Group work can be built on the principles of pair learning, mutual consultation, work on the problem, the distribution of roles and more. Note that the use of modern methods of work makes the learning process active, and students' thinking – creative and independent. Thus, the purpose of personality-oriented technologies is to maintain and develop the natural qualities of the student's health and individual abilities, to help in the formation of its subjectivity, sociality, creative self-realization of the individual [4, p. 17].

Conclusions. Thus, personality-oriented learning allows students to absorb new material without reducing the difficulty. Specially selected help is not a direct hint that slows down students' thinking, but also a tool with which the teacher leads the student to the right solution, thus carrying out the learning process. Therefore, in order for the educational process not to stand still, but to develop, the teacher needs to find contradictions in it and be able to resolve them.

Thus, the techniques of personality-oriented learning always offer a solution to any problem, which involves, on the one hand, the use of various methods, teaching aids, and on the other – the integration of knowledge, skills from different fields of science, technology, creativity.

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THE USAGE OF THE CREATIVE METHODS IN THE PROCESS OF TEACHING FOREIGN LANGUAGE IN THE SECONDARY SCHOOL

Using creative methods of teaching in foreign language classes for the formation of competence in speaking, one can formulate the following conclusions: creative methods help to create a creative atmosphere in classes and develop skills of competence in speaking, reading, listening, enrich the learning process and increase its productivity, enable to quickly master the necessary information in English, which, in turn, increases the motivation for learning a foreign language.

Використовуючи творчі методи викладання на уроках іноземної мови для формування мовної компетентності, можна стверджувати, що творчі методи допомагають створити творчу атмосферу на заняттях та розвинути навички компетентності в говорінні, аудіюванні, читанні та збагачують процес навчання й підвищують його продуктивність, дозволяють швидко засвоїти необхідну інформацію англійською мовою, що, в свою чергу, підвищує мотивацію до вивчення іноземної мови.

Key words: *creative methods, foreign language, teaching process, speaking, reading, listening*

In fast moving world students are overloaded with educational information, so they need to choose the most important and necessary for them. That's why teachers need to develop students' creative abilities and use effective means of forming creativity in English lessons and methods of communication and creative approach, which allow students to deeply and firmly learn and reproduce educational material.

Numerous studies of this problem were carried out by many linguists and methodologists: J. Guilford, J. Chaffee, D. Couger, K. Moore, I. Milaslavsky, V. Druzhynin, L. Vyhotsky, S. Rubinshteyn, O. Yakovleva, A. Matushkina, Ya. Ponomarov etc. They consider creativity as a system of personal qualities, a characteristic of the sphere of thinking, motivated by the activity of the individual.

The aim of the article is to identify and characterize creative methods in the process of teaching a foreign language.

We found that taking into account the age characteristics of high school students, namely: accelerated development of theoretical thinking, individual style of activity, sense of independence, awareness of life views, actualization of life plans, future orientation, professional orientation and systematization of knowledge, motives and ways of self-educational activity, development of creative imagination promote successful mastering of knowledge and formation of creativity. During this period, students are characterized by such characteristics of perception as integrity, meaningfulness, objectivity, selectivity, especially reliance on experience. The most important factors influencing the process of forming the creativity of high school students are the environment and heredity. We tend to think that creativity is a trait that needs to be formed and developed throughout life [2, p. 46].

We have analyzed a number of works on the relationship between intelligence, thinking and creativity and concluded that thinking is an integral component of the creative process, and as for the dependence of intelligence and creativity, there is no common answer, because human creativity, like intelligence, cannot be considered in isolation from the content of activities that change significantly with age. The main and most common criteria of creativity are: originality, productivity, flexibility, accuracy and speed [2, p. 47].

In our research we take for the basis the definition of the term from the pedagogical dictionary, where creativity is creative ability to turn new and imaginative ideas into reality. Creativity involves two processes: thinking, then producing. Sternberg & Lubart in the work *Defying the Crowd state that* "A product is creative when it is (a) novel and (b) appropriate. A novel product is original not predictable. The bigger the

concept, and the more the product stimulates further work and ideas, the more the product is creative." [4]. These scientists state that the development of a personality is a lifelong process and one of the most important of its criteria is creativity. On the other hand, there is a group of scientists of humanistic approach who state that each personality has inborn skills of creativity.

With due consideration for a number of particularities of creativity, we consider senior stage at school to be the most favourable for its development as senior pupils can perfectly work with big deal of material, they deeply understand the essence of objects and phenomena, are ready to find the best ways out in solving the problem.

In our opinion, the most effective methods of forming creativity are creative teaching methods, since the main factor of creative learning is the students' initiative. A student here ceases to be the object of influence and becomes a full subject of communication. He is responsible for his work to the same extent as a teacher for his own. Creative methods of training are aimed at creating young adults' own educational products. Cognition is possible, but it occurs precisely during and at the expense of the student's creative activity.

Creative methods include the case study method, the method of synectics, the inversion method, the method of inventiveness, the "if" method, the method of hyperbolization, the method of agglutination, the method of "brainstorming", the method of "morphological analysis" [5, p. 16].

The main purpose of the case method is to teach, by example, a concrete situation (case), a group analysis of the problem and independent decision-making. This method can be used in generalizing a grammatical phenomenon in a given situation.

The method of synectics is a way of stimulating the imagination of young adults through a combination of heterogeneous elements which is based on the method of "brainstorming", different in the form of analogies (verbal, figurative, personal), inversion, association, etc. The essence of the method of synectics is to make the unknown known, and the familiar one is alien. This is achieved through four types of operations: personal assimilation, direct analogy, symbolic analogy and fantastic analogy [5, p. 18].

Characteristic features of the method are:
• the way out of narrow-profile opportunities by involving specialists from different fields (the synectics group) to solve the problem;
• expansion of the field of action, development of new approaches to solving the problem through collisions of unexpected thoughts, unusual analogies (direct, subjective, symbolic, fantastic) that develop thinking;
• increasing individual meditation, which allows maximum focus on the object, creating optimal conditions for activating the intuitive process.

Initially, general features of the problem are discussed, the first solutions are proposed and cut down, analogies are generated and developed, analogies are used to understand the problem, alternatives are selected, new analogies are searched. And only then students return to the problem.

When applying the method of synectics, it is recommended not to evaluate the results obtained, because the verbalization of ideas inhibits its development [5, p. 22].

An inversion method, or an appeal, is aimed at finding ideas in new, unexpected directions, largely contrary to traditional beliefs [1].

Characteristic features of this method are:
• orientation to the principle of dualism;
• development of the dialectical thinking of young adults;
• impact on the level of development of creative abilities.

When stereotypical techniques are in vain, fundamentally opposite alternatives to the solution apply.

The method of inventing is a way of creating an unknown to the earlier product based on the results of their specific mental activities. The method is implemented using the following techniques:

a) replacement of the quality of one object with the qualities of another in order to create a new object;

b) the search for the properties of the object in another environment;

c) the change of the element of the object under study, and the description of the properties of the new object, which was obtained as a result of this change [3].

Method "If ...". Students are asked to make a description and draw a picture of what will happen if something changes in the work. Students' performance of such tasks will not only improve their ability to imagine, but will also allow them to understand better the structure of the actual work, the interconnection of its components [3, p. 77].

The method of figurative painting reproduces such a state of the students, when the perception and understanding of the object being studied, as if they merge, there is its integral, undifferentiated vision.

Method of hyperbolization. Increases or decreases the object of knowledge, its individual parts or qualities: the longest word, the smallest number, is thought up; depicted aliens with large heads or small legs; cook the sweetest tea or very salty cucumber. The Guinness Book of Records, in which achievements balance on the verge of reality and imagination, can have a special effect on such representations [1].

Agglutination method. Students are asked to combine the reality, quality, properties, parts of the object and depict reality, such as: hot snow, the bottom of the abyss, the volume of emptiness, sweet salt, black light, etc.[3, p. 76].

The method of "brainstorming" is a method of group problem solving or a method of communicative attack.

The main task of the method is to collect as many ideas as possible, with the release of discussion participants from the inertia of thinking and stereotypes.

Characteristic features of the method are:
• Focus on activating the students' creative thinking;
• use of tools that reduce criticality and self-criticism of the individual (direct instructing and / or creating favorable conditions for the education of compassion, mutual support and approval), thereby increasing its self-confidence;
• functioning on the principles of free, unrestricted generation of ideas in a group of specially selected individuals ("ideas generators");

• the main path of development of students' creative abilities in conditions of emancipation of their intellectual abilities by reducing psychological barriers;

• reducing the level of self-criticism of students and preventing the displacement of original ideas into subconsciousness as dangerous;

• creating conditions for the emergence of new ideas;

• facilitating the emergence of a sense of psychological security [1; 3].

The method of "morphological analysis", or the method of multidimensional matrices, based on the principle of systematic analysis. In the process of developing a new idea, students need to draw up a matrix in which to reveal a complete list of features of this idea or task (characteristics, processes, parameters, criteria, etc.). There is a process of finding new, unexpected and original ideas by drawing up various combinations of known and unknown elements.

An analysis of the features and relationships derived from various combinations of elements (constructions, processes, ideas) is used both for identifying problems and for finding new ideas.

Thus, in the process of combining well-known and unknown elements, students have new, unexpected and original ideas. An analysis of the features and relationships between the various combinations of elements (structures, processes, phenomena, etc.) is used to identify problems and to find new ideas [1, p. 249].

Using creative methods of teaching in foreign language classes for the formation of competence in listening, one can formulate the following conclusions: creative methods help to create a creative atmosphere in classes and develop skills of competence in listening, enrich the learning process and increase its productivity, enable to quickly master the necessary information in English, which, in turn, increases the motivation for learning a foreign language.

Therefore, the formation of creativity should be carried out on all stages, it's very essential to put the background of the formation of the thinking person in school. We can achieve this by using the effective methods of mental development in the process of teaching foreign language in the secondary school. In addition, young adults should be given the opportunity to make generalizations and conclusions about the formation of creativity, establish logical connections between different phenomena, formulate rules and predict the results of its formation.

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