilities of international students participating in a pedagogical experiment. The revealed conceptual community is presented in detail in the practical chapter of the dissertation.

In pedagogical research of an experimental nature, an important place is occupied by the construction of a model of the process under study, which allows a deeper understanding of its essence and details of its features. Therefore, the modeling method is considered among the leading ways to carry out such work. It is interpreted as "a method of studying any objects, phenomena, processes, systems, states in the construction and study of their analogues/ images, diagrams, graphs, etc.".

V. I. Zagvyazinsky saw in modeling the reflection of the transformed original in a specially designed analog object. Its qualityis a model that is simpler than the original to some extent, but at the same time allows you to identify and evaluate what is hidden in it.

N. I. Vyunova and other representatives of the Voronezh scientific and pedagogical school agree with this assessment, who believe that the meaning of modeling lies in the ability to study certain phenomena by projecting onto

reproducible models, which differ in simplicity and clarity, but at the same time reveal the essence of the studied product.

A. N. Dakhin wrote about the simplification of the phenomenon under study in the model, which, nevertheless, does not dilute its essence, considering the model as an artificially created sample in the format of a diagram, physical structures, iconic forms or formulas reproducing in a simpler form the structure, properties, relationships and relationships between the elements of the object under study. A similar position is found in the works of V. V. Krayevsky, who saw in the model a system of elements reproducing certain aspects and functions of the subject of study.

An interesting view of pedagogical modeling is reflected in the works of E. V. Bondarevskaya, who notes the fact that pedagogical models are most closely related to the personality of the subjects of education, therefore, the process of their construction is complicated due to the versatility of these personalities and their activities. For us, this remark is of particular value, given the personal orientation of professional, including professional language training at MGIMO.

Experts agree that the undeniable advantages of the method under consideration is the acquisition of new knowledge about the phenomenon under study, which could not be obtained in other ways; simplicity and clarity, flexibility and the possibility of correction. To the listed advantages of the method, according to S. V. Sidorov, it is necessary to add the fact that the model allows you to present and analyze the subject of research in various conditions.

In the dissertation, we propose an author's model of the process of forming the creative abilities of students of an international profile by means of teaching a foreign language in the process of professional training. The model is presented in two versions – descriptive and graphically drawn.

The presentation of the model should begin with an explanation of what is meant by the formation of creative abilities in the framework of this study.

We proceed from the understanding of personality formation as a change in its dynamic functional structure, mainly the content that occurs under the influence of external influences.

In this dissertation, the formation of creative abilities of students of an international profile is considered as an integral part of their professional and personal development in the context of professional training related to the improvement of key invariant parameters in the structure of these abilities under the influence of a set of pedagogical conditions conducive to this. From the point of view of the influence of teaching a foreign language, it is understood as a specially organized purposeful process of applying pedagogical technologies and tools integrated into a foreign language course in order to manage the changes taking place.

The author's model of this process is a set of targeted, methodological, content-competence, organizational-activity, criteria-level and effective blocks united by the logic of movement from the state-social order and the stated goal to the result.

Another explanation is due to the fact that when constructing and describing the model, we took into account not only the features of the professional training of students included in the experiment, but also the current trend in the field of education in general and higher education, in particular, related to its creative orientation. The new trend is designed to overcome the current situation, which different researchers independently pay attention to. So, S. V. Maksimova believes that a large number of educational institutions do not so much develop the personality of the future creator, "as they "regale" him with instrumental skills, resulting in good performers, but not creators." And M. K. Gorshkov, analyzing the effectiveness of universities, writes that "a modern graduate of a university is slightly trained, slightlyslightly educated, creatively undeveloped."

Currently, there is a rapidly growing number of studies in support of creative type education. Thus, A. A. Verbitsky saw in the active creative activity of the subjects of education, mainly the student himself, the most important manifestation of the new educational paradigm. E. I. Artamonova, justifying the pedagogical aspect of such a paradigm, focuses on creativity that has a spiritual and material manifestation. N. V. Martishina and O. V. Eremkina concretize not only the essence of creative orientation education, but also ways to achieve it in practice . Patrick Griffin also calls it an educational priority, noting the increasing shift in emphasis in education towards critical thinking, active interaction and a creative approach to business. A. A. Kashaev and A. A. Petrenko also write about creativity as an educational dominant . It is present in the famous combination of the most important human competencies of the XXI century (the "Formula of four "K"), presented in the new model of education in the report "A new Look at Education" at the World Economic Forum (2016).

Vocational education, characterized by such a structure, allows the student to "discover new things and come to new generalizations in a constantly changing situation," master the thesaurus of academic knowledge acquired in the traditional format of education, and additionally develop motivation for the future, the ability to reflect on current achievements and highlight the prerequisites for their own vision of the world. Moreover, the creative model of education inherently creates conditions for the use of an individual approach to learning, in which future graduates have additional advantages – an individual profile of competencies with a unique set that is of the greatest value in a rapidly changing world.

Taking into account all of the above, we conclude that the guideline for the development of the creative principle of the individual, which is difficult to imagine without creative abilities, is the most important installation of the existence and development of modern education. It is obvious that this guideline sets the tone and vector of professional training of specialists in the field of international activity, contributing to the formation of their creative professional and personal profile and achieving the necessary results in their professional activities.

Having proposed two basic introductory ones – the concretization of our vision of the essence of the process under study and the justification of the priority of the creative model of education as a whole, we proceed to the description of the semantic parts (blocks) of our author's model.

The target block reflects the state-social order for the training of highly professional specialists in the field of international activity with a developed creative principle, since it contributes to their rapid, productive adaptation to the conditions of a rapidly changing world and the professions themselves. In addition, this block contains a specific goal – the formation of creative abilities of students of an international profile, detailed by the task.

The methodological block reflects the initial parameters, taking into account which the process under study is built.

First, it should be noted the principles underlying it, namely: the principle of consistency, the principle of humanization, the principle of cultural conformity, the principles of continuity and continuity, the principle of productivity, the principle of cooperation.

The principle of consistency, implemented in practice, makes it possible to form the creative abilities of international students not chaotically, fragmentally, but as a whole. Consistency is achieved only if the entire professional training of international students is permeated with creative ideas, and teachers will use creative methods and techniques of teaching, upbringing, and development in the system.

The principle of humanization reflects maximum respect for a person. Such an attitude stimulates the development of an active personality capable of self-improvement, creative development and self-development, allows a person to reveal, as far as possible, his potential, including all his creative elements, which traditionally include creative abilities. This principle is associated with a personality-oriented approach in the implementation of the educational process, individualizing it. In addition, the implementation of this principle in practice contributes to the social protection of subjects of education.

The creative workshop as a technology is organized according to the rules of intensive interactive interaction and requires from the teacher "innovative knowledge, improvisation, a combination of conditional and real action plans, the development of algorithmic "steps" and block structures of various techniques and techniques."

The idea of such an organization of the educational process is not new. Back in the 90s of the last century, participants of the international movement "New Education" wrote about it, advocating rethinking and change the positions of the subjects of this process, strategies and tactics of their interaction and joint activities. Representatives of the French group of this movement (Group Français d'education Nouvelle) clearly outlined all the semantic characteristics of this form. According to them, mastering new knowledge in a workshop environment is always associated with a breakthrough into the previously unknown. Offering participants only an algorithm of actions, the workshop

leader invites them to build the entire creative process themselves on this basis. For workshops, it is possible, and we even took the liberty to assert that it is characteristic, a situation of incomplete search, when finding a solution to the stated tasks will occur later on the basis of semantic, informational, meaningful study that was carried out during the workshop. And in this we see another message for the independent creative development of students. By now, the established structure of the workshop has developed. It includes several interrelated mandatory blocks: induction, self-construction, socioconstruction, socialization, advertising, rupture, reflection. An interesting opinion about the workshop was expressed by T. V. Sarafanova, who, in her work as a university teacher, repeatedly resorted to conducting it. She believes that the workshop is a multidimensional, integrated educational technology, where the dialogical activity of the student and the teacher is carried out in several complementary plans: intellectual, emotional, ethical, communicative, psychological, pedagogical. It is this unity that makes it possible to achieve the development of students' creative abilities, skills and abilities within its framework.

The above point of view is consistent with the position of E. O. Galitsky, who is actively introducing the workshop into a wide educational practice. According to her assessment, the workshop is a multidimensional integrated reflective educational a technology with a probabilistic result, which is characterized by a subjective approach. She believes that the activities of those who are immersed in such educational conditions are characterized by maturity of forms. By completing the work, the workshop participants are able to gain a holistic semantic picture of the modern world and realize the value of their "I", to know and show their own creative individuality.

As we can see, the implementation of training and education of students in the workshop is characterized by creative freedom, inspiration, support for initiatives, etc. Therefore, even if the teacher assumes to use certain ready-made samples, he must see the possibilities of their modification and interpretation. All this requires serious self-training and intensive work from him, both at the stage of preparation and at the stage of direct implementation of his plans. This can be considered both as a challenge to the teacher's skill and as a method of improving his skills.

In our dissertation, when selecting technologies for the formation of creative abilities, the prospect of their impact simultaneously on several components in the structure of the studied abilities, their complex development as a whole, was taken into account, which dictated the choice of complex technologies. The possibility of their modification, combination and adaptation for the purposes of practical work was also taken into account. The nature of creative cognitive activity determined the choice in favor of cognitive heuristic and creative technologies. A complete list of selected technologies that formed the basis for the development of tasks for a set of tools for the formation of creative abilities will be given below when presenting the second significant part of the organizational and activity block.

Building individual trajectories of student-teacher interaction.

A.V. Khutorskoy saw in the individual educational trajectory a personal way of realizing the personal potential of each student. To build such trajectories and follow them, it is important to choose the right orientations that set the vector for the entire movement. In this regard, the opinion expressed by A. V. Kiryakova is of interest. She believes that process orientation always involves projective actions from the idea to the result. She refers to them as an accurate, thoughtful choice of goals, as well as the means to achieve it. It is also important to evaluate an action in comparison of a person's act with the general orientation, plans and values of life. In addition, orientation is a necessary component of any field of life, including those related to education. The pedagogical meaning of the concept of "orientation", according to this researcher, implies a growing person acquiring life orientations, creatively mastering the surrounding reality and looking for his place in the world.

This trajectory takes into account not only the individual characteristics of the subjects of education, but also all the variety of manifestations of their activities, including in the professional sphere. We assign an important place here to the inherent opportunities for the manifestation of a creative position and motivation, which in this case is considered not only directly in connection with creative actions, but also creative receptivity to any innovations and their understanding, openness to new experiences, willingness to change and overcome patterns in educational and cognitive activities, and in the future in professional activity. In this regard, we understand the implementation of this condition in close connection with the practical implementation of a number of pedagogical attitudes that we considered when describing the conditions organization of creative cognitive activity. Namely, with the aim of stimulating the manifestation of initiative and the aim of refining and improving creative products implemented in an individual feedback format.

In our understanding of the creative position and motivation, we are close to the position of V. V. Moroz, justified by her in a number of works, according to which personal development involves the release of internal forces and resources, including the ability to solve creative tasks, defending independence from external conservative influence and the possibility of their own creative manifestations .

The development of the trajectory, which we justify as one of the pedagogical conditions of the process under study, allows both the student and the teacher to internally accept, analyze and evaluate all the difficulties and contradictions of the process in which they are included. Such a trajectory is able to take them beyond the initially personal and professional limits, moving them towards the planned development prospects, including creative prospects.

Note that the implementation of this condition is directly related to the situation of choice, which, on the one hand, is always a person's responsibility to himself and others, but on the other hand, a feeling of freedom from the

opportunity to make a decision consistent with his own vision and understanding of the situation.

Creating a developing creative educational environment.

Having analyzed a significant number of sources on the problem under study, we note the fact that in the vast majority of them in the environment of an educational organization and its influence on the process are considered as a prerequisite for the creative personal and professional development of students and teachers themselves. This conclusion is completely consistent with our point of view. The understanding that in modern conditions the value of higher education is not limited to the applied purpose of vocational training, but is completed by the significance of the development of potential opportunities and the value of the contribution of future specialists to the development of society, imposes special requirements on the educational process in higher education. In particular, we are talking about creating new educational environments that ensure the involvement of a modern student in the educational process. An important feature of the modern educational environment is its continuous interaction with the subject of education, which is expressed in the "social construction" of the subject of the environment itself and depends on his ability to "build communicative connections and relationships aimed at developing himself and the educational environment."

In his works, V. I. Panov especially emphasizes the important role of a teacher in creating a developing educational environment that promotes the manifestation of the creative nature of the psyche of students, the development of both manifested and potential abilities existing in an unmanifested form. The ecopsychological model of the educational environment proposed by V. I. Panov is a system of pedagogical and psychological conditions and influences in the unity of activity (technological), communicative and spatial-subject components. In other studies, such an environment is represented by a combination of spatial, objective, social and the training of highly professional specialists in the field of international activity, capable of making creative decisions taking into account their social significance and major international problems, is becoming a priority educational task of higher education in the training of international specialists, reflecting the global trend towards the formation of a personality with developed creative abilities in the broadest sense.

Using an interdisciplinary approach to the study of creative abilities as the methodological basis of this dissertation, we formulated a comprehensive, refined definition of creative abilities, which allowed us to substantiate the purpose of this work at the theoretical and methodological level and solve the problem stated in the dissertation in the interdisciplinary field of research.

In this paper, we understand creativity as the ability of an individual to be active, overcoming the pre-established boundaries of activity, and to carry out activities aimed at the constructive transformation of information and the creation of new subjectively and objectively significant results.

The solution of the problem stated in the dissertation by means of teaching a foreign language in the context of holistic professional training of future international specialists is justified by the potential of professional language training in the system of training specialists of an international profile, implementing educational, educational and axiological functions of professional training. Of particular educational value is the study of texts in a foreign language in the original, including national literature in a foreign language, which serves as an incentive for the creative transformation of the linguistic consciousness of students, creates conditions for the realization of the creative cognitive function of language and the generation of independent thought. This direction was chosen as a promising one for further design of the experimental part of the dissertation.

The analysis of the peculiarities of the formation of creative abilities of students of an international profile allowed us to determine the range of creative abilities that are most important in the system of professional training of future specialists of this profile.

For the purposes of this dissertation, a set of parameters of creative abilities of students of an international profile was formed, which includes motivational, intellectual and aesthetic parameters. Criteria and indicators were formulated for all parameters, and the levels of formation – high, medium and basic - were determined. The levels of formation of creative abilities of international students were defined as a set of levels of formation of motivational, intellectual and aesthetic parameters. The revealed structure of the studied abilities determined the essence and dynamics of the formation of creative abilities of students of an international profile and allowed to formulate practical tasks of experimental work.

A detailed description of the content of the parameters, criteria, indicators and levels of formation of the studied abilities made it possible to present them in projection on the definition of creative abilities adopted for the purposes of the work. We understand the manifestation of activity that overcomes preset boundaries of activity as a manifestation of the formation of motivational parameters of creative abilities, the ability to carry out activities aimed at constructive transformation of information, as a manifestation of the formation of intellectual parameters of creative abilities, the ability to carry out activities aimed at creating new subjectively and objectively significant results, as a manifestation of the formation of intellectual and aesthetic parameters of creative abilities, integrated by the resulting cumulative characteristic of the formation of creative abilities as a whole.

In a monograph, the formation of creative abilities of students of an international profile is considered as an integral part of their professional and personal development in the context of professional training related to the improvement of motivational, intellectual and aesthetic parameters in the structure of these abilities under the influence of a set of pedagogical conditions conducive to this. From the point of view of the influence of teaching a foreign

language, it is understood as a specially organized purposeful process of applying pedagogical technologies and tools integrated into a foreign language course in order to manage the changes taking place.

The author's model of this process is a set of targeted, methodological, content-competence, organizational-activity, criteria-level and effective blocks united by the logic of movement from the state-social order and the stated goal to the result.

Modeling the process of forming the creative abilities of future international specialists by means of teaching a foreign language in the process of professional training allows us to take into account and visually present all the components of the process for the implementation and refinement of the model in practice.

In fact, their characteristics to one degree or another have already been presented by us when describing other blocks of the model and specifying the previous conditions.

Considering the use of a psychometric tool in diagnostics, quantitative indicators of the levels of formation of intellectual creative abilities were clarified during experimental work.

The aesthetic parameters of the creative abilities of students of an international profile determine the quality of creative results and reflect the ability to associate, polymodal perception and metaphorization, the ability to abstract and form, shaping, creating abstract harmonious forms, the desire and ability to refine and improve creative products.

The criterion for the formation of aesthetic creative abilities of students of an international profile is the creation of complete, detailed harmonious products of educational and cognitive activity.

Linking Creativity to Scientific Inquiry

Creativity and scientific inquiry share common ground, particularly in terms of critical thinking and problem-solving. Language learners often face challenges such as comprehension and expression, requiring them to think analytically and creatively. By framing language tasks within scientific exploration, students develop the skills necessary for both fields.

For instance, educators can encourage students to conduct research in their target language, analyzing scientific texts or conducting interviews with experts. This approach not only enriches students' language skills but also deepens their understanding of the scientific method, including hypothesis formulation, data analysis, and critical evaluation of information. As students engage in this interdisciplinary learning, they enhance their ability to synthesize knowledge across domains.

The integration of innovative technologies and creative pedagogical approaches into foreign language education can profoundly impact students' learning experiences. By nurturing students' creative abilities, educators not only improve their language skills but also equip them with essential pedagogical and scientific competencies. This multifaceted approach prepares students to thrive

in diverse environments, fostering adaptability and resilience in an ever-changing world.

Moreover, as education increasingly emphasizes creativity, collaboration, and critical thinking, the role of language learning cannot be understated. It serves as a vital component of holistic education, nurturing culturally aware, communicative, and innovative individuals. As we embrace this transformative approach to foreign language education, we can empower students to become proficient in multiple languages while equipping them with the skills they need to tackle real-world challenges. Thus, the development of creative abilities through innovative technology in language instruction represents not just an educational goal but a necessary endeavor for cultivating the leaders of tomorrow.

Development of students' creative abilities is one of the priority tasks of modern education. The traditional education system is concerned with giving students a certain amount of knowledge. But now it is not enough to memorize a certain amount of material. The main goal of learning should be the acquisition of generalizing strategy, it is necessary to teach to learn, one of the conditions for mastering such a strategy is the development of creative abilities. These words belong to A. N. Luk, a psychologist who studied the psychology of creativity and creative abilities. In the situation of continuous race for the quantity and quality of knowledge we cannot talk about the development of children's creative potential, which requires careful, thoughtful attitude, so when working with children, especially of primary school age, it is necessary to take into account the peculiarities of their higher nervous activity and create comfortable conditions of life, learning, education, creativity.

It is necessary to emphasize the close and inextricable connection between abilities and knowledge, skills and abilities. On the one hand, abilities depend on knowledge, abilities, and skills; on the other hand, abilities develop in the process of acquiring knowledge, abilities, and skills. Knowledge, abilities and skills also depend on abilities - abilities allow you to master the relevant knowledge, abilities and skills faster, easier, stronger and deeper.

Thus, all definitions come down to the fact that abilities are individual features of a person: innate (natural), which can be developed and even formed in the process of life (teaching and educating a child), which are manifested in some activity, and which are connected with or depend on the conditions of life of a given individual. Abilities are needed to perform a certain kind of activity (design, art), not where the result can be obtained by forming a certain skill.An ability which is not developed, which in practice a person ceases to use, does not manifest itself over time. Only thanks to certain conditions associated with systematic practice of such complex human activities as music, technical and artistic creativity do creative abilities develop.

2. MODERN TECHNOLOGIES FOR WORKING ON THE DEVELOPMENT OF CREATIVE PEDAGOGICAL AND SCIENTIFIC ABILITIES OF STUDENTS IN THE PROCESS IN TEACHING ENGLISH

2.1. Creating conditions conducive to the formation of the intellectual potential of creative abilities and research skills of students in foreign language classes

Having developed and theoretically substantiated a model of the process of formation of creative abilities, we began to solve practical problems.

The purpose of the experimental work was an experimental verification of the effectiveness of the designed process of forming the creative abilities of students of an international profile by means of teaching a foreign language in the process of professional training.

Tasks of experimental work:

- to experimentally verify and justify the effectiveness of a set of pedagogical conditions in the formation of creative abilities of international students in the process of educational and cognitive activity in foreign language classes;

- to introduce a set of pedagogical technologies and tools for the formation of creative abilities by means of teaching a foreign language into the process of professional language training of international students and experimentally substantiate it.

The experimental base of the research was the faculties of MBDA and MIEP of the Moscow State Institute of International Relations (University) The Kazakhstan Foreign Ministry. A total of 151 students took part in the preparation and implementation of the pilot work (2022-2023).

The formative experiment was conducted over three academic semesters (2019-

2021). The sample of the formative experiment consisted of 74 students, 37 students each in the experimental and control groups.

The normative basis of the experiment: FGOS IN (3++) and MGIMO OS.

The experimental work included the following stages:

preparatory, ascertaining, forming and final, at each of which the corresponding tasks were solved.

At the preparatory stage (2018), a plan of experimental work was developed; parameters, criteria, indicators and levels of formation of creative abilities of students of an international profile were determined; diagnostic tools were selected.

An important task of the preparatory stage was the selection of aspects of a foreign language that meet the requirements of the designed experiment. For example, initially such a linguistic aspect as discussion was one of them. In order to test it, the co-author and I conducted a number of classes. But as a result

of the theoretical and methodological substantiation of the pedagogical conditions for the organization of educational and cognitive activities in foreign language classes (which included the study of national literature in a foreign language, individual trajectories of interaction), this linguistic aspect was not included in the number of experimental work sites. Aspects of the main language, home reading and regional studies were selected for the experiment.

As part of the preparatory stage, the analysis and selection of pedagogical technologies were also carried out; trial tasks of a set of tools for the formation of creative abilities were developed and tested, designed on the basis of selected technologies and materials of selected linguistic aspects.

77 students took part in the preparatory stage.

At the ascertaining stage (2019), the following tasks were solved:

- to form experimental and control groups;
- to establish the initial level of formation of creative

the abilities of students in the experimental and control groups;

- to develop, on the basis of educational materials of a foreign language course, tasks of a set of tools for the formation of creative abilities for use at the formative stage.

The experimental and control groups were formed from students studying the same aspects of a foreign language with an equal number of study hours. The number of participants in the experimental and control groups was 74 students, 37 students in each group. The students of the experimental group were included in the activities designed as part of the experiment to form creative abilities by means of teaching a foreign language under the influence of a set of pedagogical conditions conducive to this within the framework of training sessions for three academic semesters. The students of the control group were excluded from the experiment at the formative stage.

At the formative stage (2019-2021), the following tasks were solved:

- to test and improve the developed set of tools for the formation of creative abilities integrated into the foreign language course;
- to carry out systematic observation of the parameters of the study in the designed conditions.

37 students of the experimental group took part in the formative stage.

At the final stage (2021-2022), the following tasks were solved:

- to determine the final level of formation

of students' creative abilities in the experimental and control groups;

- to analyze empirical data;
- to formulate the conclusions of the experimental work.

An important task of the ascertaining stage was to identify the initial level of formation of creative abilities of international students in the experimental and control groups, taking into account the developed criteria and indicators. For this purpose, a set of diagnostic tools was selected, which made it possible to determine the levels of formation of the studied abilities.

In the diagnosis of the motivational parameters of creative abilities (creative motivation) of international students, awareness of the value nature, the need for creativity, the ability to show and maintain a creative attitude to educational, cognitive, professional activities and to one's own life, creative receptivity to any innovations, the desire for creative achievements, the manifestation of creative individuality and independence were evaluated. To determine the level of creative motivation of students of an international profile, the criterion for the formation of which is a creative position in relation to educational, cognitive and professional activities, the methodology "Value orientations" (M. Rokich) was used (see Appendix 2).

The chosen methodology made it possible to assess the priority of creativity in the structure of students' value orientations. High rank in the individual hierarchy of terminal values 1, 5, 11, 12, 14, 17, 18 and instrumental values 3, 4, 6, 7, 12, 15, 17 he testified to the creative motivation of the students .

When working on the intellectual and creative abilities of a student’s personality in foreign language lessons, it is necessary to rely on the following methodological foundations:

· the student as a subject of activity, gaming activity,

· collaborative learning,

· learning as free disclosure of personality,

· -intensification of training;

· pedagogical technologies: personally-oriented learning, cooperation pedagogy, information technology, design technologies.

Creative activity, motivation for research

work can improve if a favorable atmosphere is created in the lesson, if the teacher is lenient in evaluating results. In order to productively develop the creative thinking of children, their creative abilities, memory, cognitive interest, logic, attention, independence, organization in the classroom, better

use the following techniques, methods and technologies.

Gaming technologies. These include:

· Lexical games

· Games to improve grammar skills

· Games to train memory and attention

· Spelling games

· Outdoor games

· Pantomime

· Educational games (puzzles, dominoes)

· Role-playing games and others.

When planning lessons, the teacher must think not only about the fact that the students remember new words, this or that structure, but also want to create all the conditions for the development of each child’s personality. To increase

children's enthusiasm for this subject, it is necessary to find out which work methods are most attractive to schoolchildren. Every

A foreign language teacher is obliged to find ways to improve the quality and effectiveness of teaching a foreign language. The main task of the teacher is to achieve such that the enthusiasm for studying a foreign language does not disappear.

Games help children become creative individuals, approach creatively in any activity - this means doing it well, at the highest level. Creativity is the constant improvement and progress of activity. Games bring creativity to children and adults alike. Without fun and creativity, our life turns into blues and routine. A creative person is constantly passionate about something. A person’s relevance to the world and to himself depends on a person’s creative abilities. Both mature and young people can see the extraordinary in the ordinary. Creativity is inherent in children by nature itself. They love to invent, compose, invent, draw, and transform. Children's creativity fades if others do not show enthusiasm for it.

Joint creative fun brings both adults and children closer together. This is one of the most important principles of effective learning.

The place of games in the lesson and the time allocated to them depend on a number of reasons:

preparation of students, the material being studied, the goals and criteria of the lesson, etc. For example, if the game is used as a training exercise for initial consolidation, then it is allowed to take away 20-25 minutes from the lesson.

The game can be played by resuming material already covered. The same game can be used at different steps of the lesson. It should be remembered that despite all the attractiveness and effectiveness of games, certain psychological measures must be observed, otherwise the games will become boring students and lose the vigor of emotional action.

Let's consider the concept of M. F. Stronin, who in his own book “Educational Games in English Lessons” divides games into:

1. lexical;
2. grammatical;
3. phonetic;
4. spelling;
5. creative.

Students should not be interrupted while playing, as this will slow them down atmosphere of communication. V. Rivers writes about this: “Very often in a community, people choose to remain silent if they know that their style will cause a negative reaction from their interlocutor. Similarly, a student whose every mistake is corrected by a teacher not only loses the main idea of the expression, but also the desire prolong the conversation."

Corrections should be made casually, without interrupting students' speech, or done at the end of the lesson. W. Bennett generally believes that the teacher has the advantage of neglecting some mistakes so as not to destroy the students’

speech energy. Games are best used in the middle or at the end of the lesson. It is important that working with games brings positive emotions and benefits, and serves as an effective incentive in a situation where the enthusiasm or motivation of schoolchildren to study a foreign language begins to weaken.

Thus, the use of games in foreign language lessons helps the teacher to deeply discover the individual potential of each student, his positive personal qualities (diligence, energy, independence, enterprise, knowledge of acting in cooperation, etc.), to preserve and consolidate learning motivation. For example, when teaching reading, it is advisable to use games on cards, riddles, crosswords, teawords, games like “Find a word”, “Find a proverb”.

1. Alphabetical Order. (A word puzzle.)

If you arrange the letters of any word in alphabetical order, it will seem quite strange to you, even if this word is very familiar to you. You can organize a game:

ABELT (You it at it)

ACHIR (You sit on it)

EFIR (You make it when you are in camp and you cold)

ALMP (You switch it on when it is dark)

CEHLOST (You put it on when you go to the street)

ABHT (Do you like it hot or cold?)

CEHIKNT (A room where you cook dinner)

ADEGNK (A place where flowers and vegetables grow)

ANSWER: 1. table; 2.chair; 3.fire; 4. lamp; 5. clothes; 6. bath; 7. kitchen; 8.garden;

The game increases interest in learning English, and also gives the student confidence that success in mastering the target language will be inevitable. However, the game, in addition to motivated functions, also has others. If you use a game in a lesson, it can help to enhance the cognitive and creative activity of students, develop their thinking and memory, foster initiative, and relieve fatigue. Games help develop intelligence and attention, enrich the language and consolidate students' vocabulary, and focus attention on the nuances of their meaning. The game helps you remember what you have learned and expand your knowledge.

Drawing, illustration.

Drawing and illustration develops imagination and creativity, as a person feels and perceives the world through the senses.

You can use drawing elements in different lessons, for example, when studying grammar. If children present grammar not only in the form of printed or handwritten text, but also in the form of drawings, learning the material is easier and turns into a game.

For example, learning the verb to be and telling the tale of three

brothers is, am, are, you can ask students to depict these characters, as they imagine them in their imagination, and color them in different colors (red, blue, green).

An excellent psychological atmosphere is present in the classroom if you use drawing when learning new vocabulary. The same technique helps in more successful learning of foreign words. Depicting new English words through drawings helps students move more easily from their native language to a foreign language. Since now the new unknown word will be associated not with the Kazakhstan analogue, but with the image of this concept.

Such lessons are especially successful if there is vocabulary on a specific topic: “Animals”, “Weather”, “Toys”. You just need to be careful, not all children are good at drawing, so not all concepts can be depicted using drawings

For example, you can offer the children the following tasks:

1. You are a designer. Create prints on T-shirts that tell people about modern environmental issues. Tell your classmates about the problems you depicted.

2. Draw the characters in the story that you read about and describe them to your classmates.

Elements of decorative and applied art. It's not only

an effective way to increase motivation, improve lexical and grammatical skills, but also an interesting and exciting way to get acquainted with foreign language culture and traditions, develop fine motor skills and hand coordination, and develop creative abilities.

The following types of DPI activities apply manufacturing

holiday attributes, cards, crafts, etc.

For example, you can use this method of teaching a foreign language to prepare for Christmas or Valentine's Day. It is well suited for decorating stands and collages. Or for props for staging a holiday lesson. This method will work well on the perception of certain objects, which can help the student creatively approach the task and visually introduce the culture of the country of the language being studied.

Taking into account the use of a psychometric tool in diagnostics, quantitative indicators of the levels of formation of aesthetic creative abilities were clarified in the course of experimental work.

Level of development of students' creative abilities

international profile is a set of levels of formation of all components of the creative abilities being studied: motivational, intellectual and aesthetic, in accordance with the identified and formulated criteria and indicators. A detailed description of the content of parameters, criteria, indicators and levels of development of creative abilities of international students made it possible to present them in projection on what was accepted for the purposes of the work definition. Thus, we understand the manifestation of activity that overcomes pre-established boundaries of activity as a manifestation of the formation of motivational parameters of creative abilities, the ability to carry out activities aimed at constructive transformation of information, as a manifestation of the formation of intellectual parameters of creative abilities, the ability to carry out activities aimed at creating new subjective and objectively significant results, as

a manifestation of the formation of intellectual and aesthetic parameters of creative abilities, integrated in the structure of students' creative abilities international profile.

Thus, within the framework of this work, the formation of creative abilities of international students is understood as a specially organized, purposeful process of using pedagogical technologies and tools integrated into a foreign language course in order to manage the process of formation of motivational, intellectual and aesthetic parameters of creative abilities in the system of professional training under the influence of a set of pedagogical conditions conducive to this.

How these abilities are formed in the educational process of higher education, in particular in the process of professional language training, will be discussed in subsequent paragraphs of the dissertation.

The Role of Creativity in Language Learning

Creativity is essential in language acquisition because it encourages innovative thinking and flexible problem-solving. In learning two foreign languages, students must develop strategies to overcome challenges related to grammar, vocabulary, pronunciation, and cultural nuances. Creativityenhancestheirabilityto:

 Think Outside the Box: Students need to creatively solve language problems. For example, when translating idiomatic expressions, students have to find equivalent expressions in the target language that maintain the original meaning, which requires lateral thinking.

 Engage with Different Cultural Perspectives: Creative approaches to understanding different worldviews, literature, and media (such as film, poetry, or art) deepen students' understanding of language beyond mere translation. A piece of literature in a foreign language may provide cultural insights that cannot be understood without creative engagement with the underlying context.

 Adapt to Various Learning Environments: Creativity also emerges in how students interact with different teaching methods and technologies. The integration of multimedia resources, virtual environments, or game-based learning can inspire students to approach language learning with an open, innovative mindset.

Creative Activities in the Curriculum

Students in this program engage in a variety of creative tasks, including:

 Creative Writing: Crafting stories, essays, and poems in two languages enhances both language fluency and imaginative thinking. It pushes students to develop an intuitive understanding of language structures while fostering their creativity.

 Theater and Performance: Acting out scenes from foreign-language plays or engaging in improvisational language exercises helps students develop linguistic fluidity while encouraging the creative use of language in authentic scenarios.

 Visual Arts and Media: Through activities such as translating song lyrics, subtitling movies, or creating visual presentations of linguistic concepts, students blend language learning with artistic expression, which strengthens their understanding of both languages.

Critical Thinking and Problem Solving

Creativity is deeply tied to critical thinking. When students translate, interpret, or analyze texts, they must engage in problem-solving processes. Translating culturally specific phrases or idioms, for example, forces students to think critically about language structures, contextual meaning, and cultural subtleties. The act of producing creative work in two languages forces students to synthesize information from multiple sources, enhancing their cognitive abilities.

2. Scientific Skills Development

Research and Analytical Competence

The educational program provides students with the tools to conduct scientific research in linguistics, sociolinguistics, cultural studies, and applied language learning. Scientific skills are crucial for students who wish to delve into research or pursue higher academic studies in the field of foreign languages.

 Research Methodology: The program teaches students various research methods, from qualitative approaches such as interviews and ethnography to quantitative methods like surveys and statistical analysis. This equips students with the ability to design and execute research projects that contribute to the scientific understanding of language and its use in diverse contexts.

 Critical Analysis: Students engage in reading and analyzing academic articles, scientific papers, and primary texts in two foreign languages. This develops their ability to critically assess arguments, evaluate evidence, and recognize theoretical and methodological gaps in the research literature.

 Interdisciplinary Approaches: The program encourages students to take an interdisciplinary approach by drawing connections between language and other areas of study such as history, anthropology, sociology, and psychology. This widens students' perspectives and prepares them to engage in complex, multi-faceted research projects.

Developing Research Projects

Throughout the program, students participate in various research activities:

 Literature Reviews and Academic Writing: Students are taught how to conduct thorough literature reviews in both foreign languages, which helps them understand the scope of existing knowledge on a given subject. Writing research papers, thesis proposals, and dissertations allows them to practice presenting arguments, analyzing data, and contributing original ideas to the academic community.

 Case Studies and Field Research: Students may be involved in conducting case studies on language acquisition in different cultural settings or field research involving language use in real-life contexts. This develops their

practical research skills and ability to synthesize information from multiple sources.

Global Scientific Discourse

Studying two foreign languages exposes students to a wide variety of scientific theories and research methodologies from different linguistic traditions. For instance, a student learning both English and German might encounter contrasting theoretical frameworks in linguistics, such as the structuralist approach in English-speaking countries and the more cognitive-oriented theories in German-speaking countries. This comparative exposure allows students to develop a more holistic understanding of global scientific discourse.

3. Pedagogical Skills Development

Understanding Language Acquisition Theories

The pedagogical component of the "Foreign Language: Two Foreign Languages" program is centered on equipping students with the knowledge and skills to become effective language educators. Key pedagogicalskillsinclude:

 Language Acquisition Theories: Students learn about various theories of language acquisition, including behaviorist, cognitive, and sociocultural theories. This understanding allows them to design curricula and teaching methods that align with students' developmental stages and learning needs.

 Second Language Pedagogy: The program provides students with a foundation in second language pedagogy, focusing on methods such as communicative language teaching (CLT), task-based language teaching (TBLT), and content and language integrated learning (CLIL). These approaches emphasize real-world communication, interactive learning, and integrating content knowledge with language instruction.

Practical Teaching Experience

The development of pedagogical skills requires more than just theoretical knowledge; practical application is key. In theprogram, studentsengagein:

 Teaching Internships: Many programs offer opportunities for students to teach in real classrooms or language learning centers, where they can apply the theoretical concepts they’ve learned. These internships may involve teaching both foreign languages or focusing on one, depending on the curriculum.

 Lesson Planning and Delivery: Students are required to create and implement lesson plans that cater to different age groups, learning styles, and language proficiency levels. This teaches them to be adaptable and responsive to students’ needs.

 Assessment and Feedback: Learning how to assess language learners' progress is a vital pedagogical skill. Students are trained to design appropriate testing tools, provide constructive feedback, and understand various assessment techniques such as formative and summative evaluations.

Technological Integration in Language Teaching

In modern pedagogy, technology plays a significant role. Students are trained to incorporate digital tools, language learning apps, and online platforms

into their teaching practice. This is particularly important as education becomes increasingly digital and remote learning environments become more common. Technology-enhanced learning encourages students to create interactive, engaging, and personalized learning experiences for their students.

Intercultural Competence and Inclusive Pedagogy

Students are taught the importance of intercultural competence, which is essential for teaching foreign languages effectively. Understanding cultural differences in communication styles, learning preferences, and attitudes toward language education allows future teachers to create inclusive classrooms where all students feel respected and engaged. This is especially relevant in multilingual and multicultural contexts, where language learners come from diverse backgrounds.

Developing Reflective Practice

As future educators, students are encouraged to engage in reflective practice, where they regularly assess their teaching methods, identify areas for improvement, and adapt their strategies accordingly. This self-reflection is essential for continuous professional growth and for maintaining a high level of pedagogical efficacy.

4. Challenges in the Development of Creative, Scientific, and Pedagogical Skills

While the program offers many opportunities for students to develop creative, scientific, and pedagogical skills, they also face certain challenges:

 Balancing Linguistic Complexity: Mastering two foreign languages at an advanced level is an immense task. The simultaneous study of two languages can create cognitive overload, especially for students who are learning languages with different grammatical structures, phonetics, and cultural contexts.

 Time Management: Managing coursework, research, teaching practice, and extracurricular activities requires excellent time-management skills. This can be overwhelming, particularly during periods of intensive assessments and internships.

 Technological Adaptation: Keeping up with the latest educational technologies and integrating them into teaching practices can be difficult for some students, especially those not already familiar with digital tools.

  Pedagogical Experience: Gaining sufficient practical experience while still in the academic program can be challenging, particularly if opportunities for internships or teaching practice are limited. Students must often go beyond the classroom to gain valuable hands-on experience.

The “Foreign Language: Two Foreign Languages” program provides students with a rigorous and holistic education that fosters the development of creative, scientific, and pedagogical skills. By combining linguistic expertise with creativity, research abilities, and effective teaching methods, students are prepared to thrive in a variety of professional contexts, ranging from language education to research and beyond. With these multifaceted skills, graduates are

equipped to contribute meaningfully to the field of foreign language education, engage in cross-cultural communication, and adapt to the rapidly changing global landscape of language learning and teaching.

2.2. Techniques for developing students` creative abilities in English classes

Abilities are interpreted as individual, psychological properties of a person that contribute to the success of performing one or another productive activity, which itself influences them. However, there is no unity of opinion regarding their origin and development. For example, G. Eysenck, E.P. Ilyin and others defended the position according to which abilities are biologically determined, being entirely dependent on heredity. This is precisely the essence of the functional genetic approach. His supporters base their reasoning on a large number of examples confirming this theory. For example, the work of V. A. Mozart, A. S. Pushkin, I. E. Repin, V. A. Serov, S. S. Prokofiev and other geniuses in their chosen fields activities no one doubted even in their early years. However, there is a point of view that denies the connection of abilities solely with genetic conditioning. She was supported by B. G. Ananyev, B. M. Teplov and others. They believed that with high-quality education and training, any abilities can be formed. This position appears to be the embodiment of a personal-activity approach, the key idea of which is that natural factors are not a prerequisite for the formation human abilities, but only activity, environmental influence and upbringing are the decisive moments in this regard. According to the theory proposed by V.D. Shadrikov, abilities have “double determination:

· natural and personal-activity”, which is one of the most important conclusions that allows us to reveal the theoretical basis of the process of development of abilities. In the proposed approach, both components act in unity, developing in the process of life, which must be taken into account in

· pedagogical process of developing abilities.

B. M. Teplov made a significant contribution to the development of the general theory of abilities. He expressed the point of view according to which abilities “mean individual psychological characteristics that distinguish one person from another; no one will talk about abilities when we are talking about properties in respect of which all people are equal. Secondly, abilities are not called all individual characteristics, but only those that are related to the success of performing any activity or many activities. Thirdly, the concept of “ability” is not limited to the knowledge, skills or abilities that are already developed in a given person.” In accordance with the main provisions of his theory, abilities are individual mental properties and personality traits that act as a necessary condition for the successful performance of activities.

When linking the development of abilities with activity, it is necessary to take into account the principle of the unity of abilities and activity proposed by

V.D. Shadrikov. In his interpretation of the principle, which differs from the generally accepted statement of the primacy of abilities, the scientist notes that the activity of the subject is realized through his existing abilities, and when provided that the requirements of the activity exceed the existing level of abilities, the activity activates the process of development of abilities, thus the abilities develop in the activity in accordance with the requirements. The second important principle, which, according to the scientist, must be taken into account when developing abilities is the principle of unity of abilities and conditions of activity, since the success of activity is determined not only by abilities, but also by the conditions in which they occur development.

For our research, creativity is of interest. According to V. G. Ryndak, they mean the individual's ability to "create new concepts and develop new skills. This is an integral characteristic of a person, including the level of intellectual development, motivation and attitude of a person to the world."

Their substantiation is impossible without reference to the theory of J. Guilford.

In the middle of the last century, a researcher, along with convergent abilities, described divergent abilities. Convergent is the ability to correctly and quickly find the only correct solution.

Divergent abilities correspond to the process of putting forward ideas "going in different directions" regarding the same object or when solving the same problem. Divergence, transformations and implications,

as a structural component of intelligence, J. Guilford considered it as the basis of creative thinking. Touching upon the aspect of creativity as a general creative ability, J. Guilford noted that creativity is ensured

a number of abilities. He included originality of thinking, flexibility, and the ability to produce ideas. At the same time, originality of thinking was understood as the ability to produce distant associations and unusual answers. Flexibility reflected the ability to offer new use of the object and highlight new features and capabilities.

In fact, it was the works of J. Guilford that laid the foundation for a serious study of creative abilities, which are understood as the distinctive features of people who create works of culture, make discoveries,

determining innovation in a particular type of activity, etc. One of the most developed domestic scientific concepts on the issue under consideration is considered to be the concept of A. N. Luk, who divided creative abilities into three main groups:

1. Abilities related to motivation (interests and inclinations);
2. Abilities related to temperament (emotionality);
3. Mental abilities.

However, he did not limit himself only to the proposed classification, but named and substantiated specific abilities that relate to the creative properties of the individual. To these he included vigilance in search; information encoding method

nervous system; the ability to curtail mental operations. For creativity, according to A. N. Luk, a platform of accumulated knowledge is needed.

In addition, the scientist focused on transferability; lateral thinking; integrity of perception; memory readiness; bringing concepts closer together; flexibility of thinking; flexibility of intellect; abilities for evaluative actions.

Among creative abilities, he recorded the ability to “cohesion”; ease of generating ideas; fluency; ability to follow through;

combination of abilities; professional abilities; abilities and intelligence.

Generating ideas is recognized by everyone who deals with the problem of creativity as the most important creative ability. However, it is necessary to take into account that in this case it is not necessary that the points of view put forward are correct.

Speech fluency is closely related to this ability, since consolidating an idea that has arisen involves fixing it in words. The faster, more concisely and more accurately this is done, the better. Vigilance in search is associated with a person’s readiness to discover new facets of the world. A. N. Luk, seeing in her mental quality, in essence, spoke of the vigilance of the human brain. It should be noted that the scientist paid the closest attention to mental activity attention. He associated another creative ability with it - information coding. The way the nervous system does this is determined by the unique ability of the brain to work with thoughts or feelings, in which the typological characteristics of the personality are manifested. The ability to curtail mental operations can also be interpreted as the ability to abstract. According to A. N. Luk, the economy of symbolic designation of concepts is one of the most important conditions in productive thinking.

The ability to transfer is the most important property of a professional in any field of activity. By and large, here we are talking about the search for analogies, which are “resemblance, similarity, closeness; ratio of two similar

objects; conclusions from comparative conclusions.”

The primary objective of the experiment would be to investigate how students enrolled in the **“**Foreign Language: Two Foreign Languages” program develop creative, scientific, and pedagogical skills over a given period. Specificresearchquestionscouldinclude:

 How does the study of two foreign languages influence students' creative problem-solving abilities?

 What is the impact of bilingualism on students’ scientific research skills (e.g., critical thinking, analysis, and synthesis of information)?

 How do students in this program develop pedagogical skills, such as language teaching, lesson planning, and classroom management?

 Is there a relationship between language proficiency (in two languages) and the development of these skills?

 How do various teaching methods (traditional vs. modern/technology-enhanced) influence the development of these skills?

2. Hypotheses

Based on these objectives, some potential hypotheses could be:

 Hypothesis 1: Students who study two foreign languages will exhibit higher levels of creativity (measured through problem-solving tasks, creative writing, and interpretation exercises) compared to students studying only one language.

 Hypothesis 2: Students who engage in bilingual education will show greater scientific research competence (measured through research projects, critical analysis tasks, and academic writing) than monolingual students or those studying only one foreign language.

 Hypothesis 3: Pedagogical skills (including lesson planning, teaching, and language instruction methods) will improve significantly in students who receive hands-on teaching experience during their program, particularly if they use innovative or technology-driven approaches.

 Hypothesis 4: The combination of bilingual language study and interactive teaching methods will lead to a more integrated development of creative, scientific, and pedagogical skills compared to traditional methods.

3. Experimental Design

A. Participants

 Group 1: Students studying two foreign languages (experimental group).

 Group 2: Students studying only one foreign language or no foreign language (control group).

 Sample Size: Ideally, the sample should include 30-50 participants in each group to ensure statistical significance.

B. Pre-Experiment Evaluation (Baseline Assessment)

Before the experiment begins, students should be evaluated on:

1. Language Proficiency: Administer standardized language proficiency tests in both languages to establish baseline data (e.g., TOEFL, IELTS for English, DELE for Spanish, etc.).

2. Creative Skills: Evaluate creative problem-solving through activities like divergent thinking tests, creative writing tasks, or innovative project assignments.

3. Scientific Research Skills: Measure scientific reasoning and research skills by assessing students' ability to critically analyze academic papers, write research proposals, and synthesize information from multiple sources.

4. Pedagogical Knowledge: Evaluate students’ understanding of basic pedagogical theories and teaching methods through a written test or interview.

C. ExperimentalConditions

· Duration: The experiment could run over a semester (4-6 months), or a year to track the longitudinal development of skills.

· Curriculum Design:

º For Group 1 (two foreign languages), create a curriculum that emphasizes bilingual learning, incorporating creative tasks (like translation and creative writing in two languages), scientific research (such as analyzing articles

in multiple languages), and pedagogical practice (such as teaching a small group of peers or younger students in both languages).

- For Group 2 (one foreign language), focus on similar skills but within the context of learning just one foreign language, ensuring that the curriculum is comparable to the experimental group in terms of intensity and content.

D. Experimentation Phases

The experiment can be divided into different phases to systematically assess each skill area:

1. *Phase 1: Creative Skill Development*

- Introduce tasks that encourage creative thinking in both languages. Tasks may include translation exercises that require finding creative solutions, writing short stories in both languages, and interpreting idiomatic expressions from one language to another.
- Encourage students to use both languages in creative ways, such as developing bilingual presentations or multimedia projects that integrate both languages and cultures.

2. *Phase 2: Scientific Research Skill Development*

- Assign research-based tasks such as analyzing academic articles or conducting literature reviews in both foreign languages. For example, students could be asked to find and summarize research articles in both languages on a topic like language acquisition or bilingualism.
- Provide students with opportunities to conduct mini-research projects in both languages, focusing on analyzing language use, cultural differences, or language teaching methodologies.
- Use peer-reviewed journals and academic papers written in the students' second and third languages, allowing them to apply critical thinking to information sourced from diverse linguistic backgrounds.

3. *Phase 3: PedagogicalSkill Development*

- Provide students with practical teaching assignments, where they plan and deliver lessons to fellow students or secondary school students.
- Encourage the use of modern pedagogical tools (e.g., digital platforms, language learning apps, and educational games) in creating lesson plans and teaching strategies.
- Incorporate reflective practice: ask students to record their teaching sessions and critically evaluate their teaching effectiveness in terms of clarity, engagement, and language use.

E. Assessment Methods

To measure the development of creative, scientific, and pedagogical skills, a combination of the following methods can be used:

1. Creative Skills:

- Divergent thinking tasks (e.g., brainstorming solutions to problems in both languages).
- Creative writing assignments in both languages (assessed for originality, coherence, and fluency).

- Peer evaluations of creative projects.

2. Scientific Research Skills:

- Research papers or essays (measured for depth of analysis, critical thinking, and the integration of bilingual resources).
- Literature review assignments (measured for thoroughness, synthesis of multiple sources, and language fluency).
- Presentation and defense of research projects (assessed for clarity, logical argumentation, and integration of bilingual content).

3. Pedagogical Skills:

- Lesson planning exercises (assessed for alignment with pedagogical theories, clarity, and creativity).
- Peer feedback from teaching sessions (assessed for student engagement, use of language, and pedagogical techniques).
- Post-teaching reflection papers (assessed for critical self-reflection on teaching effectiveness and areas for improvement).

F. Post-Experiment Evaluation

After the experimental period ends, a follow-up assessment would be necessary to measure the development of skills:

- Final Tests and Assessments: Re-administer proficiency tests, creative writing tasks, research papers, and pedagogical evaluations to measure growth in each skill area.
- Surveys and Interviews: Conduct interviews or surveys with participants to gather qualitative data on their experiences and perceptions of how the bilingual program influenced their skills.
- Comparative Analysis: Compare the performance of Group 1 (two foreign languages) and Group 2 (one foreign language) in terms of creative, scientific, and pedagogical skill development.

4. Data Analysis

Data analysis would include:

- Quantitative Analysis: Statistical tests (e.g., paired t-tests, ANOVA) to determine if there are significant differences in the development of skills between the experimental and control groups.
- Qualitative Analysis: Thematic analysis of student surveys, interviews, and reflective journals to explore how the students perceive their own growth and which aspects of the program they found most impactful.

5. Conclusion and Implications

Based on the experiment's results, conclusions can be drawn about the effectiveness of bilingual education in fostering creativity, scientific research skills, and pedagogical competence. Additionally, the study may provide valuable insights into which teaching methods and curriculum designs are most effective in promoting these skills.

Having justified at the preparatory stage the task of supplementing psychometric measurements with data obtained using projective techniques, we used the following projective techniques as additional diagnostic tools for the

formation of intellectual creative abilities, which are given below for each component.

The ability to transform was additionally diagnosed using the projective techniques "Label Challenge" (E. de Bono), "Antimyphs", "Crystallization and deployment of information" (T. A. Barysheva) and "Method of metaphors" as tools to assess the variety and ease of transformations and transformations, the use of transformation methods and the number of options (images, concepts, etc.); the degree, quality and originality of transformations and transformations, where the highest degree of transformation is transformation at the level of elements and the whole, inversion, metaphoricity, irreversibility.

The flexibility of intellectual processes was additionally assessed using the projective techniques of "Search for alternatives" (E. de Bono), "Inversion" (T. A. Barysheva) and a modified test of divergent thinking (J. Gilford) as tools for diagnosing the ability to change and reconstruct stereotypes, the ability to multifactorially consider phenomena taking into account various categories and approaches, the use of various, including alternative categories and approaches, the ability to consider the subject of creativity through the prism of several scales simultaneously, for example, in retrospect and perspective; taking into account the text, subtext and the context.

The ability to predictive activity was additionally diagnosed using the projective techniques of "Hypothesizing" ("What if ...?") and the modified test of divergent thinking (J. Gilford) as tools to assess the breadth of the search field and the variety of hypotheses put forward, the validity and originality of hypotheses put forward, ingenuity in their nomination.

Examples of test tasks developed based on the materials of the English language course are given in Appendix 1.

The results of a qualitative analysis of the diagnosis of intellectual creative abilities using projective techniques, as well as the results of psychometric measurements, indicate the similarity of the data obtained in EG and KG at the ascertaining stage. Diagnostics of the ability to transform showed a lack of diversity of methods and options for transformations, a limitation of 1-2 options without details, the predominance of transformations at the level of "complementary repetition" corresponding to a low degree of transformation. Diagnostics of the flexibility of intellectual processes indicated the predominance of one-dimensional solutions manifested in the use of one factor and one approach, showed the presence of rare solutions using two factors, but within the same approach, which corresponds to a low level of divergence of thinking. Diagnostics of the ability to predictive activity showed the limitation of the field of hypothesis search by a given topic or plot, the obviousness, predictability of hypotheses, similarity of hypotheses among themselves, often due to a trivial understanding of the situation, an insignificant or minimal possible number of hypotheses put forward due to focusing on one idea; the validity of hypotheses, due to their pragmatism. Missed or incorrectly completed tasks in EG and KG were recorded.

In the diagnosis of aesthetic creative abilities of students of an international profile (the ability to associate, the ability to abstract and form-create, the ability to refine and improve creative products), the use of association techniques, the coupling of new information with previous experience, the inclusion of new information in existing knowledge systems; complexity, the degree of remoteness of association; the quality of final synthesis; the use of techniques abstraction, perception and creation of abstract and harmonious forms – formulations, images, ideas; the deployment of information, the detailing of the plan and ideas; the search for means of implementing the plan; the detailed development of the created forms and the multifunctional use of details; the embodiment of the plan at the final stage.

To determine the levels of formation of aesthetic creative abilities of students of an international profile, the criterion of formation of which is the creation of complete, detailed harmonious products of educational and cognitive activity, the test of diagnostics of creative abilities of E. P. Torrance was used (see Appendix 3).

The basis for the choice was the conceptual similarity of the content of indicators of the formation of aesthetic creative abilities of students of an international profile with the content of indicators of the test of diagnostics of creative abilities of E. P. Torrance, revealed at the theoretical and methodological stage, and a number of premium parameters. Next, we provide a summary table of the comparison of indicators.

As we have just emphasized, A. N. Luk at the characteristics of creative abilities placed special emphasis on various manifestations of the work of thought. In this vein, it is appropriate to turn to the ideas of A.V. Brushlinsky about the essence of creative thinking. The scientist postulated that the main goal of human mental activity is the knowledge of “continuously changing and therefore new properties and relationships of an object, of being in general.” Existing in a constant environment of the unknown and unobvious, a person invariably faces new difficulties and problems. In conditions of insufficient existing knowledge to solve again given the difficulties created, the subject faces the need for constant and ever-deeper comprehension of the world.

It is thinking that plays a decisive role here, since, on the one hand, it contributes to the discovery of the previously unknown, and on the other hand, it helps to make independent discoveries, since “thinking is always directed into these endless depths of the unknown.

A.V. Brushlinsky argued that in every new situation, when formulating and solving a problem or task, a person “actively seeks and discovers more and more new aspects of the object, relying at the same time on his past life experience,” learns the object through inclusion it into new connections and relationships, which makes it possible to discover new properties and characteristics in it, that is, it carries out analysis through synthesis, which, according to the scientist, reflects the action of the most important method of any thinking.

The intellectual principle in assessing the phenomenon under consideration is also inherent in D. B. Bogoyavlenskaya, who believes that creative abilities are an integral education that includes an intellectual component. D. B. Bogoyavlenskaya correlated the levels of intellectual activity (IA) with the types levels of creativity, which is of interest for our dissertation. In accordance with the typology of creativity according to D. B. Bogoyavlenskaya, the stimulus-productive level of IA is characterized by the activation of mental activity under the influence of an external stimulus without the manifestation of intellectual initiative. At this level there is no cognitive interest as an internal source of stimulation; mental activity is productive in nature ("the type of analysis corresponds to the stage of cognition of the individual".

2.3. Features of the implementation of design and research activities in English classes

Project-based research activities involve:

- The presence of problems that require knowledge from different fields of science;
- practical, theoretical, as well as cognitive significance of the expected results of the research;
- the requirement of creative and independent activity of both an individual student and a group of students, but with intermediate control of the teacher;
- writing a plan of project implementation, an algorithm of actions, which may change in the process of implementation;
- using research methods, i.e. defining the problem and tasks to solve it;
- selecting research methods, searching for information, formalizing the results;
- presentation of the completed project, posing questions of interest, discussion of the results, conclusions, drawing practical significance of the research topic.

Taking into account the possibility of variability of task types and their content modification within the framework of project-research activity in a foreign language, it becomes possible to distinguish the following types of research activity in English lessons:

1. Practical mini-research.

These researches are aimed at studying and generalizing facts contained in different sources. These researches are not long in time and can be used both in class and extracurricular activities. Here are examples of some mini studies: "Rating of extreme sports", "My school", "Developing a route to the countries of the language studied", "Healthy lifestyle".

2. research projects.

These projects are more time-consuming, and it is reasonable for the teacher to use them outside of class time. Research activities are aimed at the realization of the personal approach in teaching methods. It is characterized by a special nature of tasks, being creative and oriented to the development of the learner's personality. as this type of activity creates a positive atmosphere of cooperation, partnership between teachers and students.

In the process of project defense there is a discussion of solutions, discussions. Consequently, students are required to be able to defend their point of view, develop a discussion, come to a compromise solution, which is one of the most important skills in the modern labor market.

3. Case technologies.

This educational technology involves the resolution of specific problem situations by students as a result of active cognitive activity. When students work using this method, a group discussion is organized, a solution is chosen, the results of analysis are presented, and a general discussion takes place.

4. Laboratory work.

This type of research projects involves conducting experimental work in the classroom on a variety of topics (work with an interactive whiteboard, tests, crossword puzzles, etc.).

According to the data obtained with the help of psychometric tools and projective techniques, at the ascertaining stage of experimental work, similar results of the formation of creative abilities of students of international profile in EG and KG were established. The predicted change in the distribution of levels of formation of creative abilities associated with the improvement of motivational, intellectual and aesthetic parameters in the structure of these abilities,

perhaps under the influence of a combination of pedagogical conditions contributing to this, which include pedagogical technologies and tools.

The following paragraph is devoted to the introduction of a set of pedagogical technologies into a foreign language course, the development and implementation of a set of tools for the formation of individual components in the structure of the studied creative abilities.

2.4. A meaningful analysis of the implementation of the model for the formation of creative abilities of international students by means of teaching a foreign language

The focus on the development of students' creative abilities requires new approaches to the professional training of specialists in the field of international activities in order to form their creative professional and personal profile and achieve the necessary results in future professional activities. New priorities of professional training dictate the choice of a creative model of education instead of the traditional information-productive one, focused on the assimilation of ready-made information in the form of "consumption of ready-made truths,

knowledge", the development of stereotypical models of activity, which leads to an ever-decreasing need to show cognitive activity. In conditions typical for traditional question-and-answer dialogue models teach trainees not to ask, but to answer, that is, it is not the one who is learning, striving for knowledge, who is asking, but the one who teaches, controls. At the same time, students very often have to choose their "own" answer from the proposed list of answers that reproduce a ready-made opinion and are devoid of personal meaning for them. Another situation arises when implementing a creative model, where the main actor is the student, and the dominant is the stimulation of an active cognitive position and creative thinking activity. The greatest educational effect is achieved due to the fact that conditions are created for "questioning activity". In order to learn how to think, you need to ask, because "knowledge can only be from someone who has questions," and "what is meaningful turns into our own understanding."

We understand the practical implementation of the ideas of the creative paradigm of professional training in the organization of creatively oriented teaching of a foreign language in the context of the application of the identified set of pedagogical conditions that contribute to the effectiveness of the formation of creative abilities among students of an international profile:

- the creative professional position of a teacher, which manifests itself in the creative orientation of his pedagogical activity, including the search or development of new methods, techniques and their combinations in order to achieve the task, and consists in creatively influencing the disclosure of the creative potential of students by the example of their professional activity, motivating and generating their creativity;
- organization of creative cognitive activity in foreign language classes, stimulating the active assimilation of knowledge in the conditions of interaction and communication on the terms of cooperation and partnership, which consists in the implementation of pedagogical support for students in the course of creative cognitive activity in the implementation of such pedagogical attitudes such as a friendly constructive discussion instead of criticism and denial, an attitude towards the absence of an incorrect answer and the formation of a constructive perception of errors as a source of new knowledge, an attitude towards refining and improving creative products, an attitude towards encouraging initiative;
- the use of innovative pedagogical technologies in the organization of educational and cognitive activities in foreign language classes as a system of interrelated actions of the teacher and students aimed at solving the problems of forming the creative abilities of students;
- building individual trajectories of teacher-student interaction, implemented as pedagogical support for the professional and personal development of each student, helping to teach him to show individuality and independence, defend the possibility of his own creative manifestations, develop creative receptivity to

innovation and openness to new experiences, analyze and strive to improve his own creative solutions;

- creating a developing creative educational environment in foreign language classes and extracurricular work with students, influencing the perception and expectations of the teacher and students from each other, contributing to the creation of a creative microclimate and opportunities for acquiring personal experience in creativity, stimulating the development of creative abilities, effectively influencing the determination of a person's belonging to a professional and personal community.

The full justification and detailed description of each of the conditions is given in the presentation of the organizational and activity block of the model of the process of formation of creative abilities of students of an international profile. At the formative stage of experimental work, the identified pedagogical conditions were implemented in a complex, while systematic observation was carried out, important points in their implementation were noted and summarized.

Thus, the formation of creative abilities of students of an international profile in the experimental group within the framework of the formative experiment (2019-2022) took place in designed pedagogical conditions using pedagogical technologies and a set of tools for the formation of creative abilities developed on their basis, integrated into the English language course, while carrying out systematic observation according to the parameters of the study.

At the formative stage, a set of tools for the formation of creative abilities was developed, tested and improved. In order to select pedagogical technologies for the development of tools, a large volume of literature on technologies, methods, practices of formation and development of creative abilities was studied and analyzed, including works on the techniques of lateral thinking by Edward de Bono, on general techniques of creative thinking used in various fields by R. A. Finke, T. B. Ward and S. M. Smith , collection of the British Council edited by A. Mailey and N. Peachey on creative resources in teaching English, including articles by B. Tomlinson , , works by B. Lucas and E. Spencer on the practice of developing critical and creative thinking skills in higher education , , works by M. Nelke, J. Scherer on techniques for developing creativity in business, works by A.V. Khutorsko, G. P. Shchedrovitsko, A. P. Panfilov and other authors.

At the same time, we are faced, on the one hand, with the variety of technologies and methods offered, and on the other hand, with the lack of practical information on how to apply them in the educational process, which technology is better used to form a specific practical skill and ability in the structure of the studied creative abilities. To successfully solve this task, we were guided by a number of installations:

- pedagogical technologies should be selected taking into account the impact on each component of a theoretically justified structure of creative abilities (motivational, intellectual, aesthetic), several components in the structure at the same time or the complex development of all components as a whole;

- preference should be given to pedagogical technologies that can be combined, modified and adapted for the purposes of this experimental work.

In accordance with the accepted guidelines, based on the results of the literature analysis, the following list of technologies was formed: cognitive-heuristic, creative, art-creative and complex.

Further, the guidelines for the development of tasks of a set of tools for the formation of creative abilities of students of an international profile by means of a foreign language were formulated:

- the tasks of the set of tools should be developed taking into account and in order to form and develop the creative abilities of students of an international profile;

- the tasks of the set of tools should be developed taking into account the impact on each component of the theoretically justified structure of creative abilities (motivational, intellectual, aesthetic), several components in the structure at the same time or the complex development of all components as a whole;

- the tasks of the set of tools should be based on the educational materials of a foreign language course for professional language training of students of an international profile: audio, video, literary texts, feature films;

- the tasks of the set of tools should be developed in a form corresponding to the traditional tasks of a foreign language course, and embedded in the content of the studied language aspect.

212KHUTORSKAYA, A.V. Didactic heuristics. Theory and technology of creative learning / A.V. Khutorskoy. – M.: Publishing House of Moscow State University, 2003. – 416 p.

213shedrovitsky, G. P. Organizational management thinking: ideology, methodology, technology:

course of lectures / G. P. Shchedrovitsky. – M.: Publishing House of A. Lebedev Studio, 2014. – 465 p.

214Panfilova, A. P. Innovative pedagogical technologies: Active learning / A. P. Panfilova. –M.: Publishing center "Academy", 2013. – 192 p.

An example of a project in an English lesson could be the topic “Summer holiday in London”, where you can conduct laboratory work “Places you want to visit”. The children are given the task to create a small presentation in English. An additional plus is the fact that students develop not only research skills, but also skills in working with information technology and the ability to navigate in virtual space to find and select the necessary information. The presentation should contain 5-6 slides with photos of London sights and their brief description. At the same time, students demonstrate autonomy in the choice of content and ways of presentation design.

The effectiveness of project work depends on many factors that should be monitored by the teacher when planning a project. The teacher should take into account the following recommendations:

1) it is necessary to competently manage the cognitive activity of the student, that is, to move from the position of a carrier of knowledge to the position of an organizer.

2) it is necessary to take into account such factors of students' motivation as successful communication, mutual understanding and positive attitude to the subject;

3) it is necessary to use group forms of work (pair, small and large groups);

In the development of technologies for teaching foreign languages, aimed at developing creative abilities in students, a great contribution was made by domestic and foreign teachers I. M. Berman, I. L. Beam, K. Brumfit,

N. D. Galskova, I. A. Zimnyaya, R. P. Milrud. E. I. Passov, G. V. Rogova, E. S. Polat, E. N. Solovova and others. The technological approach, due to its practical orientation, generally complements scientific psychological and pedagogical approaches and opens up new opportunities for designing pedagogical activities and comprehensive solving the assigned problems. Having presented all these approaches, we wanted to demonstrate not only the significance of each of them in the context of this study, but to a greater extent that the best result in the practical formation.

The creative abilities of international students can be achieved when they are used in unity.

The effectiveness of project work depends on many factors that should be monitored by the teacher when planning a project. The teacher should consider the following recommendations:

1) it is necessary to competently manage the cognitive activity of the student, that is, to move from the position of a carrier of knowledge to the position of an organizer.

2) it is necessary to take into account such factors of students' motivation as successful communication, mutual understanding and positive attitude to the subject.

3) it is necessary to use group forms of work (paired, in small and large groups);

4) it is necessary to provide timely assistance to the student considering the results of his/her independent activity.

5) it is necessary to organize situations of success (to offer tasks corresponding to the level of each student);

6) it is necessary to maintain a positive emotional atmosphere of educational cooperation;

7) it is necessary to create conditions for summarizing the results of work taking into account self-reflection and self-assessment.

Often many teachers have a question: how to make lessons on project-research activities interesting and more effective? Here are several types of lessons to help teachers:

1. “Researchers' Corner”. If you could organize such a place in your school where students can discuss research topics, various projects, share ideas - it is great. The researchers' corner should be a comfortable and cozy place where students want to come and where they will not be distracted.

2. Project competitions. Giving learners a task that will be rewarded can greatly increase their fervor. Provide research topics and projects that are not always large and take a long time to prepare. The students themselves will want to participate in such projects, to prove themselves and their abilities.

Based on the conducted research, we can draw the following conclusions. At the middle stage of teaching a foreign language, project-research activity contributes to the successful mastering of a foreign language as a type of speech activity and increasing the level of language competence of students, because it successfully forms a situation of success and increases the motivation of students.

Based on all the above-mentioned, we can conclude that teaching project-research activity in English language classes is one of the most important means of learning. The teacher should pay special attention to this type of learning process, selection of various topics and tasks based on the age characteristics and interests of students.

In summary, the formation of creative, scientific, and pedagogical skills in students enrolled in the "Foreign Language: Two Foreign Languages" program represents a foundational aspect of their professional development, preparing them to become highly skilled educators and experts in the field of language teaching. By pursuing a program that emphasizes the dual mastery of foreign languages, students are not only able to communicate effectively in multiple languages but are also equipped with the necessary intellectual and practical tools to thrive in the ever-evolving landscape of education.

The creative skills nurtured through this program empower students to approach language teaching with originality and innovation. Language learning is often viewed as a structured process, but the creative dimension of the program encourages students to think beyond conventional methods, fostering flexibility in their instructional approaches. Creative teaching strategies, such as integrating games, interactive activities, multimedia resources, and cultural exploration, are instrumental in making language learning engaging and

dynamic. Students in the program learn to adapt to the diverse learning needs of their future students, cultivating an environment where creativity is not only encouraged but essential to effective language acquisition. These creative skills also extend to problem-solving, where students are challenged to devise novel solutions to address difficulties encountered in language learning, whether related to grammar, vocabulary, or cultural nuances.

The development of scientific skills within the program provides a robust foundation for evidence-based language instruction. Students are introduced to research methodologies, linguistic theories, and cognitive models of language acquisition, which help them understand the scientific principles behind language learning and teaching. This focus on the scientific aspect of language education ensures that students are not only proficient in using languages but also capable of critically analyzing and evaluating different language teaching methods. The scientific approach promotes an analytical mindset, where students learn to assess the effectiveness of various teaching strategies and understand the relationship between linguistic theory and practice. Moreover, the research-oriented nature of the program allows students to actively contribute to the academic discourse in applied linguistics, with opportunities to engage in research projects, publish articles, or present findings at conferences. As a result, students develop not only a solid theoretical understanding of language but also the ability to contribute to the future development of the field.

Equally important is the emphasis on pedagogical skills, which are the cornerstone of successful language instruction. The program provides a deep dive into various teaching methodologies, such as communicative language teaching, task-based learning, and content and language integrated learning (CLIL). Students are exposed to a range of pedagogical frameworks that cater to different learner needs, allowing them to tailor their teaching approaches based on the diverse learning profiles of their future students. The program emphasizes the importance of adaptability, where students learn to modify lesson plans and teaching techniques to suit individual and group dynamics, ensuring that all learners, regardless of their background or learning pace, can succeed. Additionally, the inclusion of practical teaching experiences, such as internships and teaching practice, provides students with invaluable hands-on opportunities to apply theoretical knowledge in real-world classrooms. These pedagogical experiences help students develop the confidence and competence to manage a classroom, engage students effectively, and assess their progress, all while maintaining an inclusive and supportive learning environment.

Moreover, the integration of these three core skill areas—creative, scientific, and pedagogical—ensures that students in the "Foreign Language: Two Foreign Languages" program are well-rounded professionals who can not only teach languages but also inspire a passion for learning in their students. This interdisciplinary approach enables students to be prepared for a wide range of teaching contexts, whether they are working in primary or secondary schools, higher education institutions, language schools, or even corporate training

environments. The ability to teach two foreign languages expands their career opportunities and allows them to engage with a diverse student population, further promoting cross-cultural understanding and communication in an increasingly globalized world.

Additionally, the growing demand for bilingual or multilingual educators in today's society is a testament to the significance of this program. In an era where multilingualism is valued not only in educational settings but also in international business, diplomacy, and cultural exchange, the graduates of the "Foreign Language: Two Foreign Languages" program are positioned to meet these challenges head-on. By mastering not just one but two foreign languages, students enhance their employability and their ability to navigate various professional fields, from translation and interpretation to international relations and multicultural project management.

Furthermore, the pedagogical training provided in this program helps students develop essential 21st-century skills, such as digital literacy, collaborative work, and cultural competence. These skills are critical as education systems across the world increasingly incorporate technology and digital platforms into the teaching and learning process. In this context, students are not only taught the basics of language instruction but are also prepared to integrate new educational technologies into their teaching, such as online learning platforms, virtual classrooms, and digital language labs. By embracing the use of technology, students in this program are empowered to create more personalized and accessible learning experiences, which are increasingly important in today's diverse and technology-driven world.

Moreover, as global citizens, graduates of the "Foreign Language: Two Foreign Languages" program become ambassadors of cross-cultural communication. Their linguistic proficiency and cultural knowledge allow them to bridge divides, foster mutual understanding, and contribute to building a more interconnected world. Whether they are teaching students from different cultural backgrounds or working internationally, their ability to communicate effectively in multiple languages serves as a powerful tool in promoting global cooperation and peace.

In closing, the formation of creative, scientific, and pedagogical skills within the "Foreign Language: Two Foreign Languages" program is a vital process that not only enhances the professional competencies of students but also contributes to the broader goal of fostering global understanding, academic excellence, and innovation in language education. By developing these interconnected skill sets, students are well-prepared to navigate the complexities of the modern educational landscape, make meaningful contributions to the field of language teaching, and have a lasting impact on the lives of their students. The program thus serves as an essential stepping stone in shaping the next generation of educators who will play a pivotal role in the evolving world of education, cross-cultural exchange, and multilingualism.

Thus, the experience of applying project-research technology allows us to define the following functions of it in the field of English language teaching:

1) updating and expanding the volume of teaching materials through independent search and cognitive activity, in the course of which there is a deepening of the received knowledge when working with authentic sources.

2) increase of students' learning autonomy as a way of organizing independent activity of schoolchildren.

3) development of creative thinking of students on the basis of providing access to increased amounts of information.

In conclusion, I would like to note that it is important for a teacher to be able to competently organize work on project-research activities, to properly motivate and guide students to achieve excellent results.

Based on the data obtained, we have developed our own set of tasks aimed at developing communicative competence in high school students.

During the internship in the second yearin order to test the effectiveness of this complex, we carried out experimental work. As part of the experiment, we identified a control group of students and an experimental group. In the control group, classes were conducted according to the standard program, and in the experimental group, with the use of a special set of tasks, in addition to the pivotal program.

ControlThe cut confirmed that in the experimental group, students have a higher level of maturing of communicative competence than in the control group.

The effectiveness of the set of tasks developed by uswas proved, and therefore the purpose of the experimental work was achieved.

In this chapter such aspects were considered as: the specifics of a foreign language as an academic subject, general characteristics of difficulties, psychological characteristicsEnglish language training, characteristics of difficulties for each type of speech activity (listening, speaking, reading, writing) and ways to overcome them.

The problem of difficulties in learning a foreign language has already been studied by some psychologists (Artemov V.A., Belyaev B.V., Zimnyaya I.A., Klychnikova Z.I.) and methodologists (Bim I.L., Gez N.I., Lyakhovitsky M.V.) and the author of this work gives a classification of difficulties for each type of speech activity in accordance with the indicated scientists.

to a personthere is much to know and much to remember, every year more and more. Books, records, tape recorders, cards in libraries, computers help a teenager to remember, but the pivotal thing is his own memory. Without it, the normal functioning of the personality and its maturing is impossible.

Low academic performancestudents at schoolalways upsetting for both parents and teachers. No less annoying are the difficulties in assimilation of a large amount of information. Increasingly, complaints of poor memory are heard from all sides. Therefore, today, observance of the laws of human memory is an effective basis for meaningful memorization. Memory is the basis of human

abilities, it is a condition for learning, acquiring knowledge, developing skills and abilities. Without memory, the normal functioning of either the individual or society is impossible. Thanks to his memory, its improvement, a person stood out from the animal world and reached the heights at which he is now. And the further progress of mankind without the constant improvement of this higher mental function is unthinkable.

Memory can be defined as a mental, physiological and cultural process that performs the functions of remembering, storing and reproducing information in life. These functions are basic for memory. They are different not only in structure, and in similar data and results, but also in the fact that they are developed differently in different people.

The world is changing faster than we can see, especially in the production and transmission of knowledge. The dissonance between the increase in the volume of knowledge and the student's faculty to process them requires an adequate response from the education system. Unfortunately, in the practice of teaching, sufficient attention is not paid to the formation ofstudentsadequate, rational techniques and methods of memorization. Without purposeful special work, memorization techniques develop spontaneously and often turn out to be unproductive.

Also in this chapter, a description of experimental work on the implementation of communication situations in teaching speech in a foreign language is given.

The implementation of the practical part of the work was carried out in three stages: introductory, practical and final generalizing.

At the initial stage of our experiment, the initial level of speaking skills of the trainees was revealed. To do this, we used the following methods: survey, observation, questioning, conversation, testing.

We have identified two groups - experimental (14 people) and control (12 people). An analysis of the results of the conducted research showed that most of the trainees have a low level of speaking a foreign language. And only a small number of students have intermediate and high levels.

At the practical stage, our hypothesis was tested about the expediency of using communication situations in teaching speech in a foreign language. The formation of speaking skills was carried out using educational and speech situations.

At the final and generalizing stage, we summed up the general results of the study. Diagnosis was carried out using diagnostic methods.

We concluded that the implementation of communication situations in teaching speaking a foreign language contributes to the successful assimilation of knowledge and their further practical application.

2.5 Experimental testing and analysis of the results of the effectiveness of the formation of creative, pedagogical and scientific skills of students in the EP “Foreign language: two foreign languages”

Normative basis of the experiment: FSES HE (3++) and MGIMO OS.

The experimental work included the following stages:

preparatory, confirmatory, formative and final, on each of which the corresponding tasks were solved.

At the preparatory stage (2018) the plan of experimental work was developed; parameters, criteria, indicators and levels of formation of creative abilities of students of international profile were determined; diagnostic tools were selected.

An important task of the preparatory stage was the selection of aspects of the

of the foreign language that meet the requirements of the designed experiment.

For example, initially such language aspect as discussion was among them.

For the purpose of approbation, my co-author and I conducted a number of classes. But as a result of theoretical and methodological substantiation of pedagogical conditions of the organization of learning and cognitive activity in foreign language classes (which included the study of national literature in a foreign language, individual trajectories of interaction), this language aspect was not included in the number of sites of experimental work. The aspects of the main language, home reading and country studies were selected for the experiment.

As part of the preparatory stage, the analysis and selection of pedagogical technologies were also carried out; tests were developed and tested.

pedagogical technologies were analyzed and selected; trial tasks of a set of tools for the formation of creative abilities were developed and tested, designed on the basis of the selected technologies and materials of the selected language aspects. 46 students participated in the preparatory stage.

At the ascertaining stage, the following tasks were solved:

- form experimental and control groups;
- establish the initial level of formation of creative

abilities of students in the experimental and control groups;

- develop, based on the educational materials of a foreign language course, tasks for a set of tools for the formation of creative abilities for use at the formative stage.

The experimental and control groups were formed from students studying the same aspects of a foreign language with an equal number of study hours. The number of participants in the experimental and control groups was 46 students, 23 students in each group.

Students of the experimental group were included in activities designed as part of the experiment to develop creative abilitiesmeans of teaching a foreign

language under the influence of a set of pedagogical conditions conducive to this within the framework of training sessions over three academic semesters. Students in the control groupat the formative stage were excluded from the experiment.

At the formative stage, the following tasks were solved:

- test and improve the developed complextools for developing creative abilities, integrated into a foreign language course;

- carry out systematic observation of research parameters in the designed conditions.

23 students from the experimental group took part in the formative stage.

At the final stage (2023-2024), the following tasks were solved:

- determine the final level of formation of creative

abilities of students in the experimental and control groups;

- analyze empirical data;

- formulate conclusions of experimental work.

Students the control group did not participate in the formative experiment. For identifying the final level of formation of creative abilities in both groups used the same set of diagnostic tools as in ascertaining stage. To confirm the accuracy of the received data a statistical method was used for processing experimental data studies using t-Student. After the diagnosis at the final stage, the results are obtained in the experimental group (EG) and control group (CG), were analyzed according to the levels of formation of the studied components creative abilities of international students.

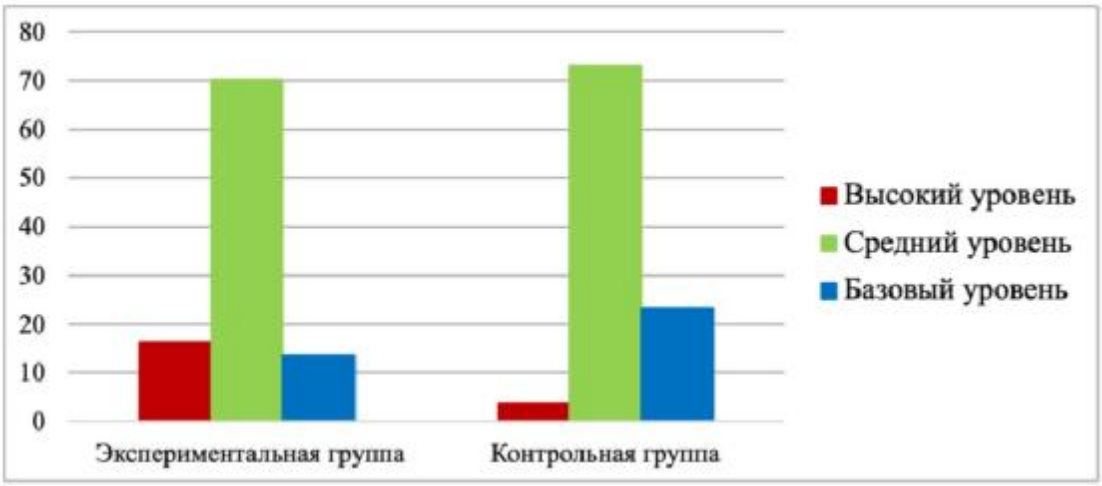
In diagnosing creative motivation at the final stage the “Value Orientations” technique was used (M. Rokeach), as in ascertaining stage. Results of analysis of levels of formation creativemotivation are presented in Table 13 and in the diagram (Fig. 9).

The level of creative motivation of students international profile at the final stage, according to the method “Value orientations” (M. Rokic)

Group / Level	High	Medium	Base
Experimental	16.2%	70.3%	13.5%
Control	3.8%	73.1%	23.1%

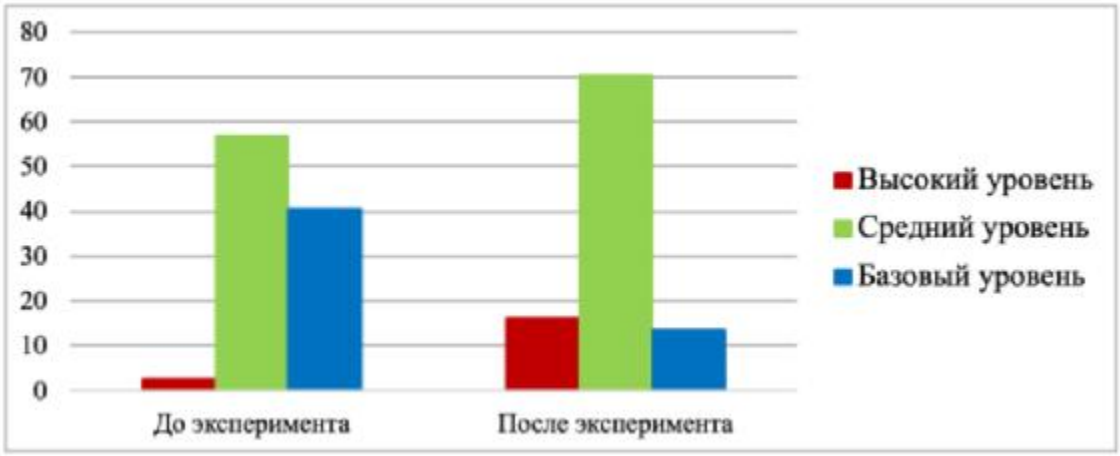
The presented data show a noticeable difference between the levels of formation of creative motivation in the EG and CG. In the EG, the percentage of students with a high level of development of the analyzed parameter significantly prevails compared to the CG. At the same time, the lower percentage of students with a basic level in the EG compared to the CG is noteworthy. At the same time, the difference in the percentage of students with an average level of development is insignificant between the EG and CG.

Thus, in the diagram we see in graphs reflecting results of students in the EG, a new formed picture of the distribution of data by level, where after the experiment there was a redistribution of data due to an increase in the percentage of students with a high level of formation and a reduction in the percentage of students with a low level formation of creative motivation. At the same time, no significant changes are observed in the graphs reflecting the results of students in the CG; the data distribution pattern is close to the original one.



Pic.9 Level of formation of creative motivation of students international profile at the final stage

The data obtained served as the basis for analysis and visual presentation of changes in the studied parameters of creative abilities, observed in the experiment participants upon completion of the experimental work. Results of analysis of changes by parameter creative motivation in the EG are presented in the diagram below (pic. 10).



Pic.10 Dynamics of the level of formation of creative motivation international students in the EG before and after the experiment

The data presented in the diagram clearly displays the previously made conclusion about the new distribution of levels of development in the EG due to a significant increase in the percentage in the group with a high level and a decrease in the percentage in the group with a basic level, with an increase in the percentage of students in the group with an average level of formation of creative motivation.

Similar to the analysis of the ascertaining stage, at the final stage a structural analysis of the formation of students' creative motivation was carried out to analyze dynamic changes in the structure of the students' value hierarchy.

Table 14 provides data on the priority of each parameter significant for creative motivation in the structure of terminal values of international students at the final stage.

The presented data allows us to see differences in the priorities of individual parameters in the structure of terminal values among students from the EG and CG.

In the EG, a larger percentage of students give priority to 6 parameters in the structure of terminal values, compared to the CG, where priority is given to 1 parameterrespectively.

Table 14

Indicators of parameters significant for creative motivation in the structure terminal values of international students at the final stage, "Value orientations" (M. Rokeach)

№	**Terminal values(item number in the questionnaire)**	Experimental group	Control group
1	Active active life (fullness andemotional intensity of life) (1)	46%	41,6%
2	The beauty of nature and art(experience of beauty in nature and inart) (5)	13,5%	12,5%
3	Productive life (maximumfull use of your capabilities, strengths and abilities) (11)	46%	41,6%
4	Development (work on yourself, constant physical and spiritual improvement) (12)	51,3%	54,1%
5	Freedom(independence, independence in judgment and action) (14)	62%	33,3%
6	Creativity(opportunity to engage creativity) (17)	13,5%	4,2%
7	Self-confidence(internal harmony, freedom from internal contradictions, doubts) (18)	48,6%	42,8%

The data, presented in chart form (Fig. 11), shows the differences described above.

The results of the analysis of dynamic changes in the structure of terminal values of students in the EG, presented in the diagram (Fig. 12), make it possible

to clearly display significant changes in the creativity parameter motivation after the experiment. In addition to the general positive dynamics in the EG, it is important to note a significant increase in the priority of such values as “Development (work on oneself, constant physical and spiritual improvement)”, “Freedom (independence, independence in judgment and actions)”, “Creativity (the ability to engage in creativity)” and “Self-confidence (inner harmony, freedom from internal contradictions, doubts)".

Task 1. Describe in detail what is depicted in the symbol (Elaborate the meaning of the symbol).

Task 2. Expand the concept (Elaborate the meaning of the concept).

Task 3. Write a story using the proposed words, the proposed plot, grammatical constructions, phenomena (Write an AVG story/ grammar story: Complex Object Story/ Modal Verb story).

The method of binary oppositions implies knowledge of the phenomena of the world through the search for binary thematic oppositions, the deployment of storylines based on them and involves a multifactorial, multidimensional consideration of phenomena, working with the categories past-future, good-evil, humanity-inhumanity and similar.

This method allows you to form creative motivation; flexibility of intellectual processes, the ability to predictive activity as part of intellectual creative abilities; the ability to refine creative products as part of aesthetic creative abilities.

Task. Based on John Wyndham's short story "The Time Loop" ("Stitch in Time"). Contrast the dream of the main character with the events in reality. How to distinguish one from the other (Describe Mrs. Dolderson’s dream in contrast to reality. What makes them different?).

The method of inversion, inverse transformations involves changing the situation to the opposite in various possible ways; considering the situation from an alternative position, from the position of another.

This method allows you to form creative motivation; the ability to transform, the flexibility of intellectual processes, the ability to predictive activity as part of intellectual creative abilities; the ability to form-create, the ability to refine creative products as part of aesthetic creative abilities.

Examples of working with this method can be tasks for thinking through alternative plots, endings, actions of heroes taking into account events, actions of other characters.

Task 1. Formulate conclusions. Think over the conclusions that are the opposite of those made. (Think of the conclusions. Now think of alternative conclusions which are totally different from the conclusions above).

Task 2. Come up with a title whose meaning contradicts the expectations of the reader of this story/the viewer of the film (Think of the title with a meaning which differs from what the reader expects to read).

Task 3. Disagree with the point of view ... that this is the only option ... Argue your opinion (Disagree with ... who thinks that the only alternative is .... Give your reasons).

The error method involves stimulating heuristic activities focused on understanding the variability of knowledge, for example, exceptions to the rules, alternatives to the generally accepted. The teacher intentionally presents an erroneous version of the answer in the process of working with the stimulus material, students must recognize what the error is and justify the falsity of the version, the idea through the search for a basis for refutation.

This method allows you to form creative motivation; the ability to transform, the flexibility of intellectual processes, the ability to predictive activity as part of intellectual creative abilities; the ability to form-create, the ability to refine creative products as part of aesthetic creative abilities.

Examples of working with this method can be the following tasks, developed on the basis of Philip K. Dick's story "Man" ("Human Is").

Task 1. All suggested adjectives are used in the story to describe the character and feelings of the characters (a list of adjectives is provided). Divide the adjectives into two groups: positive and negative. Are there adjectives in the list that can be attributed to both groups? What does it depend on? Give your examples (All of these adjectives are used in the story to describe the characters' personality and emotions: ambitious, bitter, calm, careless, cold, content, cruel, excited, gentle, grim, hard, impatient, inhuman, irrational, kind, lazy, mean, mellow, nervous, polite, practical, relaxed, romantic, ruthless, stern, thoughtful, tolerant, understanding, warm. Divide them into positive and negative characteristics. Are there any adjectives that can be both positive and negative? What does it depend on? Think of your examples).

Task 2. Which would be more humane on Jill's part–to save her husband or a man from the planet Rexor? Consider her decision, taking into account all the characters in the story and considering all possible consequences (What could have been more human of Jill – saving her husband or the Rexorian man? Take into account all characters of the story and possible consequences. Work out a balanced view).

The method of designing ideas and hypotheses involves establishing causal relationships, understanding relationships, reconstructing and transforming an existing idea, planning, designing, hypothesizing, involves working with a forecast of a different turn of events without additional incentives, the result is an independent completed creative product.

This method allows you to form creative motivation; the ability to transform, the ability to predictive activity as part of intellectual creative abilities; the ability to form-create, the ability to refine creative products as part of aesthetic creative abilities.

The following tasks are given as examples of work using this method:

Task 1. If you were a presenter, what questions would you ask in this interview (If you were a reporter, what questions would you ask in the interview)?

Task 2. You are the author of the work. This is the beginning of it. Think over the plot, the plan of the whole work, choose the main characters. Present the development to your colleagues, explain the choice (You are the writer of the story. Here is the beginning of your story. Think of the plot and main characters, work out the plan of what you are going to write next. Present the plot and plan, introduce the main characters of your story. Support the work-out with your ideas).

Task 3. (Can be used as a continuation of task 2 at the next stage of the work.) After you have read the author's work, think about as many other turns of events as possible. Start each idea with the words: "What if ..." (Now that you have read the full story, think of other possible developments of the events starting with the words "What if...?").

The generation of independent questions by students involves thinking through and formulating their own questions about the material being studied, preparing answers to their own questions, discussing other students' questions, thinking through and formulating questions in accordance with the guidelines, a gradual transition to more questions from the students and less from the teacher. In the development of this method, it is possible for students to develop independent tasks for the studied material.

The formulation of independent questions by students is at the same time one of the most significant types of creative cognitive activity and one of the most important skills that require preparatory work and constant improvement. The question is more difficult to answer, as it has been known since the time of Plato's Socratic dialogues, but, unfortunately, this is often forgotten. Pedagogical practice shows that the vast majority of modern students are not able to ask at all. At the same time, the ability to ask a question indicates a desire to know, an admission of ignorance. That is, in practice we are dealing with a massive manifestation of passivity and unwillingness to gain knowledge. Unsurprisingly, experience with this method has shown that at first the teacher will need to think through the questions himself, help students formulate them so that they can understand and successfully complete tasks based on this method in the future. It is necessary to pay great attention to the discussion of independently formulated questions and give constant feedback for the formation and improvement of the skill. It is important to emphasize that working with this method requires students to think through the answers to their questions. This helps to develop the ability to predictive activity and adjust the formation of a skill, since at the initial stage students experience difficulty with the correct formulation of a question, and sometimes it is the answer that serves as a support for recognizing its essence.

This method allows you to form creative motivation; the ability to transform, the flexibility of intellectual processes, the ability to predictive activity as part of intellectual creative abilities; the ability to associate, the ability to abstract and form-making, the ability to refine creative products as part of aesthetic creative abilities.

As an example, here are the tasks that will help you get started with this method. At the initial stage, it is recommended to formulate the task in accordance with a certain setting, for example, the nature of the text or the tasks of the lesson, which will help overcome the barrier and facilitate the generation of an independent question by students.

Task 1. Ask a question to the story that may confuse others. Write down the question and think over the answers (Ask you question on the story to puzzle your peers in class. Write it down and think of the possible answers). – The task is formulated in accordance with the nature of the text, which contains ambiguity, therefore, such questions are largely prompted by the text itself.

Task 2. Ask a question to the plot, which can be answered from the perspective of two participants. Write down the question and think over the answers (Ask the question to make the peers in class in two minds about the answer. Write it down and think of the possible answers). – The task is formulated in a lesson devoted to the formation of a multilateral point of view, which also facilitates the task of formulating a question.

Some researchers use this method as an independent one in the practice of forming creative abilities in higher education, which confirms its criticality and importance.

Creative and art-creative technologies

The method of metaphorical transformations involves the interpretation of metaphors, the transformation of a metaphor into a statement without metaphorical meaning; the transformation in the opposite direction is the search for a basis for converting a non–metaphorical judgment into a metaphor.

This method allows you to form the ability to transform, the flexibility of intellectual processes as part of intellectual creative abilities; the ability to associate, the ability to abstract and form-making as part of aesthetic creative abilities.

The following tasks can serve as an example of working with this method.

Task 1. Find metaphors in the story. Explain the metaphors in your own words without distorting the meaning (Search through the story for metaphors. Explain the metaphors in your own words without changing the meaning).

Task 2. Find fragments of text that can be expressed in a metaphor. Formulate a metaphor, explain it (Find the excerpts to be rendered with a metaphor. Make up the metaphor, explain it).

The method of constructing metaphors belongs to a group of construction methods – cognition of the material through personal transformation, the construction of one's own concepts, rules, concepts, theories, etc., involves the search for a metaphor with a similar meaning, the creation of one's own

metaphors in accordance with the context, the construction of metaphorical headings, the formulation of the author's message using a metaphor. This method can be used to develop the method of metaphorical transformations, as it requires primary skills in working with metaphors.

This method allows you to form creative motivation; the ability to transform, the flexibility of intellectual processes as part of intellectual creativity; the ability to associate, the ability to abstract and form-making, the ability to refine creative products as part of aesthetic creativity.

Task 1. What is the author's message? Formulate it using a metaphor

(What is the message of the story. Use a metaphor to convey it).

Task 2. Formulate your metaphor with a similar meaning (Think of another metaphor to render the same meaning). – The task is presented as a continuation of the task of searching for a metaphor in the text.

The method of reconstruction of stereotypical models and cliches is a work with the search for stamps, stereotypes, with the recognition and refutation of so-called immutable truths and attitudes, with the transformation of stereotypes and cliches, involves the rejection of familiar approaches and schemes, the perception of the opposite point of view, the search for a basis for refutation and reconstruction of a stereotypical attitude. It has the following practical forms:

"Challenging labels", "Searching for alternatives" by E. de Bono, "Anti-myths" by T. A. Barysheva.

This method allows you to form creative motivation; the ability to transform, the flexibility of intellectual processes, the ability to predictive activity as part of intellectual creative abilities; the ability to associate, the ability to abstract and form-making, the ability to refine creative products as part of aesthetic creative abilities.

Task 1. Based on the material of David Attenborough's documentary about climate change in the United Kingdom ("Climate Change: Britain Under Threat"), a three-part task has been developed. Before viewing, students are asked a question: 1) What popular myths about climate change are known to you. Write them down. (What are the popular myths about the climate change? Put down all the myths about the climate change that you know)? – Students' answers are being discussed.

This is followed by watching the movie and the second part of the task: 2) While watching, record all the climate changes presented in the film (Put down all the climate changes presented in the documentary). – Students' answers are discussed and compared with popular myths from the first part of the assignment.

Traditionally, students mention only negative factors.

In the third part, students are asked a new question: 3) Do all climate changes bring changes for the worse (Are all climate changes for the worse)? – The question helps to recover all the information from the movie, to question, refute and reconstruct stamps into new ideas.

Task 2. Based on the material of Hector Munro's short story "Tea", a two-part task has been developed: 1) What social, cultural, traditional, and other stereotypes are found in the story? Write them down. Complete the list with similar stereotypes typical of your circle (Search through the story for some traditional, social, cultural or other stereotypes or popular clichés. Write down the stereotypes and clichés that you found. Complete the list with similar stereotypes typical of your lifestyle). – Entries are discussed, as it is rare for an individual student to recognize all the stereotypes. A fairly complete list is formed during the discussion, as well as listing similar stereotypes from the lists of all students, which helps to identify more cliches and cliches.

In the second part of the assignment, the teacher sets an additional task: 2) Formulate a different opinion regarding each stereotype from the list using the suggested formulations: "This is an absolute misconception...",

"Contrary to popular opinion..." or use your introduction (Give an alternative opinion of the stereotypes and clichés. You may start with the words «It is a complete myth that…», «Contrary to popular myth…» or choose your own opening words). – It is recommended to discuss refutations with examples or "counterexamples". Students easily refute stereotypes, examples of which they draw from their own experience and the experience of other people. Difficulties arise with refuting and thinking through abstract counterarguments,

ambiguous situations, as well as cases that they do not recognize as cliches or cliches.

Task 3. Based on the story of Lloyd Biggle Jr. "What a lovely school!" ("And Madly Teach"). Create an image of a teacher (student) that is completely different from the one described in the story (Make up a character sketch of the teacher (student) totally different to that in the story).

The search for alternatives also refers to the method of reconstructing stereotypical models. The method is distinguished by the search for the maximum possible number of different approaches and solutions as opposed to the search for the best optimal solution. The practice of working with the method shows that the results are due to the stimulus material, while the more complex the stimulus, the easier it is to find alternatives, and vice versa, the more elementary the stimulus, the more difficult it is to find alternatives.

Task 4. Formulate a conclusion that differs from the author's

(Disagree with the author’s conclusion).

Task 5. Based on the short story by Roald Dahl "Mrs. Bixby and the Colonel's Coat" ("Mrs. Bixby and the Colonel's Coat"). Think of an alternative plan on behalf of Mrs. Bixby (Think of and elaborate an alternative plan for Mrs.

Bixby).

Text-context-subtext. The method involves working with the recognition and interpretation of the inner picture of an idea, recognition of implicitness, "reading between the lines", considering what is happening simultaneously in the dimension of text, subtext and context.

This method allows you to form creative motivation; flexibility of intellectual processes as part of intellectual creative abilities; the ability to associate, the ability to refine creative products as part of aesthetic creative abilities.

Task 1. Specify in the story (film) a place (phrase / remark) that reveals the essence of the plot (serves as a denouement). Explain your opinion (Search for the punchline. How do you interpret it?).

Задание 2. На материале рассказа Билла Брауна «Звездные утята» («Star Ducks»). Сравните, как относятся чета Алсопов и Г-н Рафферти к происходящему на ферме? В чем отношение схоже, а чем отличается? – Задание сформулировано на тексте, в котором большая часть информации завуалирована и передается через реплики персонажей.

	Отношение Алсопов (The Alsops' attitude)	Отношение Г-на Рафферти (Mr Rafferty's attitude)
Причинывизитов (Reasons for the aliens' visits)		
Отъезд (Aliens' departure)		
Доказательства визитов (Evidence of aliens' visits)		

Задание 3. Как мы понимаем, что Г-н Рафферти высочайший профессионал своего дела (What makes Mr. Raffertytopreporter)? – Задание предполагает раскрытие имплицитности, чтение между строк.

Ретроспектива-перспектива. Метод предполагает одновременно ретроспективное и перспективное рассмотрение явлений и событий, в том числе с позиции другого, децентрация.

Данный метод позволяет формировать творческую мотивацию; гибкость интеллектуальных процессов в составе интеллектуальных творческих способностей; способность к ассоциированию, способность к доработке продуктов творчества в составе эстетических творческих способностей.

Задание. На материале рассказа Джона Уиндема «Петля времени» («Stitchin Time»). Предположим, что кто-то прибыл в наше время из столетнего прошлого. Что из нашего времени могло бы поразить (напугать, развеселить и т. д.) этого человека больше всего? Выберите что-то одно и опишите таким образом, чтобы человек из прошлого понял бывас (Suppose that one of the ancestors from a hundred years ago travelled into the present age. What thing of the modern age do you think they would find the most shocking/alarming/amazing/funny etc.? Choose ONE thing and write some notes to explainitin a way that the ancestorsaresureto understand). – Сложность выполнения задания заключается не столько в выборе единственного объекта, как в разработке описания с учетом ретроспективно-перспективного взгляда и позиции другого.

Метод распознавания и интерпретации амбивалентности предполагает работу с амбивалентными стимулами, узнавание амбивалентности содержания через определение элементов, с помощью которых она передана.

Данный метод позволяет формировать творческую мотивацию; способность к ассоциированию, способность к абстрагированию и формотворчеству, способность к доработке продуктов творчества в составе эстетических творческих способностей.

Задание 1. На материале рассказа Джона Чивера «Воссоединение» («Reunion»). Как соотносится название и содержание? Объяснитенесоответствие (What is the relationship between the title and the events? Account for themismatch). –

Тональность рассказа противоречит заголовку. Распознавание несоответствия представляет меньшую сложность, чем объяснение. В случае затруднения можно помочь студентам уточняющими вопросами: «Что такое воссоединение?» «Главные герои остались вместе?», «Почему автор выбрал такое название?» и т.п.

Задание 2. На материале рассказа Роальда Даля «Хозяйка» («Landlady»). Что настораживает Билла Уивера? Сопоставьте описание дома и ваше впечатление о нем (Whydoes Billy Weaverfeeluncomfortableaboutthehouse? Compareandcontrastthedescriptionoftheboardinghouseandthewayyoufeelaboutit) . – В тексте содержится множество прилагательных и глаголов характера действия, которые помогают справиться с задачей.

Метод сценарной разработки предполагает сотворческую деятельность, художественно-поисковую активность, стимулом которой может быть художественный текст (видео, страноведческий, исторический материал и т. д.); представляет собой построение и разработку сценария, путешествия и т. д: идея, сюжет (замысел), детальная разработка материала.

Данный метод позволяет формировать творческую мотивацию; способность к преобразованиям, гибкость интеллектуальных процессов, способность к прогностической деятельности в составе интеллектуальных творческих способностей; способность к ассоциированию, способность к абстрагированию и формотворчеству, способность к доработке продуктов творчества в составе эстетических творческих способностей.

Задание 1. На основе прочитанного материала дается задание разработать сценарий фильма, сериала, трейлера; на основе фильма – разработать сюжет книги, рассказа. Выполнялось как зачетное задание по курсу домашнего чтения. Разработайте сценарий фильма по мотивам романа Фрэнсиса Дика «Фаворит» («Dead Cert») с подбором актеров. Представьте идею, место, время событий фильма, изложите сюжет, распределите роли, обоснуйте выбор, придумайте название фильма.

Подготовьте экспресс-речь, адресованную продюсеру фильма. – Задание встречается студентами с энтузиазмом, так как позволяет продемонстрировать как свободное владение материалом, что отражается в оригинальных, захватывающих сюжетах на основе событий романа, так и общую эрудицию, которая проявляется в выборе и защите кастинга на основе сравнения, сопоставления фильмографий и творческого потенциала актеров.

Задание 2. На основе страноведческого курса «British Studies», зачетное задание по курсу. Разработайте путешествие: идея, целевая аудитория, маршрут, остановки, перемещение, экскурсии (встречи, события и т. д.) в местах остановок, придумайте название тура. Представьте путешествие коллегам в удобной вам форме. – Путешествия, разработанные студентами от замысла до детальной разработки, демонстрируют свободное владение студентами изученного материала, встраивание новых знаний в существующую систему сведений, что нашло отражение в оригинальном объединении форматов, стилей, эпох и т. д.: «Университеты Соединенного Королевства», «Вспоминаем принцессу Диану», «Знакомимся с Соединенным Королевством через музыкальные стили» и т. д., с использованием исторического, художественного, географического, музыкального материалов.

Задание 3. На материале рассказа Билла Брауна «Звездные утята» («Star Ducks»). Как вы думаете, г-н Рафферти откажется от репортажа или найдет способ сообщить миру о грандиозной новости (Do youthink Mr Raffertywouldgiveuporfind a waytoreportthegreateststoryintheworld)? – Развязка рассказа не

оставляет надежды на обнаружение каких-либо фактических доказательств происшествия, но в задании на распознавание имплицитности, выполненном ранее, студенты убедились в высоком профессионализме репортера. Такая конфигурация заданий позволила разработать следующее творческое задание на основе рассказа.

Подготовьте от имени Г-на Рафферти репортаж для Times: придумайте заголовок статьи, напишите текст, чтобы читатели поверили в сенсационную новость. (Work out Mr. Rafferty’s report of the events to his Times’ boss. Think of a suitable headline. Both the headline and the report should attract and convince the reading public that the visit of aliens is sensational but true). – Заданиеопределяетвозможностьтакогорепортажа, нооставляетполнуюсвободувеговыполнении. Необходимо отметить, что все без исключения студенты справились с заданием.

Но наибольшую ценность представляет тот факт, что ни один репортаж не повторился, что встречается достаточно редко в современных условиях обучения.

В завершение описания важно отметить, что все разработанные задания рекомендуются к использованию в комплексе. Именно при таком применении они дополняют и усиливают друг друга в формировании

отдельно взятой составляющей в структуре творческих способностей или нескольких составляющих в комплексе, что позволяет говорить о специально разработанных заданиях с использованием когнитивно-эвристических, креативных, арткреативных, комплексных технологий как о комплексе инструментов формирования творческих способностей студентов международного профиля.

В процессе проведения формирующего эксперимента учебный материал каждого планируемого занятия анализировался с целью внедрения максимально возможного набора заданий из комплекса инструментов, при необходимости проводилась их модификация и адаптация. По завершении каждого занятия проводился его анализ на предмет оценки работы с заданиями, отмечались успешные и слабые стороны, делались заметки о новых вариантах, возможностях, т. д., обнаруженных на практике, на основе чего задания усовершенствовались.

Examples include short story assignments: Jeffrey

Archer's "Blind Date" and S. Maugham's "Mr. Know-it-All".

Task 1. Confirm with facts and quotes from the story that the main character pretended to be blind (The main character pretended to be blind. Prove it with the ideas and quotes from the story). The task of the students is to recognize the fallacy of the statement and refute it, confirming it with facts from the story. This task additionally allows you to pay attention to the detail in the description of the scenes of the story. It is interesting to ask a question in the process of working on the assignment, after the students recognized the error in the statement: At what point in the story did you guess that the person was blind? This question will help you find more facts.

Task 2. Find facts in the story to confirm that Mr. Kelada is a gentleman (Mr. Kelada is a gentleman. Find the facts in the story to prove it). This statement is surprising, since the story openly describes multiple examples of lack of manners, gallantry, etc., and the true act of a gentleman is conveyed indirectly, implicitly, at the very end of the story.

The method of combining opposites involves simultaneous consideration or unification of several conditions and approaches, including opposite ones; consideration and analysis of phenomena – objects of creativity in the unity of opposites.

This method allows you to form creative motivation; flexibility of intellectual processes, the ability to predictive activity as part of intellectual creativity.

First of all, it is necessary to note the positive dynamics in changes in all levels of formation of intellectual creative abilities after the experiment, which was noted above.

At the same time, the distribution by level deserves attention, which is fundamentally different from the situation at the ascertaining stage. The largest group is represented by students with a high level, followed by a group of students with an average level, and the circle is closed by the smallest group of

students with a basic level of development of intellectual creative abilities. This distribution seems to be a successful result of the implementation of the model for the formation of creative abilities of international students within the framework of experimental work.

The use of projective techniques in addition to psychometric measurements made it possible to analyze qualitative parameters reflecting the procedural side of the formation of students' intellectual creative abilities, and in creative works to additionally monitor

dynamics of changes for each participant in experimental work.

The results of a qualitative analysis of the diagnosis of intellectual creativity using projective techniques, similar to the results of psychometric measurements, showed different results in the EG and CG at the final stage. Diagnostics of the ability to transform showed the use of various methods and options of transformations by students in the EG, reaching 5 or more, the use of complex means expression and metaphoricality, the predominance of inversions with the acquisition of a new structure and episodic use of metaphoricality, the appearance of answers with complete inversion in combination with metaphoricality - the highest level transformation, which corresponds to high and medium levels; in the CG there was a lack of diversity in transformation methods with limited use of options, no more than two; the persistence, in comparison with the ascertaining stage, of the predominance of transformations at the levelcomplementary repetition – a low degree of transformation, which corresponds to the basic level.

Diagnostics of the flexibility of intellectual processes indicated a stable, confident use in the EG of parallel polyphony, characterized by consideration of the subject of creativity, taking into account several

scales, using a variety of factors and approaches, but implemented in one direction, which corresponds to the second highest level of divergent thinking - high and medium levels. The CG noted the predominance of one-dimensional solutions, manifested in the use of onefactor and one approach, with rare decisions using two factors, but within one approach, which corresponds to a low level of divergent thinking - the basic level. Diagnostics of the ability for predictive activity showed the construction of various hypotheses by students in the EG, differing in the breadth of the search field outside the proposed thematic field, the emergence of hypotheses with a wide scope, including from a thematically distant field, the nomination of original, non-repetitive and at the same time logical and substantiated hypotheses - high and average levels. In the CG, the predominance of obvious hypotheses, limited to a given topic or plot, remained, the similarity of hypotheses of different students was noted, including as a result of an unambiguous understanding of the situation, the absence of original hypotheses, the construction of the minimum possible number of hypotheses - basic and intermediate levels.

Task 2. Based on Bill Brown's short story "Star Ducklings" ("Star Ducks"). Compare how the Alsop couple and Mr. Rafferty feel about what is happening

on the farm? How is the relationship similar and how is it different? – The task is formulated on the text, in which most of the information is veiled and transmitted through the replicas of the characters.

Alsop's Attitude Mr. Rafferty's Attitude

(The Alsops' attitude) (Mr Rafferty's attitude)

Reasons for the visits

(Reasons for the aliens' visits)

Departure (Aliens' departure)

Evidence of visits

(Evidence of aliens' visits)

Task 3. How do we understand that Mr. Rafferty is the highest professional in his field (What makes Mr. Rafferty a top reporter)? – The task involves revealing the implication, reading between the lines.

A retrospective is a perspective. The method involves both retrospective and perspective consideration of phenomena and events, including from the perspective of another, decentralization.

This method allows you to form creative motivation; flexibility of intellectual processes as part of intellectual creative abilities; the ability to associate, the ability to refine creative products as part of aesthetic creative abilities.

Task. Based on John Wyndham's short story "The Time Loop" ("Stitch in Time"). Let's assume that someone arrived in our time from a century ago. Which of our time could impress (scare, amuse, etc.) this person the most? Choose one thing and describe it in such a way that a person from the past would understand you (Assume that one of the ancestors from a hundred years ago traveled into the present age. What thing of the modern age do you think they would find the most shocking/alarming/amazing/funny etc.? Choose ONE thing and write some notes to explain it in a way that the ancestors are sure to understand). – The difficulty of completing the task lies not so much in choosing a single object, as in developing a description taking into account the retrospective perspective and the position of the other.

The method of recognizing and interpreting ambivalence involves working with ambivalent stimuli, recognizing the ambivalence of content through the definition of the elements by which it is conveyed.

This method allows you to form creative motivation; the ability to associate, the ability to abstract and form-create, the ability to refine creative products as part of aesthetic creative abilities.

Task 1. Based on John Cheever's short story "Reunion"

(«Reunion»). How does the title and content relate? Explain the discrepancy

(What is the relationship between the title and the events? Account for the mismatch).

The tone of the story contradicts the title. Recognizing a discrepancy is less difficult than explaining it. In case of difficulty, you can help students with clarifying questions: "What is a reunion?" "The main characters stayed together?", "Why did the author choose such a name?" etc.

Task 2. Based on Roald Dahl's short story "The Hostess" ("Landlady"). What's bothering Bill Weaver? Compare the description of the house and your impression of it (Why does Billy Weaver feel uncomfortable about the house? Compare and contrast the description of the boarding house and the way you feel about it). – The text contains many adjectives and verbs of the nature of the action that help to cope with the task.

The method of scenario development involves creative activity, artistic and search activity, which can be stimulated by an artistic text (video, regional, historical material, etc.); it represents the construction and development of a script, travel, etc.: idea, plot (idea), detailed development of the material.

This method allows you to form creative motivation; the ability to transform, the flexibility of intellectual processes, the ability to predictive activity as part of intellectual creative abilities; the ability to associate, the ability to abstract and form-making, the ability to refine creative products as part of aesthetic creative abilities.

Task 1. Based on the material read, the task is given to develop a script for a film, series, trailer; based on the film, to develop the plot of a book, a story. It was performed as a test assignment for a home reading course. Develop a film script based on Francis Dick's novel "The Favorite" ("Dead Cert") with a selection of actors. Imagine the idea, place, time of the events of the film, outline the plot, assign roles, justify the choice, come up with the name of the film. Prepare an express speech addressed to the film producer. – The assignment is met with enthusiasm by students, as it allows them to demonstrate both fluency in the material, which is reflected in original, exciting plots based on the events of the novel, and general erudition, which manifests itself in the selection and protection of casting based on comparison, comparison of filmographies and the creative potential of actors.

Task 2. Based on the regional studies course "British Studies", a credit assignment for the course. Design a journey: the idea, the target audience, the route, stops, moving, excursions (meetings, events, etc.) at the stops, come up with the name of the tour. Present the journey to your colleagues in a way that is convenient for you. – Trips developed by students from conception to detailed development demonstrate students' fluency in the studied material, embedding new knowledge into the existing information system, which is reflected in the original combination of formats, styles, eras, etc. D.: "Universities of the United Kingdom", "Remembering Princess Diana", "Getting to know the United Kingdom through musical styles", etc., using historical, artistic, geographical, musical materials.

Task 3. Based on Bill Brown's short story "Star Ducklings" ("Star Ducks"). Do you think Mr. Rafferty would give up reporting or find a way to tell the

world about the great news (Do you think Mr. Rafferty would give up or find a way to report the greatest story in the world)? – The denouement of the story is not

It leaves hopes for the discovery of any actual evidence of the incident, but in the task of recognizing implicitness performed earlier, the students were convinced of the reporter's high professionalism. This task configuration made it possible to develop the following creative task based on the story.

Prepare a report for the Times on behalf of Mr. Rafferty: come up with an article title, write a text so that readers believe in sensational news. (Work out Mr. Rafferty's report of the events to his Times' boss. Think of a suitable headline. Both the headline and the report should attract and convince the reading public that the visit of aliens is sensational but true). – The assignment determines the possibility of such a reportage, but leaves complete freedom in its execution. It should be noted that all students, without exception, coped with the task.

But the most valuable thing is the fact that not a single reportage was repeated, which is quite rare in modern learning conditions.

At the end of the description, it is important to note that all the developed tasks are recommended for use in a complex. It is with this application that they complement and strengthen each other in the formation of a single component in the structure of creative abilities or several components in a complex, which allows us to talk about specially designed tasks using cognitive-heuristic, creative, artcreative, complex technologies as a set of tools for the formation of creative abilities of international students.

In the process of conducting a formative experiment, the educational material of each planned lesson was analyzed in order to implement the maximum possible set of tasks from a set of tools, if necessary, their modification and adaptation were carried out. At the end of each lesson, it was analyzed to evaluate the work with the tasks, the successful and weak sides were noted, notes were made about new options, opportunities, etc., discovered in practice, on the basis of which the tasks were improved.

Compared to persisting omissions or incorrectcompleted tasks in the CG, in the EG the correct completion of tasks in full was noted, which indicates confident use of the developed skills.

The analysis carried out allows us to state a pronouncedpositive dynamics of the levels of formation of intellectual creative abilities of international students in the EG. Unlike the CG, where basic and average levels of development of intellectual creative abilities prevail, in the EG high and average levels prevail, which corresponds to the students' abilities to constructively use various tools for converting information and predictive activity in educational and cognitive activities in order to create educational and cognitive products activities that carry a new semantic load. Qualitative data analysis showed that its results are consistent with psychometric changes, and allowed us to monitor

the dynamics parameters reflecting the procedural side of the formation of intellectual creative abilities of international students.

In diagnosing aesthetic creative abilities, at the final stage, the test for diagnosing creative abilities by E. P. Torrance was used, as well as at the ascertaining stage. After diagnosing aesthetic creative abilities, the data obtained were processed and analyzed according to levels of formation.

Analysis of data on the formation of creative motivation,intellectual and aesthetic parameters of creative abilities of international students in the EG and CG indicates a fundamental difference in the distribution of levels of formation of creative abilities in the EG and CG after the experimental work, in contrast to a similar picture of the distribution by levels in the EG and CG before itcarrying out.

At the ascertaining stage, the percentage of international students with a high level of creative abilities in the EG differed slightly from the corresponding indicator in the CG (EG - 16.2%, CG -10.8%). At the final stage, the percentage of students with a high level increased significantly in the EG, but remained almost unchanged in the CG (EG - 40.1%, CG -11.5%).

The percentage of students with an average level of creative abilities was at a similar level in the EG and CG at the ascertaining stage (EG - 44.8%, CG - 47.4%), at the final stage the percentage almost did not change in

EG and slightly increased in the CG (EG – 44.3%, CG – 51.4%).

At the ascertaining stage, the percentage of students with a basic levelthe formation of creative abilities in the EG was close to the indicator in the CG (EG - 39.0%, CG - 41.8%), which changed significantly at the final stage (EG - 15.6%, CG - 37.1%).

Integrated technologies Creative workshop

At the preparatory and theoretical stage, we revealed the potential and proved the special value of using the technology of the creative workshop in the practice of forming the creative abilities of students of an international profile. As noted earlier, the workshop provides a comprehensive formation of creative abilities, realized through the multidimensionality and unity of complementary intellectual, emotional, ethical, psychological, pedagogical plans of interaction in the joint activities of students and teachers.

An important conclusion that determined the choice in favor of this technology is due to the fact that the basic principles of organizing a creative workshop are consistent and fully reflect the content of the pedagogically identified conditions for the effective organization of the process of forming the creative abilities of international students: the manifestation of the creative professional position of the teacher; the organization of creative cognitive activity in foreign language classes; the use of innovative pedagogical technologies in the organization educational and cognitive activities in foreign language classes; building individual trajectories of teacher interaction with students; creating a developing creative educational environment in foreign language classes and extracurricular work with students.

So, when analyzing the main distinctive characteristics of the creative workshop, we see that this technology is implemented due to the maximum involvement and active creative position of the teacher and students; the absence or low regulation of the actions of participants in the process of creative cognitive activity; freedom of choice of content, methods, techniques, forms and means of creative cognitive activity, including innovative ones; the possibilities of improvisation in the development and setting of tasks; creating situations of conflict of interests, surprise and paradoxicity of the proposed tasks; through interaction organized in the form of a dialogue or conversation; providing a psychological climate of support for each participant and an atmosphere of openness, creativity, goodwill and mutual trust. As can be seen, the use of this complex technology makes it possible to realize all the identified pedagogical conditions for the effective organization of the process of forming the creative abilities of international students.

At the technological level, work in the creative workshop is organized as a system of tasks, including at the first stage tasks to create an emotional mood, at the second stage – individual work on creating a product, at the third stage – discussion in a group to develop a common version or a product, at the fourth stage – discussion between groups, followed by a stage of refinement and improvement of an idea or product, and at the last stage – discussion of results and conclusions, reflection. Participation in the creative workshop requires home preparation of each participant, including the organizer, as well as intensive work of all participants.

We will describe the work in a creative workshop using the example of working with Philip K. Dick's story "Man" ("Human Is"), where at the same time we will show the combination of various tasks of the developed set of tools for the formation of creative abilities of students of an international profile.

The purpose of the lesson: the formation of creative motivation, intellectual and aesthetic creative abilities of international students.

The objectives of the lesson: to teach students the formation of a multilateral point of view based on the recognition of ambiguity and multifactorial, multidimensional consideration of phenomena, including from the perspective of another.

The lesson is devoted to discussing the issues raised in Philip K. Dick's short story "Human Is": "What does it mean to be human?", "What defines a person?". Based on the story they read, the students discussed the problem of the complexity of choice, the role of technology in solving human problems.

At the first stage, to create an emotional mood, each lesson begins with a brief introductory question about what was read in order to "warm up" the students, while it is recommended to start with a new question each time. The more diverse and unexpected such a question is for students, the easier it will be to create the mood and atmosphere necessary for this format of classes.

This lesson begins with the question: "When you finished reading the story, what question did you ask yourself?" (After you finished the story, what did you ask yourself?)

Students freely share what questions they have asked. At the same time, it is important that each student thinks, remembers and utters only his own question. The teacher listens attentively and analyzes the questions,

briefly commenting, encouraging each answer, noting the most interesting, original, funny, unexpected, etc. If a question sounds that touches on the essence of the problem under discussion, this should also be noted with an encouraging comment, but not highlighting it as a key one.

At the second stage, the organization of individual work on product creation begins. In our lesson, the final product of creativity, in accordance with the task, is the formation of a multilateral point of view based on the recognition of ambiguity and a multifactorial, multidimensional consideration of phenomena, including from the perspective of another.

Students are invited to complete the teacher's statement with independent reasoned judgments: "Jill Herrick lives in a time when technology can solve any problem except..." (Jill Herrick lives in an age when technology has the answer to all life's difficulties except...).

A short time is given to consider an individual response. Not all students are ready with the answer, not all are ready to share the answer, as it is not fully formulated, vague. This situation is explained by the fact that answering the question requires a skill that is formed within the framework of this lesson.

The teacher listens to several answers, but at the same time asks all students not to remove their answers, since at the end of the lesson there will be a new approach to the question (as we already understand, this is one of the key thoughts of the story).

At the following stages, work is organized to discuss the problems of the story in groups and between groups to train a multipolar, multifactorial consideration of phenomena in order to create a product – the formation of a multilateral point of view on the main problem of the story: "What does it mean to be human?" (What does it mean to be human?).

Task 1. Divide the adjectives into 2 groups: positive and negative. Are there adjectives in the list that can be attributed to both groups? What does it depend on? Give your examples (Divide the adjectives into positive and negative characteristics. Are there any adjectives that can be both positive and negative? What does it depend on? Think of your examples). – a method of combining opposites.

Task 2. Which would be more humane on Jill's part–to save her husband or a man from the planet Rexor? Consider a decision that takes into account all the characters in the story and takes into account all possible consequences (What could have been more human of Jill – saving her husband or the Rexorian man? Take into account all characters of the story and possible consequences. Work

out a balanced view). – a method of combining opposites, considering the problem from the perspective of the other.

Task 3. What distinguishes a person from other living beings? (What makes us different from other life-forms?) – the method of binary oppositions (humanitarianism).

Task 4. In English, the title in an incomplete form "The man is the one who ..." is consonant with the proverb "The one who acts beautifully is beautiful" (we intentionally give a literal translation). Finish the title phrase to make a proverb. What is the idea behind the title? Come up with other titles to convey the idea of the story, but not give away the plot (The title "Human Is" echoes the proverb "Handsome is as handsome does". Complete the title to match the proverb. What does this title imply? What other titles would you think of to convey the same and not to give away the ending?). – the work with the title, which is simultaneously consonant with the proverb and the main problem of the story, is organized using methods: symbolization, crystallization of information and construction.

Task 5. Think of a different ending to the story, taking into account all the characters. (Think of a different ending to the story, taking into account all characters). – methods: designing ideas and hypotheses, combining opposites, deploying information.

After completing the work in groups and between groups with preparatory tasks, each participant is invited to individually formulate, taking into account all the factors and aspects discussed, a multilateral point of view expressing an individual position: "What does it mean for you to be human?" (What do you think it means to be human?).

At the stage of finalizing and improving the idea, students' answers are discussed. Successful multi-valued solutions are noted, differing in a multilateral view.

At the stage of conclusions, based on successful solutions, a common point of view is formulated on the main problem of the story: "What does it mean to be human?" (What does it mean to be human?).

At the stage of reflection, the statement is repeated, which must be completed with an independent reasoned judgment: "Jill Herrick lives at a time when technology can solve any problem except ..." (Jill Herrick lives in an age when technology has the answer to all life’s difficulties except…). At this stage, completing a multi-valued thought is not difficult, students offer interesting, non-repetitive solutions. It is interesting to end this stage with the question: "Who is the most human in the story? Explain your point of view." (Who is the most human in the story? Give your reasons.)

The result is creative, original, unexpected (for the students themselves) answers with multipolar, multifactorial argumentation.The tasks for the course texts are grouped in such a way as to gradually form and develop all the components of creative abilities. In each new lesson, a new type of task is introduced that meets the objectives of the lesson for the formation of

appropriate abilities, and in subsequent lessons it becomes permanent for practicing and consolidating, within the framework of the "snowball" methodological technique.

The practical recommendations developed for this course note that the proposed tasks and forms of work are far from a complete list of possible ones, they only reflect the author's desire to maximize the range of work opportunities within the framework of creatively oriented foreign language teaching and represent open models and guidelines for creating author's lessons.

Table 12 provides the table of contents of the developed course, the content of its sections, indicates the goals and incentive material, which are presented in the projection on practical skills as part of the creative abilities of international students being formed.

Thus, in the EG we see a fundamentally changed picture of the distribution across levels. After the experimental work, the redistribution occurred due to a reduction in the percentage of students with a basiclevel of formation of creative abilities, the indicator decreased from 39% to 15.6%, the difference was 23.4%. The percentage of students with an average level of creative abilities remained almost unchanged andwas 44.8% and 44.3% before and after the experiment, respectively. A significant contribution to the change in distribution was made by the increase in the percentage of students with a high level of creative abilities, increasing from 16.2% to40.1%, the increase was 23.9%. The data presented indicate qualitative changes in the distribution of levels of formation of creative abilities of international students in the EG, where the basic level has a significantly lower percentage value (15.6%) incompared to the prevailing high and medium levels, which have similar percentage values (40.1% and 44.3%, respectively). Qualitative parameters of the positive dynamics of the formation of components in the structurecreative abilities of international students, which we described in detail in the analysis of each component, fully correlate with the results of psychometric measurements.

Thus, creatively-oriented learning of a foreign language in specially organized pedagogical conditions using. The developed set of tools for the formation of creative abilities allowed international students in the EG to improve the key components of creative abilities.

The presented table indicates psychometric tools for diagnosing the formation of creative abilities of international students and lists the projective techniques used in the development of test items in a foreign language.

In addition, the diagnostic tools in the table are correlated with the parameters and criteria of the creative abilities being studied. A detailed description of which projective techniques were used to assess each component in the structure of creative abilities.

Thus, the use of diagnostic projective instruments developed on the basis of materials in a foreign language made it possible to supplement the analysis of psychometric measurements with qualitative data analysis.

English Club of Critical and Creative Thinking "Wonder and Educate" ("W&E")

One of the platforms for the application of the developed set of tools for the formation of creative abilities in the designed pedagogical conditions was the English club of critical and creative thinking organized with the active participation of students. The idea of creating a club was based on the principles and approaches used in this study. The club was organized in order to create a developing creative educational environment for the manifestation of creative initiative and individuality of students, the development of their creative abilities. When designing the club's activities, students were involved in thinking through all stages of its organization and work, starting with the idea, name, logo and motto of the club. As a result of the competition with the protection of the proposed options, the name "Wonder and Educate" ("W&E") ("Learn and be surprised", in abbreviated form "We") was chosen, reflecting the goals and objectives of the club. The club's activities are carried out entirely in English.

To design the club's activities, an electronic survey of students was also conducted on the following issues:

1. Why did you choose to join the Club? (Why did you decide to become a member of the Club?)

2. How many times a term (a semester) would you like to attend the Club sessions?

(How many times a semester would you like to attend club meetings?)

3. What do you expect to do during the sessions? (What types of activities do you expect at Club meetings?)

4. If you were to decide what would you choose to do during the sessions? (If you had to make a decision, which activities would you choose for Club meetings?)

5. What role would you like to play in the Club activities? (What role would you like to play in the work of the Club?)

6. What skills do you expect to learn? (What skills do you plan to master?)

7. What skills would you like to improve? (What skills would you like to improve?)

8. What is your understanding of critical thinking? (in your own words) (Explain in your own words how you understand critical thinking.)

9. Where do you want to apply it? (Where do you want to apply it?)

10. What is your understanding of creative skills? (in your own words) (Explain in your own words what you mean by creative abilities.)

11. Where would you like to apply them? (Where would you like to apply them?)

12. Share all your ideas, expectations, feelings, etc. related to the Club. (Share your ideas, expectations, feelings, etc. regarding the Club.)

Thank you very much for your time! (Thank you!)

Based on the results of the student survey, the club's objectives are formulated, which reflect practical and long-term objectives for the development of creative abilities and critical thinking skills of participants:

- to learn to work synergistically in teams, learning from and contributing to the learning of others (to learn synergetic interaction in a team by learning from others and helping others learn);
- to master the big-picture thinking based on a deep understanding of diverse values (to master the skills of a systematic understanding of events and phenomena based on the recognition of diverse values);
- to evaluate information critically, see patterns and connections (learn to critically evaluate information, recognize connections and patterns);
- to ask the right questions to generate novel ideas and pursue those ideas into practice (learn how to ask questions to solve problems, create new ideas and put them into practice);
- to construct meaningful knowledge and apply it in the real world (learn how to create new useful knowledge and apply it in real situations)
- to master the fluency of writing and speaking tailored for a range of audiences (to improve the skills of written and spoken English, addressed to different audiences).

As an example, we give a description of a Club meeting, the task of which was to develop forecasting skills in conditions of limited information and skills to generate independent questions in order to expand the field and form as complete a picture of the observed events as possible. The practical tasks were developed based on the video footage of the feature film "Casablanca".

Before the initial viewing, the participants were offered a task -

Watch a short episode from the movie (16.20-17.00) and describe everything you saw (1. Watch the episode and take notes to outline everything you saw), blank sheets of paper are distributed.

The students read aloud their answers, which did not differ significantly from each other, as they were very brief, but at the same time none of the answers were exhaustive in terms of reflecting the full amount of information demonstrated.

In the second task, students were asked to watch the same fragment again, but at the same time forms were distributed with the task to describe everything they saw, answering the questions "where?", "when?", "what?", "who?", "why?",

"how?" (2. Watch the episode again and take notes to outline everything you saw answering the questions below: Where? When? What? Who? Why? How? ___?), and also left an empty space for a question that might have arisen during the viewing. It was suggested to write down this question and offer an answer to it.

After that, the team discussed all versions of the students' answers, which this time significantly differed in the answer to the question "when?", reflecting the current and analytical perception of what they saw: when? – "in the

evening", "late at night" and the like; when? – "in wartime" or indication of the year. There were slight differences in the answers to the question "why?", and the question "how" created a difficulty for most students and was left unanswered. An independent question was formulated by one student. The question did not quite correspond to the content, but reflected the student's sense of humor, which testified to the prevailing atmosphere favorable for creative activity and made an additional positive contribution to the creation of the necessary conditions.

In the third task, students were asked to formulate an independent question or questions that would help to get more information about the characters and the events depicted (Now think of a question or questions that would help you find out more about these people, the setting, the events featured.). All formulated questions were read aloud for perception by all participants.

Next, a new fragment from the film was demonstrated (22.48-25.12) with the participation of the same characters and a fourth task was proposed – to mark the questions that: coincided or similar to those formulated in the team; helped the characters get additional information about each other; stimulated and supported the conversation of the characters; hindered the development of the conversation and ended the conversation (Now you are going to watch another episode featuring the same characters. While watching, point out the questions which:

- match your questions or are similar to them;
- help the characters elicit more information from each other;
- help encourage and keep the conversation going;
- block the conversation.

The fragment shown contains many questions to the main character and his answers, which help to get enough information about his past, present, personal and professional. At the same time, the conversation has a complex structure, contains so-called uncomfortable questions, ambiguous answers, including wordplay and metaphor.

The discussion of the answers in the assignment turned into an active, productive stage due to the large amount of information received by the students. A special revival was caused by ambiguous, sometimes polar variants of students' answers using the same stimulus material, for example, the same fragment was mentioned in the answer to the question about stimulating conversation and its obstacles, which first surprised students, and then made them think and conclude that the information presented could really be perceived with two positions.

At this stage, the students' answers had a more detailed format and complemented each other, which allowed us to obtain extensive material for analysis. The team discussion allowed us to put together a complete picture of what we saw. The teacher helps to note the essential details, leads to the accentuation of the main thing.

In the next task, it is proposed to present all available information about the main character in a concise, concise form (5. What do we know about the main character now? Make a concise meaningful description.). After reading and analyzing all the answers, a consolidated successful comprehensive answer is generated.

In the last task, it was suggested to formulate an independent question that would help to learn more about the main character (6. What are you still curious to learn about the main character?). Since the previously obtained portrait arouses interest in the character and his actions, students actively formulate questions, demonstrating knowledge of current material, analyzing what they saw and making predictions and hypotheses.

An unexpected step in the work for students and the most interesting was predicting the answers to the generated questions (What can be a possible answer to your question?). The students offered interesting answers reflecting the course of thought and analysis of what they saw. There was one student's question that almost completely coincided with the key point of the plot, and the teacher noted this in order to direct the discussion towards predicting the answer, and therefore building hypotheses about the development of events in the film. The discussion was very active, as the motivation of the students was the desire to guess, correctly predict the answer. However, the demonstrated fragments did not allow us to answer the question in full, since this required watching the film to the end.

At this climax, the teacher told a brief history of the famous film, noting its cultural, historical and aesthetic value. The film is offered to students for home viewing.

In the feedback after the club meeting, the students shared interesting conclusions of their practice. They noted that for the first time they thought that "with limited information, it is easy to draw wrong conclusions", "the skill of asking yourself the right questions in detail about different situations in life will be very useful"; "it was very interesting to hear different points of view, try to see what is not on the surface"; "there is a general feeling unity, the desire to develop, and an unstrained atmosphere only gives more confidence"; "the atmosphere made me feel at ease, enjoying the team's brainstorming activity" (the atmosphere in the club allowed me to easily participate in the team discussion of ideas); "I'm really looking forward to the next meeting!".

Fragments of the student club's activities are presented in the appendix (see Appendix 5).

Summing up the description of the application of technologies and developed tools for the formation of creative abilities in the designed pedagogical conditions within the framework of a formative experiment, I would like to note some interesting points from a practical point of view.

For example, it is important to note that when formulating tasks, we deliberately adhered to the attitude of avoiding the words "Imagine that ...", "creative"

("Imagine that...", "creative") and the like. The formulation of the tasks only indirectly reflected their creative nature, i.e. the task could be completed and at the same time have no creative component. However, over time, as they gained experience working with the tasks of a set of tools for the formation of creative abilities, students began to perform tasks with greater creative impact. For example, towards the end of the experiment, students began to use the wording "Imagine that..." ("Imagine that ...") on their own initiative when completing tasks. For example, "Imagine that you are one of Miss Boltz's students. What would you do? How would you feel?" (Imagine that you are one of the nine students caught by Miss Boltz. What would you do? What would you feel?), the words "creative", "creativity" appeared in the students' scheme "My concept of learning/education".

Of practical interest may also be the organization of feedback, which allowed us to receive feedback from students participating in the experiment about the classes and forms of work. The feedback was implemented by working with Lloyd Beagle Jr.'s short story "What a lovely School!" ("And Madly Teach"), which closes the cycle of classes. On the one hand, he the fact that the lesson was the final one made it possible to summarize the changes that had taken place, and, on the other hand, the events of the story, echoing the changes in the education system, of which today's students are direct witnesses and active participants, served as an excellent basis for identifying the students' attitude to the creatively oriented educational process. The full acceptance and willingness to work in the proposed format is evidenced by the examples of creative works of students, partially presented in the appendix (see Appendix 4).

Having presented in detail the practical implementation and a meaningful analysis of the use of a set of pedagogical conditions and developed tools in the formation of creative abilities in the process of educational and cognitive activity in foreign language classes, it is necessary to evaluate andanalyze the projected change in the distribution of levels of formation of creative abilities of students of international profile after the completion of the experiment.

The following paragraph is devoted to summarizing the results of experimental work and analyzing the effectiveness of the designed process of forming the creative abilities of international students by means of teaching a foreign language.

The final block of the model is the result block. It records a given - an increase in the level of formation of creative abilities of international students included in the proposed within the framework of the study, innovative activities. In addition, it was stated that the pedagogical tools necessary for solving problems of creative professional and personal improvement of students, taking into account the obtained levels of formation of creative abilities of international students.

Conducting experimental work made it possible to test a theoretical model of the process of forming the creative abilities of students of an international profile, to obtain empirical data to analyze the effectiveness of the

implementation of the model and summarize the results of the study.Thus, at the generalizing stage of the study (2022-2023), the following tasks were solved:

- to determine the final level of formation of creative abilities of students in experimental and control groups at the final stage of experimental work;
- to analyze and interpret the results of the experiment;
- to substantiate the effectiveness of using a set of pedagogical conditions and a developed set of tools in accordance with the results of the experiment;
- formulate conclusions and identify promising areas for the subject of the study.

At the final stage of the experimental work, the diagnosis of the creative abilities of international students was carried out in experimental and control groups. The students of the experimental group participated in a formative experiment and were influenced by a set of specially organized pedagogical conditions in the process of creatively oriented learning of a foreign language. The students of the control group did not participate in the formative experiment. To identify the final level of formation of creative abilities in both groups, the same set of diagnostic tools was used as at the ascertaining stage. To confirm the reliability of the data obtained, a statistical method of processing experimental research data using a t-Student was used.

The presented data show a noticeable difference between the levels of formation of creative motivation in EG and KG. The percentage of students with a high level of formation of the analyzed parameter significantly prevails in the EG compared to the KG. At the same time, attention is drawn to the lower percentage of students with a basic level in EG compared to KG. At the same time, the difference in the percentage of students with an average level of education is insignificant between EG and KG.

Thus, in the diagram, we see in the graphs reflecting the results of students in the EG, a new formed picture of the distribution of data by levels, where, after the experiment, data was redistributed due to an increase in the percentage of students with a high level of education and a decrease in the percentage of students with a low level of creative motivation. At the same time, there are no significant changes in the graphs reflecting the results of students in KG, the data distribution pattern is close to the original one.

After the diagnosis at the final stage, the results obtained in the experimental group (EG) and the control group (KG) were analyzed according to the levels of formation of the studied components of the creative abilities of international students.

In the diagnosis of creative motivation at the final stage, the method "Value orientations" (M. Rokich) was used, as well as at the ascertaining stage.

The effectiveness of the modeled process of forming the creative abilities of future international specialists by means of teaching a foreign language in the process of professional training was tested in experimental work, which was organized in the conditions of creatively oriented learning of a foreign language using pedagogical technologies and a set of developed tools for the formation of

creative abilities under the influence of a set of contributing factors. this pedagogical conditions. Experimental work on the implementation and experimental substantiation of the complex of identified pedagogical conditions and the developed set of tools for the formation of students' creative abilitiesinternational profile in the process of educational and cognitive activity in foreign language classes included the following stages: preparatory, ascertaining, formative and final, at each of whichthe corresponding problems were solved.

In conclusion, the formation of creative, scientific, and pedagogical skills in students enrolled in the "Foreign Language: Two Foreign Languages" program plays a pivotal role in shaping educators who are not only linguistically proficient but also well-rounded, adaptable, and capable of addressing the dynamic demands of modern education. This program integrates the mastery of two foreign languages with an emphasis on developing the intellectual, practical, and emotional capabilities necessary for effective teaching in diverse educational environments.

The development of creative skills in this program allows students to explore innovative ways to engage learners and bring language instruction to life. Creativity is essential for fostering an environment where students feel motivated and excited about learning a new language. By emphasizing creative problem-solving, students are encouraged to think outside the box, design engaging lesson plans, and implement diverse activities that cater to various learning styles. Whether it's through interactive tasks, digital resources, or culturally immersive experiences, students are prepared to offer language instruction that is both effective and inspiring. Moreover, creativity in teaching nurtures students' ability to adapt to ever-changing educational contexts, particularly as technology and globalization continue to shape the learning landscape.

Simultaneously, the scientific skills nurtured within the program ensure that students understand the complexities of language acquisition from a research-based perspective. By grounding their teaching methods in scientific research and linguistic theories, students develop a deep understanding of how languages are learned and how best to structure lessons for maximum effectiveness. This scientific approach not only enhances their theoretical knowledge but also enables them to evaluate and refine their teaching practices through ongoing reflection and data analysis. Scientific inquiry into language education, including methods for assessment and the cognitive processes involved in second language learning, empowers students to critically assess educational practices and contribute to the field of applied linguistics. Their ability to engage with research positions them as educators who can contribute to the development of language teaching methodologies and educational reforms in the future.

Furthermore, the pedagogical skills gained in the program are crucial for preparing students to become competent and compassionate educators. The

program offers students a comprehensive understanding of teaching strategies, classroom management techniques, and student-centered learning approaches. Students learn to design curriculum that is inclusive and culturally responsive, ensuring that their lessons are accessible to learners from diverse backgrounds. Pedagogical knowledge equips students with the tools they need to address the varying needs of learners, from those who require additional support to those who seek advanced linguistic challenges. The practical teaching experience embedded within the program further enhances these skills, allowing students to apply their knowledge in real-world educational settings and gain valuable experience in managing classrooms, providing feedback, and fostering a positive learning atmosphere.

The interdisciplinary nature of the "Foreign Language: Two Foreign Languages" program also plays a key role in developing well-rounded professionals who are not only proficient in languages but are also equipped to integrate cultural, psychological, and technological insights into their teaching. Understanding the cultural contexts of language learning and teaching enables students to bridge cultural gaps and promote cross-cultural understanding among their students. This cultural competence ensures that students not only learn languages but also understand the people who speak them, which is crucial for fostering an inclusive and respectful classroom environment.

Moreover, the inclusion of **technology** in the curriculum is a forward-thinking aspect of the program. As the role of technology in education continues to expand, students in this program are trained to use digital tools to enhance language learning. The ability to integrate technology into the classroom empowers students to deliver dynamic, interactive lessons that can be personalized to meet individual learner needs. From online learning platforms to virtual classrooms, digital resources allow for flexible learning environments that accommodate diverse learner needs, especially in a post-pandemic educational world that increasingly relies on online and hybrid teaching models.

The broader societal implications of this program are also noteworthy. In today’s increasingly interconnected world, multilingualism is a vital skill that facilitates communication across cultures, promotes international collaboration, and opens doors to diverse career opportunities. The graduates of the "Foreign Language: Two Foreign Languages" program are well-positioned to meet the growing demand for bilingual or multilingual educators in a variety of fields, including education, business, international relations, and translation services. By fostering language proficiency and cross-cultural understanding, the program prepares students to be leaders in a globalized workforce, ready to take on roles that require the ability to communicate with people from different linguistic and cultural backgrounds.

Additionally, the importance of lifelong learning cannot be overstated. The skills developed through this program—creativity, scientific inquiry, and pedagogical expertise—are foundational for the pursuit of continuous professional development. Graduates are encouraged to keep refining their

skills, engage with emerging research in the field of language education, and stay current with the latest technological advances. This commitment to lifelong learning ensures that graduates remain dynamic and effective educators throughout their careers, adapting to new challenges and contributing to the evolution of language education.

Ultimately, the "Foreign Language: Two Foreign Languages" program not only cultivates proficient language educators but also contributes to the broader goal of advancing global communication and mutual understanding. By preparing students with the skills necessary to teach effectively, engage critically with linguistic research, and adapt to evolving educational practices, the program plays an essential role in fostering the next generation of language teachers who are equipped to inspire, challenge, and support their students in meaningful ways.

In conclusion, the integration of creative, scientific, and pedagogical skills in this educational program is vital for developing highly competent language educators. The students who complete this program are well-prepared to address the complexities of language learning in diverse educational settings, contribute to the field of linguistics, and become leaders in promoting multilingualism and intercultural communication. As they embark on their professional journeys, these graduates will undoubtedly make significant contributions to the field of education, shaping the future of language instruction and fostering a more interconnected and inclusive world.

As a result of the preparatory stage, criteria, indicators and levels of development of creative abilities of international students were determined, diagnostic tools were selected, aspects of a foreign language were selected for the experiment,pedagogical technologies were selected, tasks for a set of tools for developing creative abilities were developed and tested.

Based on the results of the ascertaining stage in the EG and CG, the initial level of development of students' creative abilities was established, which showed the similarity of the results obtained in both groups. In the EG and CG, groups of students with intermediate and basic levels prevailed, with a small number of groups withhigh level of formation of creative abilities.

The results of the analysis of dynamic changes in the structure of students' instrumental values in the EG, presented in the diagram (Fig. 14), allow us to visually display significant changes in the parameter of creative motivation in the EG after the experiment. The overall positive dynamics in the EG is observed due to an increase in the percentage of students who chose six values at the same time. In addition, it is important to note a significant increase in the priority of such values as "Independence (the ability to act independently, decisively)" – "Independence", "Courage in defending one's opinion" – "Courage", "Breadth of views (the ability to understand someone else's point of view, respect other tastes, customs, habits)", "Efficiency in business (hard work, productivity at work)". First of all, it is necessary to note the positive dynamics in the change of all levels of formation of intellectual creative abilities after the

experiment, which was noted above. At the same time, the distribution by levels deserves attention, which is fundamentally different from the situation at the ascertaining stage. The largest group is represented by students with a high level, followed by a group of students with an average level, and the smallest group of students with a basic level of intellectual creativity closes the circle. This distribution seems to be a successful result of the implementation of a model for the formation of creative abilities of students of an international profile within the framework of experimental work.

The use of projective techniques in addition to psychometric measurements made it possible to analyze qualitative parameters reflecting the procedural side of the formation of intellectual creative abilities of students, and in creative works additionally monitor the dynamics of changes in each participant of experimental work.

The results of a qualitative analysis of the diagnosis of intellectual creative abilities using projective techniques, similar to the results of psychometric measurements, showed different results in EG and KG at the final stage. Diagnostics of the ability to transform showed the use of various methods and variants of transformations by students in EG, reaching 5 or more, the use of complex means of expression and metaphoricity, the predominance of inversions with the receipt of a new structure and the occasional use of metaphoricity, the appearance of answers with complete inversion in combination with metaphoricity – the highest level of transformation, which corresponds to high and medium levels; in KG there was a lack of variety of transformation methods with limited use of options, no more than two; The predominance of transformations at the level of complementary repetition, which persists in comparison with the ascertaining stage, is a low degree of transformation, which corresponds to the basic level.

Diagnostics of the flexibility of intellectual processes testified to the steady, confident use of parallel polyphony in EG, characterized by considering the subject of creativity taking into account several scales, using a variety of factors and approaches, but implemented in one direction, which corresponds to the second highest level of divergence of thinking – high and medium levels. In the CG, the predominance of one–dimensional solutions, manifested in the use of one factor and one approach, is noted, with rare solutions using two factors, but within the same approach, which corresponds to a low level of divergence of thinking - the basic level.

In conclusion, the development of creative, scientific, and pedagogical skills in students enrolled in the "Foreign Language: Two Foreign Languages" program plays a crucial role in shaping them into well-rounded, skilled educators. This program, which blends linguistic proficiency with critical pedagogical and scientific insights, prepares students to meet the complex demands of modern education. Beyond learning a language, it equips students with the ability to approach teaching with creativity, backed by scientific theory, and executed with sound pedagogical practices. This holistic approach ensures

that students are prepared not only to teach but also to inspire and engage their future learners in meaningful, innovative, and research-based ways.

The emphasis on **creative skills** in the program cultivates an imaginative and dynamic approach to language teaching. In today's rapidly evolving educational landscape, creativity is not just a luxury; it is a necessity. Students are encouraged to explore various innovative methods, using technology, interactive exercises, and real-world contexts to create immersive learning experiences. For example, students may design lesson plans that incorporate role-playing, debates, or project-based learning activities, making language learning more engaging and practical. Creative skills also allow future educators to think critically about their teaching approaches, enabling them to modify lessons in real time to meet the changing needs of their students. Creativity empowers educators to move beyond traditional textbooks and lectures, embracing new, unconventional methods to make learning enjoyable, memorable, and relevant to their students' lives. Furthermore, these creative methods foster an environment of active learning, where students are motivated to explore and experiment with the language, encouraging curiosity and deeper engagement.

Equally important is the development of scientific skills within this program. The study of language acquisition and teaching methodologies is grounded in scientific research, equipping students with the ability to assess and refine their teaching methods based on solid evidence. They are exposed to established theories in linguistics and language education, such as behaviorist, cognitive, and constructivist approaches, and are encouraged to apply these theories to real-world teaching scenarios. By understanding how language learning occurs at both the cognitive and social levels, students are able to design curricula that align with the natural processes of language acquisition. The program also introduces students to the principles of second language acquisition, sociolinguistics, and psycholinguistics, helping them understand the complexities involved in learning and teaching multiple languages. Scientific research also plays a key role in the program by fostering a culture of inquiry. Students are trained to collect and analyze data, conduct small-scale studies, and evaluate their own teaching practices, which ensures they are always refining their approaches to improve student outcomes. This scientific approach not only sharpens their research skills but also instills a mindset of continuous improvement, which is essential for lifelong professional development.

The cultivation of pedagogical skills is at the heart of the program, providing students with the tools they need to manage classrooms effectively and cater to the diverse needs of learners. Through courses on educational psychology, teaching methodologies, assessment strategies, and curriculum design, students develop a comprehensive understanding of the teaching profession. The program highlights the importance of understanding different learning styles and strategies, such as differentiated instruction, to ensure that all students, regardless of their language proficiency or learning abilities, can

succeed. Pedagogical skills also involve classroom management techniques that help students create a positive and productive learning environment. Future educators are trained to use clear communication, build rapport with students, and handle behavioral challenges with empathy and professionalism.

Moreover, the practical teaching experiences embedded in the curriculum allow students to apply theoretical knowledge in real-world classrooms. These teaching internships, often held in primary or secondary schools, language institutes, or even virtual classrooms, provide students with the opportunity to work directly with students and refine their teaching methods. They are given the space to practice lesson planning, deliver instruction, assess students' language proficiency, and receive feedback from both mentors and peers. These hands-on experiences are invaluable in building the confidence and competence of future educators, as they prepare to take on the responsibilities of teaching in diverse educational settings.

An essential feature of this program is its interdisciplinary nature. Students are not just learning about language teaching in isolation; they are also introduced to subjects such as psychology, sociology, cultural studies, and technology. This holistic approach allows students to understand the broader context of language learning and teaching. For example, by studying cultural differences, students learn how cultural backgrounds influence communication styles and how to incorporate cultural aspects into their language lessons, fostering intercultural competence. Understanding the psychological aspects of learning enables future educators to tailor their teaching methods to different age groups and individual needs, addressing issues such as motivation, anxiety, and cognitive load in the learning process.

The integration of **technology** into the curriculum is also crucial. As the world becomes more digital, the role of technology in education continues to grow. Students in the "Foreign Language: Two Foreign Languages" program are trained to use various digital tools and platforms to enhance language learning. This includes using virtual classrooms, interactive software, language learning apps, and digital collaboration tools that enable students to learn from anywhere in the world. The ability to incorporate technology into lessons helps make language learning more accessible and flexible, particularly in today's globalized and post-pandemic educational environment. By learning to use and adapt to educational technology, students are better prepared to meet the needs of modern learners who expect a more interactive and personalized learning experience.

Moreover, the global relevance of the program cannot be understated. As globalization continues to shape the world, the ability to speak multiple languages and understand diverse cultures is more important than ever. Graduates of the "Foreign Language: Two Foreign Languages" program are not just language experts but also cultural ambassadors, capable of fostering communication and understanding across borders. With multilingualism becoming an increasingly valued skill in international business, diplomacy, and

cross-cultural exchanges, these graduates are poised to take on roles in various fields beyond education, such as international relations, translation, and multicultural communication.

Finally, the program instills the importance of lifelong learning. Language education is an ever-evolving field, and as such, graduates are encouraged to continue their professional development long after they leave the classroom. Whether it is through pursuing advanced degrees, engaging in professional development workshops, or contributing to academic research, lifelong learning is central to staying current with the latest teaching methodologies, language trends, and educational technologies. Graduates are equipped with the critical thinking, research, and reflective practices necessary for this ongoing professional growth.

In closing, the "Foreign Language: Two Foreign Languages" program provides students with a comprehensive foundation in creative, scientific, and pedagogical skills, all of which are essential for success as educators in a rapidly changing world. By blending linguistic expertise with research-driven teaching strategies and a deep understanding of educational psychology, the program prepares students to be not only skilled language teachers but also compassionate, innovative, and adaptable professionals. They are ready to inspire their students, shape the future of language education, and contribute to the broader goal of fostering global understanding through multilingual communication. The graduates of this program will have the tools and knowledge to make a lasting impact in the field of language education, building bridges between cultures, promoting inclusivity, and advancing the future of global communication.

Diagnostics of the ability to predictive activity showed the construction of various hypotheses by students in the EG, differing in the breadth of the search field beyond the proposed thematic field, the emergence of hypotheses with a wide coverage, including from a thematically remote field, the nomination of original, non–repeating and at the same time logical and reasonable hypotheses - high and medium levels. The KG maintained the predominance of obvious hypotheses limited to a given topic or plot, the similarity of hypotheses of different students was noted, including as a result of an unambiguous understanding of the situation, the absence of original hypotheses, the construction of the minimum possible number of hypotheses – basic and intermediate levels.

In comparison with the remaining omissions or incorrectly completed tasks in KG, the EG noted the correct completion of tasks in full, which indicates the confident use of the formed skills.

The conducted analysis allows us to state the pronounced positive dynamics of the levels of formation of intellectual creative abilities of students of an international profile in the EG. Unlike CG, where the basic and average levels of intellectual creative abilities prevail, high and medium levels prevail in EG, which corresponds to the students' abilities to constructively use various

information transformation tools and predictive activities in educational and cognitive activities in order to create products of educational and cognitive activity that carry a new semantic load. A qualitative analysis of the data showed that its results are consistent with psychometric changes, and allowed us to trace the dynamics of parameters reflecting the procedural side of the formation of intellectual creative abilities of international students.

Positive dynamics is observed in indicators of all levels of formation of aesthetic creative abilities. This is manifested in an increase in the percentage of students with a high level and in a decrease in the percentage of students with intermediate and basic levels. It is important to note that the group of students with a high level is the largest. The distribution obtained after the experiment between the levels of formation of aesthetic creative abilities indicates the successful implementation of the model of formation of creative abilities of international students in the course of experimental work.

An additional analysis of the data obtained using projective techniques showed the dynamics of qualitative changes, similar to the dynamics in psychometric measurements.

The results of a qualitative analysis of the diagnosis of aesthetic creative abilities indicate differences in EG and KG at the final stage. Diagnostics of the ability to associate has shown that in EG, in tasks for creating generalizing concepts and images, abstract and figurative formulations are often used that express the deep meaning and convey the inner picture of the idea, associations are used that reflect the complexity of the associative-semantic connection and convey the deep meaning; associations by analogy, alternative associations are often used, cases of association by the type of antonyms appear, which corresponds to a high degree of remoteness, there are examples of assimilation of associations to the level of metaphor (in the absence of an installation for their production), which indicates the high quality of the final synthesis - high and medium levels. In KG, abstract concepts are rarely used in similar tasks, simple descriptive concepts prevail, associations that do not differ in originality are used, associations by analogy prevail, alternative associations are rarely used; there are no metaphorical images (in the absence of an installation for their production) - basic and intermediate levels.

Diagnostics of the ability to abstract and form-making showed that in EG, tasks for recognizing and deciphering the inconsistency of the plot with the elements of the embodiment of the content were performed correctly in many cases; examples of the transmission of ambivalence of content in the created title and the use of metaphors in headings are observed; the search for metaphors in what was read, their interpretation and analysis was not difficult, there are examples of constructed metaphors with similar meaning; tasks for the search for judgments that can be transformed into metaphors, and the construction of metaphors based on them are performed in many works, humorous techniques are used – high and medium levels. In KG, ambivalence tasks remained difficult to complete, as a result, tasks were skipped or performed incorrectly; tasks to

search for metaphors in what was read, their interpretation and analysis were performed correctly, but

The production of metaphors was still difficult; the tasks of searching for judgments that could be transformed into metaphors and constructing metaphors based on them were performed incorrectly or skipped - the basic and intermediate levels.

Diagnostics of the ability to refine and improve creative products using projective techniques showed in EG the prevalence of thoughtful, elaborated in detail, designed results using significant details, examples of the use of expressive means – high and medium levels. The KG retained superficially completed, incomplete and missed tasks, which indicates the continued tendency to easily abandon the implementation of what was conceived at the final stage – the basic level. Unlike the KG, the EG noted the correct completion of tasks in full, which indicates the confident use of the formed skills.

At the ascertaining stage, the percentage of international students with a high level of formation of creative abilities in EG slightly differed from the corresponding indicator in KG (EG – 16.2%, KG – 10.8%). At the final stage, the percentage of students with a high level increased significantly in EG, but remained almost unchanged in KG (EG – 40.1%, KG – 11.5%).

The percentage of students with an average level of formation of creative abilities was at a similar level in EG and KG at the ascertaining stage (EG – 44.8%, KG – 47.4%), at the final stage the percentage almost did not change in EG and increased slightly in KG (EG – 44.3%, KG – 51.4%).

At the ascertaining stage the percentage of students with a basic level of formation of creative abilities in EG was close to the indicator in KG (EG – 39.0%, KG – 41.8%), which changed significantly at the final stage (EG – 15.6%, KG – 37.1%).

Thus, creatively oriented learning of a foreign language in specially organized pedagogical conditions using the developed set of tools for the formation of creative abilities allowed students of an international profile in the EG to improve the key components of creative abilities. The results of the analysis of changes in the EG before and after the experimental work are presented in Table 21 and in the diagram. The diagram shows that the number of international students in the EG with a basic level of formation of creative abilities decreased, the number of students with an average level of formation of creative abilities remained close to the initial level, and the number of students with a high level of formation of creative abilities increased significantly upon completion of the formative stage of experimental work.

Thus, in the EG we see a fundamentally changed picture of the distribution by levels. After conducting experimental work, the redistribution occurred due to a reduction in the percentage of students with a basic level of formation of creative abilities, the indicator decreased from 39% to 15.6%, the difference was 23.4%. The percentage of students with an average level of creativity remained almost unchanged and amounted to 44.8% and 44.3% before and after the

experiment, respectively. A significant contribution to the change in the distribution was made by an increase in the percentage of students with a high level of formation of creative abilities, increasing from 16.2% to 40.1%, an increment of 23.9%. These data indicate qualitative changes in the distribution of levels of formation of creative abilities of international students in the EG, where the basic level has a significantly lower percentage value (15.6%) compared with the prevailing high and medium levels, which have similar percentage values (40.1% and 44.3%, respectively). The qualitative parameters of the positive dynamics of the formation of components in the structure of creative abilities of international students, described in detail in our analysis of each component, fully correlate with the results of psychometric measurements.

In the diagnosis of aesthetic creative abilities at the final stage, the test of E. P. Torrance's diagnostic of creative abilities was used, as well as at the ascertaining stage. After the diagnosis of aesthetic creative abilities, the data obtained were processed and analyzed according to the levels of formation.

Additionally, the analysis of the structure of students' terminal values in the EG allowed us to note the following patterns. According to the parameters "Active active life (fullness and emotional saturation of life)" – "Activity" and "Productive life (maximum use of their capabilities, powers and abilities" – "Productivity", the analysis showed that 19% of students who noted the value of "Activity" in the hierarchy at the ascertaining stage chose "Productivity"at the final stage. At the same time, the other 43% of students who chose one of the analyzed values or two at the same time at the ascertaining stage chose "Productivity" at the final stage. Thus, the percentage of students with an increase in the rank of the value "Productivity" was formed both due to the increment of new participants who assigned a high rank to values, and due to the redistribution of participants who preferred this value. The increase in the rank of this value in the hierarchy indicates the importance for students in the EG of not just active activity, but to a greater extent the realization of their potential in activity.

Next, a structural analysis of dynamic changes in the hierarchy of students' instrumental values was carried out.

Table 15 provides data on the priority of each parameter significant for creative motivation in the structure of instrumental values of international students at the final stage.

The presented data allow us to see differences in the priorities of individual parameters in the structure of instrumental values among students of EG and KG. Similarly to the results of the analysis of terminal values, in EG, a larger percentage of students give priority to 6 parameters in the structure of instrumental values, compared with 1 value in KG.

The results of the analysis of dynamic changes in the structure of students' terminal values in EG, presented in the diagram (Fig. 12), allow us to visually display significant changes in the parameter of creative motivation after the experiment. In addition to the overall positive dynamics in EG, it is important to

note a significant increase in the priority of such values as "Development (self-improvement, constant physical and spiritual improvement)", "Freedom (independence, independence in judgments and actions)", "Creativity (the opportunity to engage in creativity)" and "Self-confidence (inner harmony, freedom from internal contradictions, doubts)".

The formative stage was implemented as creatively-oriented teaching of a foreign language under the conditions of applying the following pedagogical conditions in a complex: implementation of the creative professional position of the teacher; organization of creative cognitive activity on foreign language classes; the use of innovative pedagogical technologies in the organization of educational and cognitive activities in foreign language classes; building individual interaction trajectories teacher with students; creation of a developing creative educational environment in foreign language classes and in extracurricular work with students.

Conclusion

Solving the problems of this dissertation, which are among the most priority in the training of highly professional specialists in the field of international activities, required theoretical and methodological analysis and justifications in an interdisciplinary field of study.

Using an interdisciplinary approach to the study of creative abilities as the methodological basis of this dissertation, we solved the first of the tasks - we formulated a comprehensive, refined definition of creative abilities and determined the structurecreative abilities, the most important in the system of professional training of future international specialists.

In this dissertation, creative abilities are examined as the ability of an individual to be active, overcoming pre-established boundaries of activity, and to carry out activities aimed at constructively transforming information and creating new ones.Subjectively and objectively significant results.

In the structure of creative abilities of international students, the following abilities were identified, correlating with professional competencies of the corresponding area of training: motivational parameters that provide stimulation and energy resource for creative activity, represented by creative motivation;

intellectual parameters reflecting the dynamic processes of creative activity, represented by the ability to transform, the abilitydemonstrate flexibility of intellectual processes and the ability to perform predictive activities; aesthetic parameters that determine the quality of creative results, represented by the ability to associate, the ability to abstract and create forms, and the ability to refine and improve creative products. In projection onto the definition of creative abilities adopted for the purposes of the study, activity that overcomes the pre-established boundaries of activity is a manifestation of the formation of motivationalparameters, the ability to carry out activities aimed at constructive

transformation of information is a manifestation of the formation of intellectual parameters, the ability to carry out activities aimed at creating new subjectively and objectively significant results is a manifestation of the formation of intellectual and aesthetic parameters of the creative abilities of international students.

The effectiveness of the simulated process of forming the creative abilities of future international specialists by means of teaching a foreign language in the process of professional training was tested in experimental work, which was organized in conditions of creatively oriented learning of a foreign language using pedagogical technologies and a set of developed tools the formation of creative abilities under the influence of a set of pedagogical conditions that contribute to this.

Experimental work on the implementation and experimental substantiation of the complex of identified pedagogical conditions and the developed set of tools for the formation of creative abilities of international students in the process of educational and cognitive activity in foreign language classes included the following stages: preparatory, ascertaining, forming and final, each of which solved the corresponding tasks.

As a result of the preparatory stage, criteria, indicators and levels of formation of creative abilities of students of an international profile were determined, diagnostic tools were selected, aspects of a foreign language were selected for the experiment, pedagogical technologies were selected, tasks of a set of tools for the formation of creative abilities were developed and tested.

According to the results of the ascertaining stage in the EG and KG, the initial level of formation of students' creative abilities was established, which showed the similarity of the results obtained in both groups. In EG and KG, groups of students with intermediate and basic levels prevailed, with a small number of groups with a high level of formation of creative abilities.

The formative stage was implemented as a creatively oriented teaching of a foreign language in the context of the application of the following pedagogical conditions in a complex: the implementation of the creative professional position of the teacher; the organization of creative cognitive activity in foreign language classes; the use of innovative pedagogical technologies in the organization of educational and cognitive activities in foreign language classes; the construction of individual trajectories of teacher interaction with students; creating a developing creative educational environment in foreign language classes and extracurricular work with students.

A set of pedagogical technologies (cognitive-heuristic, creative, artcreative and complex) and tools developed using them based on the course materials were introduced into the foreign language course. The complex use of tools for the formation of creative abilities was tested in order to simultaneously influence all or individual components in the structure of creative abilities, which allows us to talk about specially designed tasks using cognitive-heuristic,

creative, artcreative, complex technologies as a set of tools for the formation of creative abilities of students of an international profile.

The experimentally proven high efficiency of working with complex technologies is ensured due to the possibility of implementing all the identified pedagogical conditions for organizing the process of forming the creative abilities of international students and through the combined use of various tools of the developed complex. The integrated technologies used included:

- creative workshop;
- author's training course "A Story-based English Class. English lessons in short stories";
- english student Club of critical and creative thinking "Wonder & Educate».

The results of the final stage showed a fundamental difference in the distribution of the final levels of formation of creative abilities of international students in EG and KG, in contrast to similar results at the ascertaining stage. In EG, the redistribution occurred due to an increase in the percentage of students with a high level of formation of creative abilities (from 16.2% at the ascertaining stage to 40.1% at the final stage) and a decrease in the percentage of students with a basic level of formation of creative abilities (from 39% at the ascertaining stage to 15.6% at the final stage). The distribution pattern by levels in KG has not undergone significant changes, where the percentage of students with a high level was 10.8% and 11.5%, the percentage of students with an average level was 47.4% and 51.4%, the percentage of students with a basic level was 41.8% and 37.1% at the ascertaining and final stages, respectively.

The EG has recorded positive dynamics at the level of all components of creative abilities. This was reflected in qualitative changes in the distribution of the levels of formation of creative abilities of students in the EG, which manifested themselves in a significantly lower percentage of students with a basic level (15.6%) compared with the prevailing percentages of students with high and intermediate levels, which amounted to 40.1% and 44.3%, respectively. The results of the qualitative analysis are fully correlated with the results of psychometric measurements and allow us to state the pronounced positive dynamics of the levels of formation of creative abilities of students of an international profile in the EG.

The results obtained prove the effectiveness of the implementation of the designed process of forming the creative abilities of international students in the process of creatively oriented learning of a foreign language using pedagogical technologies and the developed set of tools for the formation of creative abilities under the influence of a set of pedagogical conditions conducive to this. The author's model of the process of forming the creative abilities of international students in the process of professional training by means of teaching a foreign language has received experimental confirmation.

The task of developing the creative abilities of international students was solved by means of teaching a foreign language as an integral part of their

professional and personal development, which was justified at the theoretical and methodological level by the potential of professional language training, implementing educational, educational and axiological functions in the system of holistic training of international specialists. Organized educational and cognitive activities based on materials in a foreign language in the original were justified within the framework of the aspects of the main language, home reading and regional studies as meeting the requirements of experimental work.

Thus, the following research problem was solved: the formation of creative abilities of international students from the perspective of the influence of teaching a foreign language is justified as a specially organized, purposeful process of using pedagogical technologies and tools integrated into the course of teaching a foreign language, in the process of professional training related to the improvement of motivational, intellectual and aesthetic parameters in the structure of these abilities under the influence of a set of pedagogical conditions conducive to this.

Theoretical development of the problem of the formation of creative

abilities of international students in the process of professional training, determination of the structural composition of abilities, development of criteria, indicators and levels of formation of creative abilities

international students allowed us to develop an appropriate process model.

The solution of the tasks of this dissertation, which are among the highest priorities in the training of highly professional specialists in the field of international activity, required theoretical and methodological analysis and justification in the interdisciplinary field of research.

Using an interdisciplinary approach to the study of creative abilities as the methodological basis of this dissertation, we solved the first of the tasks set – formulated a comprehensive, refined definition of creative abilities and determined the structure of creative abilities, the most important in the system of professional training of future international specialists.

In this dissertation, creative abilities are studied as the ability of an individual to be active, overcoming pre-established boundaries of activity, and to carry out activities aimed at the constructive transformation of information and the creation of new subjectively and objectively significant results.

In the structure of the creative abilities of international students, the following abilities were identified that correlate with the professional competencies of the relevant field of study: motivational parameters that provide stimulation and energy resource of creative activity, represented by creative motivation; intellectual parameters reflecting the dynamic processes of creative activity, represented by the ability to transform, the ability to show flexibility of intellectual processes, the ability to predictive activity; aesthetic parameters that determine the quality of creative results, represented by the ability to associate, the ability to abstract and form-create, the ability to refine and improve creative products. In projection on the definition of creative abilities adopted for the purposes of the study, activity that overcomes preset boundaries of activity is a

manifestation of the formation of motivational parameters, the ability to carry out activities aimed at constructive transformation of information is a manifestation of the formation of intellectual parameters, the ability to carry out activities aimed at creating new subjectively and objectively significant results, It is a manifestation of the formation of intellectual and aesthetic parameters of creative abilities of international students.

The task of forming the creative abilities of international students was solved by means of teaching a foreign language as an integral part of their professional and personal development, which was justified at the theoretical and methodological level by the potential of professional language training, which implements educational, educational and axiological functions in the system of holistic training of international specialists. The organized educational and cognitive activity based on materials in a foreign language in the original was justified within the framework of aspects of the main language, home reading and regional studies as meeting the requirements of experimental work.

The results of the final stage showed a fundamental difference in the distribution of the final levels of formation of creative abilities of international students in EG and KG. In EG, the redistribution occurred due to a significant increase in the percentage of students with a high level of formation of creative abilities from 16.2% to 40.1%, a decrease in the percentage of students with an average level from 44.8% to 44.3% and a significant decrease in the percentage of students with a basic level of formation of creative abilities from 39% to 15.6% at the ascertaining and final stages, respectively. The pattern of distribution by levels of formation of creative abilities in KG has not undergone significant changes, where the percentage of students with a high level was 10.8% and 11.5%, the percentage of students with an average level was 47.4% and 51.4%, the percentage of students with a basic level was 41.8% and 37.1% at the ascertaining and final stages, respectively.

These data indicate qualitative changes in the distribution of levels of formation of creative abilities of international students in the EG, where the basic level has a significantly lower percentage value (15.6%) compared with the prevailing high and medium levels, which have similar percentage values (40.1% and 44.3%, respectively).

The EG recorded positive dynamics at the level of all components of creative abilities, which corresponds to the prevalence of high and medium levels of formation: creative motivation, manifested in a creative position in relation to educational, cognitive and future professional activities; intellectual creative abilities, manifested in the students' abilities to constructively use in educational and cognitive activities various tools for transforming information and predictive activities in order to create products of educational and cognitive activity that carry a new semantic load; aesthetic creative abilities, manifested in the students' abilities to create completed, detailed harmonious products of educational and cognitive activity.

The results obtained prove the effectiveness of the implementation of the designed process of forming the creative abilities of students of an international profile and substantiate that creatively oriented learning of a foreign language in specially organized pedagogical conditions using the developed set of tools for the formation of creative abilities allowed students of an international profile to improve the key components of creative abilities significant in their professional activities.

The results indicate that the hypothesis has been confirmed, the goal has been achieved, and the research tasks have been solved. The mechanisms of implementation of the model can be reproduced in a wide university practice by teachers of language departments who improve their pedagogical skills and work on solving the practical problem of forming professionally significant competencies by means of teaching a foreign language.

The results of the conducted research allow us to conclude that the organization of educational and cognitive activities in accordance with proven pedagogical conditions in the process of professional, including professional language training, allows us to influence the disclosure of students' creative potential by an example of a teacher's professional activity; to provide pedagogical support for the professional and personal development of each student by building individual trajectories of interaction in the process of creative educational and cognitive activity using innovative pedagogical technologies; to teach students to show individuality and independence, to defend the possibility of their own creative manifestations; to develop creative receptivity to innovation, openness to new experiences and to gain personal experience in creativity. All of the above helps to prepare modern highly professional specialists of an international profile who are able to make creative professional decisions taking into account their social significance and major international problems in the face of unpredictable changes in society.

The "Foreign Language: Two Foreign Languages" program is a multifaceted and comprehensive educational experience that aims to foster the development of essential skills in future educators. By integrating creative, scientific, and pedagogical dimensions, the program empowers students to become not only proficient language users but also dynamic, reflective, and innovative educators prepared to meet the diverse needs of today’s globalized classroom. This holistic approach ensures that students are equipped with the tools to engage in meaningful teaching and learning experiences, laying the foundation for long-term professional success and personal fulfillment.

The Role of Creative Skills in Language Education

The importance of creative skills in language education cannot be overstated, especially in an era where traditional teaching methods are being supplemented—and in some cases replaced—by innovative, interactive, and student-centered approaches. The "Foreign Language: Two Foreign Languages" program places a strong emphasis on creativity, ensuring that students are not only linguistically competent but also capable of devising innovative methods to

engage their students and make language learning a dynamic, enjoyable experience.

Creativity in the context of language teaching goes beyond producing engaging lesson plans. It involves developing a deep understanding of how students learn languages and how to effectively apply this understanding in the classroom. This program encourages students to explore unconventional methods of teaching, such as project-based learning, gamification, and flipped classrooms, which emphasize active student participation and engagement. Creative approaches also extend to the use of technology, multimedia, and digital tools, which help create an immersive learning experience. For instance, students might design virtual reality scenarios or interactive lessons that allow learners to engage with the language in authentic cultural contexts. The emphasis on creativity ensures that future educators will not only teach language but also inspire curiosity, passion, and enthusiasm in their students, transforming language learning into an exciting and transformative journey.

Furthermore, the development of creativity nurtures problem-solving skills, essential for overcoming the inevitable challenges faced in language education. By training students to think creatively about overcoming obstacles—whether they are dealing with diverse learner needs, language barriers, or classroom management issues—the program ensures that graduates can adapt quickly and effectively to any situation, ultimately ensuring student success.

Scientific Skills: Grounding Language Teaching in Research

Equally important is the development of scientific skills within the program, which anchors the art of teaching in the solid ground of research and evidence-based practices. While creativity is essential for engaging students and keeping lessons fresh, scientific skills ensure that language teaching methods are grounded in theories and research that have been proven to be effective. This scientific approach provides a robust framework for future educators to critically analyze and evaluate the language learning process, giving them the capacity to make informed decisions about curriculum design, assessment, and teaching methodologies.

Students are introduced to various linguistic theories, from traditional behaviorist models to more contemporary cognitive and sociocultural theories of language acquisition. This in-depth exploration of language learning theories helps future educators understand the cognitive, psychological, and social processes involved in acquiring a second language. Students learn to integrate research findings into their teaching practices, adjusting their methods to align with the latest developments in applied linguistics and language pedagogy. This approach also fosters an understanding of the complexities of bilingualism and multilingualism, which is essential when teaching multiple foreign languages.

In addition to exploring theories of language acquisition, students are trained in research methodologies that help them assess the effectiveness of different teaching techniques. By engaging in action research, students gain hands-on experience in evaluating their teaching practices and making data-

driven improvements. The integration of scientific inquiry into the curriculum ensures that students develop a critical mindset, where they are always asking questions, seeking evidence, and refining their methods based on empirical findings. This is an essential skill for educators who must continuously adapt their practices to meet the evolving needs of their students and the education system.

Developing Pedagogical Skills: Teaching for Diverse Learners

The foundation of the "Foreign Language: Two Foreign Languages" program lies in the cultivation of pedagogical skills, which form the core competencies that students will rely on when they step into the classroom as educators. Pedagogy is the art and science of teaching, and the program ensures that students acquire not just theoretical knowledge but also practical strategies that can be applied in real-world teaching scenarios.

Pedagogical skills are multifaceted, covering everything from classroom management and lesson planning to student assessment and feedback. The program provides a deep dive into a range of teaching methodologies, including communicative language teaching (CLT), task-based learning, content and language integrated learning (CLIL), and other modern approaches that promote active learning and learner autonomy. By studying various pedagogical models, students learn to recognize which techniques work best for different learner profiles and educational settings, enabling them to tailor their approach to the needs of their students.

Moreover, the program emphasizes the importance of inclusive teaching practices. With classrooms becoming increasingly diverse, students must be prepared to handle learners with varying language proficiencies, learning styles, and cultural backgrounds. The program provides students with the tools and strategies to foster an inclusive learning environment, where all students feel supported, valued, and able to succeed. This includes techniques for differentiating instruction, providing accommodations for students with learning disabilities, and integrating multicultural perspectives into language lessons.

Additionally, classroom management is a key focus, as effective management is essential for creating a positive and productive learning environment. Students are trained in strategies to maintain discipline, build strong teacher-student relationships, and create a classroom culture that encourages mutual respect and collaboration. Pedagogical training also includes the art of giving constructive feedback, guiding students toward improvement while nurturing their confidence and motivation to continue learning.

Technology Integration and Lifelong Learning

As education becomes increasingly digitized, the integration of technology in the language classroom has become a necessity. The "Foreign Language: Two Foreign Languages" program acknowledges this shift and ensures that students are well-versed in the use of digital tools to enhance the learning experience. Students are trained to use a variety of educational technologies, such as online language learning platforms, video conferencing tools, and collaborative

software, which help bridge geographical gaps and provide more flexible learning opportunities. They also learn how to design hybrid or fully online language courses, making education more accessible and adaptable to the needs of modern learners.

The program also places a strong emphasis on lifelong learning—the understanding that education doesn't stop after graduation. In the rapidly evolving field of language education, continuous professional development is key. Graduates of the program are encouraged to pursue further studies, attend professional workshops, and stay abreast of new trends in language pedagogy and technology. This commitment to lifelong learning ensures that future educators remain adaptable, knowledgeable, and capable of embracing the challenges of the ever-changing educational landscape.

Global Impact: Multilingualism and Cultural Competence

Finally, the broader global significance of the program is undeniable. As the world becomes increasingly interconnected, multilingualism is more important than ever. The graduates of this program not only acquire proficiency in two foreign languages but also gain a profound understanding of the cultural contexts in which these languages are spoken. This cultural competence allows them to teach language in a way that is respectful of, and responsive to, the diverse linguistic and cultural backgrounds of their students.

By training educators to teach foreign languages, the program contributes to the promotion of intercultural communication and understanding, which is essential in a world marked by globalization. The ability to communicate effectively in more than one language allows students to navigate diverse social, cultural, and professional environments with ease, making them valuable assets in both local and international contexts.

In conclusion, the "Foreign Language: Two Foreign Languages" program stands as a comprehensive and sophisticated educational model that effectively intertwines linguistic mastery with critical pedagogical, creative, and scientific skills. This multifaceted approach creates a learning environment where students not only gain proficiency in two foreign languages but also acquire the deep insights and abilities required to become innovative and reflective educators. The program's emphasis on these core competencies equips future educators to tackle the challenges posed by a rapidly changing, multicultural, and technology-driven educational landscape. Through a blend of theoretical knowledge and practical application, the program prepares students to excel in diverse teaching environments and contribute meaningfully to the evolution of language education globally.

The Role of Creative Skills in Language Teaching

The development of creative skills in this program is crucial for fostering a generation of language educators who are not just proficient in teaching grammar and vocabulary, but also in creating engaging, meaningful, and adaptive learning experiences for their students. Creativity in language teaching extends beyond the design of lessons; it involves a continuous process of

experimentation, reflection, and adaptation. Students are encouraged to think outside the box, experiment with various teaching methods, and explore different ways of integrating language instruction with cultural, social, and technological contexts.

One of the key elements of fostering creativity is through the design of immersive and interactive learning experiences. Students are introduced to a variety of methods, such as role-playing activities, task-based learning, and project-based learning, that focus on the practical application of language in authentic contexts. These creative techniques not only make language learning enjoyable but also encourage active participation and critical thinking. By designing learning scenarios that simulate real-life situations, future educators can foster a dynamic classroom environment where students can practice and internalize language skills in ways that feel natural and relevant.

The "Foreign Language: Two Foreign Languages" program represents a holistic and deeply transformative educational experience that prepares students to excel as language educators in an increasingly complex and globalized world. By combining the development of creative, scientific, and pedagogical skills, the program offers a comprehensive framework for fostering not only linguistic proficiency but also the intellectual and professional attributes necessary to succeed as effective, dynamic educators.

At the core of this program lies the emphasis on **creative skills**, which play an essential role in making language learning both enjoyable and meaningful. Creativity in the context of language teaching is not limited to lesson design; it involves innovative approaches to engaging students, making language instruction immersive, and encouraging active, student-centered participation. Students in the program are taught how to approach language education in novel ways—whether through interactive project-based activities, role-playing, or task-based learning. These creative methods ensure that students are not merely passive recipients of knowledge but active participants in their learning journey. In addition, the program explores how creativity extends into the integration of technology, such as using digital tools, educational apps, and online platforms to engage students more effectively. These resources provide opportunities to create immersive, personalized learning experiences that can be adapted to individual learning styles. The ability to combine creativity with technology in teaching ensures that future educators can design lessons that are engaging, inclusive, and relevant to today’s learners, making language learning an exciting and transformative process.

Alongside creativity, the program places a significant emphasis on scientific skills, providing students with a solid foundation in linguistic theory and research on second language acquisition. Understanding the scientific principles that underpin language learning is crucial for future educators who wish to base their teaching strategies on evidence and research. The program encourages students to explore various theoretical approaches to language acquisition, from cognitive to sociocultural models, and to apply these theories to real-world teaching scenarios. This scientific foundation allows students to critically analyze and adapt their

teaching methods, ensuring that they are effective in promoting language proficiency and addressing the diverse needs of learners. The program also encourages students to engage in action research, giving them hands-on experience in evaluating their own teaching practices and improving their approaches based on empirical data. This research-driven approach not only enhances the quality of language education but also contributes to the wider field of language pedagogy. By grounding their teaching in theory and research, future educators develop the ability to make informed decisions about curriculum design, assessment strategies, and classroom management, ensuring that their teaching methods are always aligned with the latest advancements in language education.

Equally important are the pedagogical skills that students develop throughout the program. Pedagogy encompasses more than just delivering knowledge; it involves creating an environment that fosters student engagement, encourages critical thinking, and promotes lifelong learning. Students in the "Foreign Language: Two Foreign Languages" program are exposed to a wide range of teaching methodologies that include traditional approaches, such as the grammar-translation method, as well as more modern techniques like communicative language teaching (CLT), task-based learning (TBL), and content and language integrated learning (CLIL). The ability to understand and implement these diverse methodologies ensures that future educators can tailor their teaching practices to meet the unique needs of each student, creating a classroom environment where all learners feel supported and motivated to succeed.

Moreover, pedagogical training within the program is focused on **inclusive teaching**, ensuring that future educators are prepared to handle the challenges posed by diverse classrooms. This includes adapting lessons to accommodate different learning styles, providing support for students with special needs, and fostering a culturally inclusive environment. Students learn how to manage diverse classrooms, employ differentiated instruction, and create assessment tools that address the unique needs of individual students. Additionally, the program emphasizes the importance of fostering **critical thinking** and **student autonomy**, helping future educators cultivate independent, lifelong learners who are not only proficient in two foreign languages but also capable of thinking analytically, solving problems, and engaging with the world in meaningful ways. These pedagogical principles ensure that graduates of the program are well-equipped to manage classrooms of varying sizes, compositions, and challenges, while maintaining a focus on student-centered teaching.

The **global relevance** of the program is one of its most significant aspects. In an increasingly interconnected world, multilingualism has become a crucial skill, both for personal and professional success. This program goes beyond the teaching of foreign languages by fostering **cultural competence**, allowing students to deeply understand the cultural contexts in which these languages are spoken. By studying not only the linguistic aspects of the languages but also the customs, history, and social dynamics of the countries where the languages are used, students gain a more holistic view of the languages they are teaching. This cultural

competence enriches the language learning process, making it more relevant and immersive for students. Graduates of the program are not only able to teach two foreign languages but also equip their students with the tools to engage meaningfully with diverse cultures, navigate global professional environments, and foster intercultural communication.

The program also prepares students for the challenges of teaching in the **digital age**. With the increasing integration of technology in education, the ability to incorporate digital tools into language teaching is essential. Students are trained in the use of various educational technologies, such as interactive online platforms, virtual classrooms, and language learning apps. These tools not only make learning more engaging but also allow for the creation of hybrid or fully online courses, expanding the reach of language education beyond traditional classroom boundaries. Furthermore, the program emphasizes the importance of lifelong learning, encouraging graduates to pursue continuous professional development throughout their careers. Whether through attending workshops, pursuing advanced degrees, or engaging in action research, future educators are prepared to stay up-to-date with the latest trends and innovations in language teaching. This commitment to lifelong learning ensures that graduates remain adaptable and capable of responding to new challenges in the classroom.

Ultimately, the "Foreign Language: Two Foreign Languages" program is designed to produce educators who are not only skilled in language instruction but also equipped with the broader competencies needed to thrive in today’s diverse and technology-driven educational landscape. The integration of creative, scientific, and pedagogical skills ensures that future educators are capable of inspiring, engaging, and empowering their students, making a lasting impact in the field of language education. By equipping students with the ability to think critically, adapt to changing circumstances, and foster a love of language learning, the program plays a crucial role in shaping the next generation of language educators who will contribute to building more interconnected, culturally aware, and multilingual societies. These graduates will go on to teach students who will not only be fluent in two foreign languages but also be prepared to communicate and collaborate with people from all over the world, embracing the rich diversity of the global community.

In conclusion, the "Foreign Language: Two Foreign Languages" program is not just about teaching language; it is about creating educators who are innovative, research-driven, and globally aware. The program provides students with the skills, knowledge, and mindset to become effective educators who can thrive in diverse, dynamic, and ever-evolving educational environments. With its emphasis on creativity, scientific rigor, and pedagogical expertise, the program ensures that graduates are not only prepared to teach languages but also to inspire, challenge, and guide their students to success, ultimately contributing to the creation of a more interconnected, empathetic, and multilingual world.

The creative dimension of the program also focuses on technological innovation, an area that has become increasingly important in modern education.

Students are introduced to advanced digital tools and language learning apps, which they can incorporate into their lesson plans to facilitate more engaging and personalized learning. These digital resources offer endless opportunities for creative lesson design, such as interactive quizzes, virtual language exchanges, and gamified exercises. The integration of technology allows for more flexibility and adaptability in language teaching, as students are empowered to tailor lessons to individual learning styles and preferences. Whether through online collaborative platforms or multimedia presentations, technology becomes a tool that enhances creativity and makes language learning accessible and exciting.

Creativity also plays an essential role in overcoming the inherent challenges of language teaching. Students learn how to adapt their teaching methods to accommodate different learning paces, cultural differences, and varying levels of language proficiency. The ability to come up with innovative solutions to these challenges is one of the key outcomes of the program, ensuring that graduates can respond effectively to the diverse needs of their future students.

The Importance of Scientific Skills in Language Education

In addition to creative thinking, the program places a strong emphasis on scientific skills that ground language teaching in theory and research. A solid foundation in linguistic theory and second language acquisition research allows future educators to approach teaching with a critical, evidence-based perspective. Scientific inquiry provides a framework for understanding the complexities of language learning and teaching, ensuring that future educators can implement methods that are proven to be effective in promoting language proficiency.

The program offers students access to a variety of linguistic theories that explore how languages are acquired, processed, and used. Theoretical models such as the Cognitive Approach (focusing on mental processes), the Communicative Approach (emphasizing practical communication), and the Sociocultural Theory (highlighting the role of social interaction) provide diverse lenses through which language educators can assess their practices. Students are encouraged to critically analyze these theories, evaluating their applicability in different classroom contexts and considering how they align with their personal teaching philosophy.

Scientific skills are further cultivated through action research, where students engage in reflective teaching practices, collect data, and analyze results to evaluate the effectiveness of their instructional strategies. This research-oriented approach allows students to develop a deeper understanding of how learners acquire languages and what teaching methods work best in various learning environments. By gathering evidence from their own classroom experiences, future educators can refine their teaching practices, contributing to the broader field of applied linguistics and language education.

The program also addresses the significance of assessment and evaluation in language learning. Students are taught to design and implement effective assessment tools that are based on research into language acquisition and measurement. This scientific grounding ensures that assessments are not just tools for grading but also instruments for understanding the progress and development of

each student. By aligning assessments with specific learning outcomes, future educators ensure that their students receive constructive feedback that promotes growth and improvement.

Development of Pedagogical Skills: The Art and Science of Teaching

The foundation of the program lies in its focus on pedagogical skills, which form the core competencies for any future educator. Pedagogy is not just about knowledge transmission; it's about cultivating a rich and supportive learning environment that encourages active learning, student autonomy, and critical thinking. Students are equipped with the practical strategies to design effective curricula, manage diverse classrooms, and engage students in meaningful learning experiences.

The program introduces students to a broad array of teaching methodologies, from traditional grammar-translation methods to more contemporary techniques like task-based learning and content-based instruction. Each of these methods is designed to address specific aspects of language learning, whether it be grammar acquisition, communicative competence, or cognitive engagement. The program offers students the flexibility to choose methods that best align with the needs and backgrounds of their students, ensuring that they have a toolkit of pedagogical approaches that can be adapted in real time.

In addition, students are trained in the psychological and emotional aspects of teaching. They learn how to recognize individual differences among students, including variations in learning styles, motivations, and language proficiency. They also learn how to manage classroom dynamics, creating a space where students feel safe, valued, and motivated to participate. Effective classroom management goes beyond controlling behavior; it's about creating an environment that fosters curiosity and a love for learning.

Pedagogical skills also involve teaching methodology in different contexts, from in-person instruction to virtual and hybrid classrooms. As the world becomes increasingly digital, the ability to teach effectively in both traditional and online settings is crucial. Students are equipped to design and deliver lessons across various platforms, using technology to facilitate learning and create more flexible, student-centered experiences.

The global dimension of the "Foreign Language: Two Foreign Languages" program cannot be underestimated. As globalization continues to connect people from diverse cultural, linguistic, and geographic backgrounds, multilingualism has become an essential skill in both professional and personal realms. This program provides students with the tools not only to teach languages but also to foster a deeper cultural understanding among their students.

Cultural competence is at the heart of the program, as future educators are encouraged to explore the cultural contexts in which the languages they teach are spoken. This understanding allows them to integrate cultural elements into their lessons, whether through literature, media, customs, or history, and helps students connect with the language on a more profound level. Furthermore, students learn how to design inclusive curricula that celebrate diversity and promote intercultural

dialogue, preparing them to teach learners from a wide range of cultural backgrounds.

Finally, one of the program's most important outcomes is the development of a commitment to lifelong learning. In the ever-evolving field of language education, staying current with the latest research, pedagogical innovations, and technological advancements is essential for maintaining effectiveness as a teacher. Graduates of the program are not only equipped with the foundational knowledge and skills needed to succeed in the classroom but also instilled with the mindset of continuous professional growth.

Whether through engaging in professional development workshops, attending conferences, or conducting independent research, graduates are encouraged to pursue ongoing education throughout their careers. This commitment to lifelong learning ensures that they remain adaptable, flexible, and responsive to the changing demands of the profession.

The "Foreign Language: Two Foreign Languages" program is more than just a path to becoming a language educator; it is a transformative educational experience that prepares students to be innovative, research-driven, and compassionate teachers. The combination of creative skills, scientific inquiry, and pedagogical expertise ensures that graduates are fully prepared to meet the diverse challenges of modern language education. With a strong foundation in language theory, instructional design, and technology integration, future educators will make significant contributions to the advancement of language teaching, fostering multilingualism and cultural understanding in an increasingly interconnected world.

By focusing on these core elements, the program empowers future educators to embrace the evolving nature of education and to continuously adapt to the changing needs of students, society, and the broader global community. Ultimately, the "Foreign Language: Two Foreign Languages" program equips students with not only the practical skills needed to excel in the classroom but also the mindset and confidence required to thrive in a world that increasingly demands multilingual, culturally aware, and technologically savvy educators. These graduates will go on to inspire, challenge, and support their students, shaping the future of education and contributing to the creation of a more interconnected, empathetic, and understanding world.

The "Foreign Language: Two Foreign Languages" program provides a comprehensive and rigorous framework that empowers students to become creative, scientific, and pedagogically sound educators. Through the development of these critical skills, the program prepares them to meet the challenges of an increasingly diverse and technology-driven educational landscape. The integration of creativity, scientific rigor, and pedagogical expertise ensures that graduates are well-equipped to inspire their students, contribute to the advancement of language education, and engage in lifelong professional development.

Ultimately, this program doesn't simply produce language educators—it cultivates innovative, reflective, and adaptable professionals who can make a lasting impact in classrooms around the world, promoting multilingualism,

intercultural communication, and global understanding. As these educators embark on their professional journeys, they will undoubtedly play a central role in shaping the future of language education, creating pathways for cross-cultural dialogue, and contributing to a more interconnected and empathetic world.

The purpose of this dissertation was to study and experimentally substantiate the process of forming the creative abilities of international students by means of teaching a foreign language in the process of professional training. At the same time, in the process of conducting experimental work, there was an increase in students' motivation to study the subject, great results in its development. We assume that the formation of creative abilities contributes to improving academic performance and the quality of knowledge acquired, which can serve as a separate direction in the study of this problem. Further research in the field of building individual trajectories of interaction with international students based on creative educational and cognitive activities in the process of professional language training may also be of scientific interest.

The author's model of the process of forming the creative abilities of international students by means of teaching a foreign language in the process of professional training was designed as a set

interconnected, united by the logic of movement from the goal to the result of the blocks:

1. target block reflecting the state social order, purpose and objectives;
2. methodological block as part of the approaches and principles of the process;
3. content-competence block, reflecting the correlation formed creative abilities with the competencies of professional training of international students;
4. organizational activity block consisting of two most important components of the process:

 a complex of pedagogical conditions and a complex of pedagogical technologies and tools for the formation of creative abilities by means of teaching a foreign language;

 criterion-level block with criteria and levels the formation of each component in the structure;

 scoring block, reflecting the final increase in the level of formation of creative abilities of international students included in the innovative activities proposed within the framework of the study.

The experimental work, implemented in accordance with the constructed model, made it possible to introduce into the process of educational and cognitive activity in foreign language classes a set of identified pedagogical conditions and a developed set of tools for the formation creative abilities of international students.

The initial level of formation of creative abilities in the EG and CG, determined at the ascertaining stage, showed the similarity of the results obtained in both groups with a predominance of the percentage of students with an average and basic levels with a low percentage of students with a high level of creative abilities.

The formative stage was implemented as creatively-oriented teaching of a foreign language in the conditions of application of the following pedagogical conditions in a complex: implementation of creative professional teacher positions; organization of creative cognitive activity in foreign language classes; use of innovative pedagogical technologies in organizing educational and cognitive activities in the classroom foreign language; building individual trajectories of interaction between teacher and students; creation of a developing creative educational environment in foreign language classes and in extracurricular work with students.

A set of tools for the formation of creative abilities was introduced into the foreign language teaching course, developed using cognitive-heuristic, creative, art-creative, complex technologies based on course educational materials.

The maximum efficiency of working with complex technologies has been experimentally proven, which is ensured due to the possibility of implementing all identified pedagogical conditions for effective formation of the creative abilities of international affairs students and through the combined use of technologies and tools of the developed complex, in a creative workshop, in the author's training course "A Story-based English Class. English lessons in stories" and the English student club of critical and creative thinking "Wonder & Educate", as evidenced by the results of the final stage.

The results of the final stage showed a fundamental difference in the distribution of the final levels of development of creative abilities of international students in the EG and CG. In the EG, the redistribution occurred due to a significant increase in the percentage of students with a high level of formation of creative abilities from 16.2% to 40.1%, a reduction in the percentage of students with an average level from 44.8% to 44.3% and a significant reduction in the percentage of students with a basic level of formation of creative abilities from 39% to 15.6% by stating and concluding stages accordingly. The picture of the distribution according to the levels of formation of creative abilities in the CG did not undergo significant changes, where the percentage of students with a high level was 10.8% and 11.5%, the percentage of students with an average level was 47.4% and 51.4%, the percentage of students with the baseline level was 41.8% and 37.1% at the ascertaining and final stages, respectively.

The data presented indicate qualitative changes in the distribution of levels of development of creative abilities of international students in the EG, where the basic level has significantly morelow percentage value (15.6%) compared to the prevailing high and medium levels, which have similar percentage values (40.1% and 44.3%, respectively).

The EG recorded positive dynamics at the level of all components of creative abilities, which corresponds to the prevalence of high and medium levels of formation: creative motivation, manifested in a creative position in relation to educational, cognitive andfuture professional activities; intellectual creative abilities, manifested in students' abilities to constructively use various tools in educational and cognitive activitiestransformation of information and forecasting

activities in order to create products of educational and cognitive activity that carry a new semantic load; aesthetic creative abilities, manifested in students' abilities to create complete, detailed harmoniousproducts of educational and cognitive activity.

The results obtained prove the effectiveness of implementation

designed process of forming the creative abilities of international students and substantiate that the creatively oriented study of a foreign language in specially organized pedagogical conditions using a developed set of tools for the formation of creative abilities allowed students of internationalprofile in the EG to improve the key components of creative abilities that are significant in their professional activities.

The results indicate that the hypothesis put forwardconfirmed, the goal was achieved, the research objectives were solved.

The mechanisms for implementing the model can be reproduced in wide university practice by teachers of language departments who improve their pedagogicalmastery and working on solving the practical problem of developing professionally significant competencies by means of teaching a foreign language.

The results of the study allow us to come to the conclusion that the organization of educational and cognitive activities in accordance with proven pedagogical conditions in the process of professional, inincluding professional language training, allows you to influence the disclosure of the creative potential of students through the example of the professional activity of a teacher; provide pedagogical support for the professional and personal development of each student by buildingindividual trajectories of interaction in the process of creative educational and cognitive activities using innovative pedagogicaltechnology:teach students to show individuality andindependence,defend the possibility of one's own creative manifestations;develop creative sensitivity to innovation, openness to new experiences and gain personal experience in creativity.

All the above helpsto prepare modern highly professional international specialists who are capable of making creative professional decisions taking into account their social significance and major international problems in the context of unpredictable changes in society.

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