

M.M. Akeshova¹ , B.G. Abzhekenova^{2*} 

¹International University of Tourism and Hospitality, Kazakhstan, Turkestan

²Korkyt Ata Kyzylorda University, Kazakhstan, Kyzylorda

*e-mail: bibinur.abzhekenova@ayu.edu.kz

PROFESSIONAL TEACHING COMPETENCE: KEY POINT OF DEVELOPING PUPILS' CREATIVITY

The article points out the results of the research of a competent professional education specialist activity aimed at developing creative abilities of trainees. In the modern multilingual education system great importance is attached to teaching a foreign language, increasing students' interest and motivating language learning. Through the use of active teaching methods that develop creativity, it is possible to activate students and create a harmonious learning environment. The authors analyzed the concepts of competence, creativity and conducted a survey on the use of innovative and creative teaching methods by teachers. The survey involved 100 respondents: school teachers, graduate students, teachers of educational centers. More than 77% of respondents believe that it is necessary to use a creative approach in teaching foreign languages; more than 86.3% of respondents consider it is necessary to use critical thinking methods to increase the effectiveness of teaching foreign languages and develop creativity. It is crucial to prepare a creative environment for teaching foreign languages according to 86% of respondents. Respondents stated out methods as the most useful of specific methods: 73.3% chose "picture gallery", of which 57.8% chose "quality line" and 53.3% chose the "mind mapping" option. In the final part of the survey, several methods were proposed to obtain information about the extent to which teachers use critical thinking techniques.

Key words: educational process, development of creative abilities, creativity, competency, pupils.

М.М. Акешова¹, Б.Г. Әбжекенова^{2*}

¹Халықаралық туризм және меймандостық университеті, Қазақстан, Түркістан қ.

²Қорқыт Ата атындағы Қызылорда университеті, Қазақстан, Қызылорда қ.

*e-mail: bibinur.abzhekenova@ayu.edu.kz

Педагогикалық кәсіби құзіреттілік: оқушылардың креативтілігін дамытудың негізгі мәні

Мақалада кәсіби білім беруде білім алушылардың шығармашылық қабілеттерін дамытуға бағытталған құзіретті маманның қызметін зерттеу нәтижелері көрсетілген. Қазіргі көптілді білім беру жүйесінде шет тілін оқытуға, білім алушылардың қызығушылығын арттыруға және тілді оқытуды ынталандыруға маңызды мән беріледі. Шығармашылықты дамытатын оқытудың белсенді әдістерін қолдану арқылы оқушылардың белсенділігін арттыруға қолайлы оқу ортасын құруға болады. Авторлар құзіреттілік, шығармашылық ұғымдарын талдап, мұғалімдердің оқытудың инновациялық және креативті әдістерін қолдануы туралы сауалнама жүргізді. Сауалнамаға 100 респондент қатысты: мектеп мұғалімдері, бітіруші курс студенттері, білім беру орталықтарының мұғалімдері. Респонденттердің 77%-дан астамы шет тілдерін оқытуда шығармашылық тәсілді қолдану керек, 86,3%-дан астамы шет тілдерін оқытудың тиімділігін арттыру және шығармашылықты дамыту үшін сыни ойлау әдістерін қолдану қажет деп есептейді. Шет тілдерін оқыту үшін респонденттердің 86%-ы шығармашылық орта құру қажет деп санайды. Респонденттер нақты әдістердің ішіндегі ең пайдалы әдістерді атады: 73,3% -ы «сурет галереясын» таңдады, оның 57,8%-ы «сапа сызығын» және 53,3%-ы «ақыл-ой карта» нұсқасын белгіледі. Сауалнаманың соңғы бөлігінде мұғалімдердің сыни ойлау әдістерін қаншалықты қолданатыны туралы ақпарат алудың бірнеше әдісі ұсынылды.

Түйін сөздер: оқу үдерісі, шығармашылық қабілеттерді дамыту, шығармашылық, құзіреттілік, оқушылар.

М.М. Акешова¹, Б.Г. Абжекенова^{2*}

¹Международный университет туризма и гостеприимства, Казахстан, г. Туркестан

²Кызылординской университет имени Коркыт ата, Казахстан, г. Кызылорда

*e-mail: bibinur.abzhekenova@ayu.edu.kz

Профессиональная педагогическая компетенция: ключевой пункт развития креативных способностей обучаемых

В статье отражены результаты исследования деятельности компетентного специалиста профессионального образования, направленной на развитие креативных способностей обучаемых. В современной полиязычной системе образования важное значение придается обучению иностранному языку и повышению интереса обучающихся и мотивирования обучения языку. Благодаря использованию активных методов обучения, развивающих креативность, можно активизировать учащихся, создать благоприятную учебную среду. Авторы проанализировали понятия «компетентность», «креативность» и провели опрос об использовании педагогами инновационных и креативных методов обучения. В опросе приняло участие 100 респондентов: школьных учителей, студентов выпускнического курса, учителей образовательных центров. Считают, что необходимо использовать творческий подход к обучению иностранным языкам более 77% респондентов, использовать методы критического мышления для повышения эффективности обучения иностранным языкам и развития креативности более 86,3% респондентов. Необходимым созданием творческой среды для обучения иностранным языкам считают 86% респондентов. Наиболее полезными из конкретных методов респонденты назвали следующие: 73,3% выбрали «картинную галерею», из них 57,8% выбрали «линию качества» и 53,3% выбрали вариант «ментальная карта». В заключительной части опроса было предложено несколько методик для получения информации о том, в какой степени учителя используют приемы критического мышления.

Ключевые слова: образовательная среда, развитие креативных способностей, креативность, компетентность, критическое мышление

Introduction

Today's informational area is engaged in glorifying the development of society and the changes that are taking place every day. It can be said that the ability to adapt to every change is the current demand of society in the period when such information is constantly changing. Among them, new information in the education system needs to show the right direction to the future young generation and needed to be able to give new information to learners in time. At the same time, learning foreign languages means that students acquire world information at a certain level and achieve the information needed in the world arena by becoming independent of language. Knowledge of a foreign language expands the horizon of knowledge in the current period full of changes. Also, it is very important to learn a foreign language in order to keep up with the times and become an educated person in front of the society. Moreover, the modern education system is directly based on information exchange using SMART technologies. And the language of technology is covered with foreign information, so the modern education system leads to mastering a foreign language. Mastering a foreign language at a sufficient level for a complete

student in the learning process is an activity aimed at the teacher's competence. At the same time, we consider that it is important to be a master teacher in foreign language teaching.

To know many languages have a great impact on each personal life, because, through learning foreign languages can take any kind of information, that you cannot find in other languages. That is, being able to know many languages gives you opportunities to take widely ranged information all over the world. As mentioned above, to have learners who are masters of many languages, we need professional competent teachers in our educational sphere. That is, for a student to fully master any language, it is important for the teacher to have a high level of professional competence.

Literature review

In general, any kind of actions which belonged to the educational process will be effective, if teachers can be masters of this process. So on, in today's educational process the term "competence" is going to be popular among people as a development of abilities people belonged to special areas. In this case, our research is due to find out teachers' competence in educational areas.

At the same time, we thought it would be appropriate to clarify the meaning of the concepts of «competence» and «competency».

S.E. Shishov defines the concept of «competence» as the ability to activate the acquired knowledge and experience in a given situation, assigning a significant role in its demonstration to external conditions. That is, competence is understood as a certain general ability of a person, based on his knowledge, experience, values and inclinations, and which is not limited to either specific knowledge or skills, but manifests itself as the ability to establish a connection between knowledge and a situation (Палферова. С.И., 2003:252)[1].

At the same time, M.A. Choshanov identifies that «competency» is not just the possession of knowledge, but a constant desire to update and use it in specific conditions, those possession of operational and mobile knowledge; it is the flexibility of the method and the criticality of thinking, which implies the ability to choose the most optimal and effective decisions and reject false ones (Чошанов. М.А., 1996:160)[2].

We would like to point out that it is correct to have an understanding of these concepts in the field of education, taking into account these given definitions. That is, it is clear that there are such substantive principles behind the teacher's pursuit of mastery in the field of education.

For example, in the modern education system, we see a professionally competent specialist in the following categories:

the teacher is the creator of the learning environment

the teacher is a master of his profession

the teacher is a supporter

teacher is a motivator

teacher is an educator

teacher is an educator

the teacher is a creator, etc.

That is, we can see the image of a professional competent specialist around these views.

In order to range these information above, we would like to carry on giving fully meaning of that professional competence of a teacher. Who is the professional teacher? and how do we understand meaning of professional competence of a teacher? According to the research of E. F. Zera, professional competence means not only the knowledge and experience of a specialist, but also the ability to re-improve accumulated knowledge and skills at one point in life and use them in the process of realizing professional functions. In this case, it is important

to be prepared and able to apply this knowledge depending on the situation encountered (Zeer.E.F., 1999:259)[3].

Due to the research of scientist Toktaganova. A.S., she consider professional competence like: "In the case of the formation of professional-personal competence, the teacher changes qualitatively: his strengthens positive attitude to work, improves self-esteem". From this point of view we knew that being competitive influence teachers as better as we waited before (Toktaganova. A.S., 2020:274) [4]

N.V. Kuzmina defines the concept of "professional competence" as the teacher's ability to transform his profession into a means of forming a student's personality, taking into account the restrictions and instructions for teaching and education. That is, the professionalism of the teacher as a professional takes an important place in the educational process as a manager of the educational process (Kuzmina.N.V., 1990: 198) [5].

Having fully understood the above definition of what a professionally competent specialist should be, we will study the influence of a professionally competent specialist on student creativity within the framework of this article.

The author Murkatik says that professional competence is an ability that teachers must develop at a certain level in planning and implementing the educational process. Each teacher has the task of directing the student's learning activity to achieve the learning goal, for which the teacher is required to be able to clearly convey the lesson material. That is, the pedagogical knowledge and skills of the teacher are shown here. Professional teachers have their own competence or ability, which is the ability that teachers must have in relation to aspects of professional competence in the delivery of learning, the role and responsibility of the teacher as a never-dry source of material in managing the learning process. In the implementation of the learning process, the student's activity should always be created and continued by using appropriate teaching methods and strategies. That is, it is important to establish a planned communication in the formation of the teacher training environment (Murkatik.K.,Harapan.E., Wardiah.D., 2020:60) [6].

It is true that the development of the pupil's creative abilities as a manager of the educational environment depends on the skill of the teacher. In this case researcher Joseph states that «Creative educators are responsive to students and their environment, and as a result, they are flexible and improvisatory» (Abramo.J.,Reynolds.A.,2015:40)[7].Continung

this opinion scientists Bereczki and Kárpáti explains that «The development of creativity in education depends on how teachers understand and accept creativity and how they integrate creative pedagogy in the teaching-learning process» (Bereczki E.O., Karpáti.A., 2018:30)[8]. Scientist Beghetto says that teachers knowledge about creativity is influencing factor and explains this «The progress of the implementation of creativity in education is hampered by a number of factors. Of decisive importance among them are the teachers' own beliefs about creativity and its upbringing»(Beghetto.R.A., 2010: 450) [9]. So on teachers' belief to make their teaching process effective crucial in educational process. Researchers Li and Li considers that «It is noted that the professional skills of teachers in the development of students' creative abilities, as well as the understanding of ways to develop students' creative abilities, are important in promoting the educational process. That is, the communication skills of the teacher as a manager of the learning process are one of the decisive factors» (Li.Z., Li.L., 2019:27) [10]. At the same time, we would like to emphasize the influencing factors of creativity to learners in the process of language learning and distinguish the ways of its development.

It is true that the ability to create a good learning environment during the learning process is directly related to the professional skills of the teacher. At the same time, a good classroom environment always fosters creativity, which makes lessons interesting and interactive. Focusing on and work-

ing towards developing students' creativity during curriculum planning helps students to be innovative and motivates them to learn new things. In this case Deng states that «Creativity is a worldwide and significant issue in teaching» (Deng.Q., Zheng.B., Chen.J., 2020) [11]. To implementing creativity for educational process is new demension of 21st century and it helps our educatioanl sphare to create qualified generation who are well belonged to society (Pazin.A.H., Maat.S.M.,Mahmud.M.S., 2022:250) [12]. Through creative education students can improve their emotional and social skills as well as become better communicators. That is, the creation of a creative learning environment has a certain level of importance in the personal development of the student. Creative classrooms can truly transform the way students learn and apply it in real life. In fact, creative expression plays an important role in a student's emotional development. Due to this idea resaerchers (Mynbayeva, A. K., &Galimova, N. R. 2016) notes that “Creativity is a complex of intellectual and personal abilities of an individual that contributes to the independent advancement of problems, the generation of a large number of original ideas and their unconventional solution”[13]. From this point of view we knew that creativity is well-developed brean training way of solving problems which face you in a eductaional way or even cases in you life.

At the same time, we would like to show the influencing factors of creativity to pupils learning process as follows (Figure.1):



Figure 1 – Influencing factors of creativity to learners

We have mentioned above factors of creativity which influence to pupils learning process. Now, we would like to explain widely each of them in short.

FIRSTLY, creativity raises student's interests in the classroom. So on, learning with fun is important in learning process, because there are so many kind of pupils with many characters, in this case, to create creative atmosphere is essential for both teachers and students. For the reason that, to provide the lesson with simple way is boring in today's teaching process, so on, implementing interesting activities

and methods which evolve students' interest and increase quality of education is important.

SECONDLY, creativity effects to emotional development of students, that is, implemented methods, activities, games helps students to be emotionally free in educational process. to share their ideas, emotions. It also help to understand learning materials easily than simple way of teaching.

THIRDLY, pupil's creativity helps them to evolve their thinking capability. For instance, in the lesson teachers sometimes gives case to solve

belonged to the lesson. To find solutions for these cases develop their thinking ability, so on, in most cases, teachers needed to suggest learners tasks which affect them to evolve their thinking abilities.

FOURTHLY, One of the most useful aspects of the development of the learners' creative abilities is that it has a great impact on the learners' ability to communicate quickly and communicate freely. Communication is the most necessary functional literacy in the language learning process. This is because the more the pupil adapts to the communication skills, the more progress the pupil will make in language development.

THE FIFTH ONE, Creativity increases the student's ability to solve problems. This is because, during the learning process, students face many critical events, that is, situations that need to be resolved. In such moments, the student has to accept situations and make quick decisions, that is, such small situations help the student to be creative.

As we all know, every method used in the learning process, the decisions made by the teacher during the learning process, as well as the actions directed at the learning environment, directly affect the quality of the student's learning. At the same time, the topic we are discussing has a wide scope and deep informational content, that is, to teach the student to be powerful from a creative point of view. It is important to increase the creative abilities of the student in the current education system, because the uniform education system slows down the development abilities of the student and lowers the quality of education. Therefore, it is necessary to strive for comprehensiveness in the educational process and create conditions for improving the quality of education by using various modern technologies. That is, using various educational formats in the daily learning process, increasing the student's interest and creating conditions for mastering the educational material, that is, firstly, it increases the quality of learning, and secondly, it has a great impact on the student's creativity.

Now, we would like to consider some ways of creativity development .

- Make the lesson fun through games, techniques and methods.

By using various games, the interest of the student can be increased and stimulated. It is usually difficult to attract students to the learning environment, so it is important to use different types of games and methods that increase the student's interest depending on their level. For instance:

“Memory challenge”, “Crosswords”, “Hot Potatoes” and “Magic box” etc.

- Discussion

Another way to increase students' creative abilities is discussion. That is, you can find out the thoughts of the students by presenting a text or questions within the framework of a well-known topic. It is usually very productive to conduct such discussion methods by dividing students into groups. Have students discuss the following:

Firstly, it helps students to think broadly and comprehensively.

Secondly, there will be an opportunity to consider new information that was not mentioned during the lesson.

Thirdly, if students perform in groups, the motivation to strive for victory arises, and this increases the quality of learning.

- Using ICT

In today's age of modern technology, it is impossible to engage students with simple methods. Therefore, the use of materials used by students at this stage, as well as those that arouse the interest of students, is the only way to make our educational process productive. Including smartphones, interactive whiteboards, audio devices and social networks, etc. Use of information technology-oriented social networks during education, for example: explaining topics given in educational materials through videos on the YOUTUBE social network, i.e. expanding the student's horizons with additional information, using learning-oriented pages on TIK TOK, INSTAGRAM social networks during lessons, as well as using smart devices in classrooms play different games. In short, there are many benefits of using modern devices during learning, so there are many advantages of adapting to that direction.

Research methods

Participants. Questionnaire have taken to gather information from teachers about creativity development of students in educational process. About 100 respondents was invited to the questionnaire through the online link [https://docs.google.com/forms/d/e/1FAIpQLSfKpxk8GK84w12BWkGBWKiUDlj00aR6O1ukZt29ynGSHVfySQ/viewform?usp=sf_link]. 55,5 % was school teachers, 28,9% was 4th course of students at the university, 15,6 % was teachers of educational teaching centers.

Data collections and data analysis

The goal of taking questionnaire is to consider acts of professional teachers to develop creativity of students in secondary school education. The questionnaire made by Google platforms namely Google Form. This platform helped us to gather all information which we needed and whole questionnaire provided anonymously. And this was comfortable for all respondents to answer clearly and give their opinions right. The questionnaire consists of 3 main parts. They are personal information, main questions belonged to creativity and critical thinking methods which is used to develop creativity of students. For each questions were suggested 5 options to choose. The link sent by WhatsApp Messenger.

Results of the research

Providing questionnaire is widely ranged way of research to find out needed information for the study. So on, we have chosen this way of method to gather materials belonged to our theme. In short, taken questionnaire is mainly part of our study, through the results of questionnaire we can clarify the teacher's role in development of students' creativity and what do teachers do to make student creative in educational process. In a process of taking questionnaire, we also paid attention to personal information of respondents, namely, work experience of teachers, because experienced teachers have an ability to make an creative atmosphere, so on, we wanted to know it. As the result, 41,9% respondents have 1-2 years' work experience, 16,2% respondents have 3-5 years' work experience, 27,9 % respondents have 5-10 years' work experience and 14% respondents have 10-20 years' work experience (Figure 2).

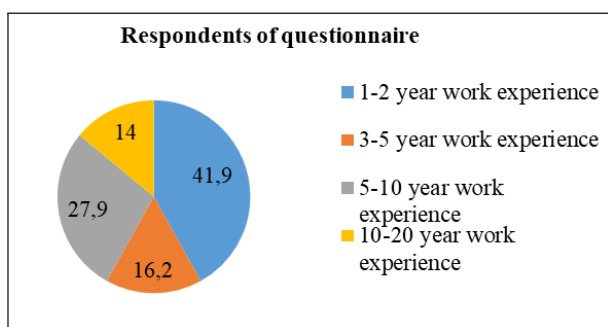


Figure 2 – Respondents of survey

Educational area belonged to creative teaching

In general we have suggested 10 questions according to this part, now we would like discuss all questions separately. Questions made as an opinion and respondents choose one of the 5 options.

We know that teachers are manager of educational teaching process. In this case, we have an question that Is the teachers' professional competence important in the managing educational environment? Answers were like: 72.7% of respondents chose "strongly agree", 11.4% chose "agree", 13.6% chose "undecided" and 2.3% chose "disagree". That is, most of respondents considers teachers' professional teaching competence important in this area and needed to work it about. According to the responsibility of teachers for the educational process 45.5% of respondents chose "strongly agree", 34.1% of respondents chose "agree" and only 4.5% chose "disagree" option. From this point, we can see that teachers' ability to manage the educational process is essential. Without such kind of quality teachers can't be master of this process. The next questions was about "Teachers mastery is essential factor in the development of pupils' creativity" and answers followed as like: 29.5% of them claim that they are "agree" and 9.1% of the "disagree". In educational process teachers needed to be processional in his/her profession without it they can't make effective teaching process, that is, teachers need to develop their teaching abilities due to period. The next questions was like: "It's possible to achieve many achievements in the learning process by being creative" and answers were like: the majority of the respondents 52.3% "strongly agree", 13.2% of them are 'undecided' and only 9.1% of them 'disagree'. Teachers need to use different kind of methods to raise interest of learners' interest inthe language learning process. 54.5% of the respondents chose option "strongly agree" that teachers need to use different kind of methods to raise interest of students because to provide a lesson without mew things is boring for pupils and in reduce of lessons' effectiveness Still, there are some respondents 4.5% who 'disagree', and 20.5 % of them are 'undecided'. Usage of critical thinking techniques on the purpose of developing learners' creativity is more effective in teaching process. In this case, 45.5% of respondents agree with the option of "strongly agree" and 6.8% are "strongly disagree" and the rest of 34.1% are "agree", only 11.4% are "undecided". Actually, all of the critical thinking techniques belonged to increase pupils' thinking abilities and it helps them to be creative and have an own creative

ideas in educational process. In today's teaching base to create student centered atmosphere is matter, so on, we also entered this opinion to the questionnaire and answer was like: 56.8% respondents states that student centered education is beneficial, because students learn to be self-responsible for educational process and teachers will be as deliver of education and manager and students will try to understand material by themselves which explained by teachers. 2.3% of respondents did not agree with this option and chose "disagree" and 13.6% are "undecided" in this case. We sometimes mention that to teaching with simple way is not satisfied and reduce the

interest of learners. So on, to make conditions for learners to be creative is one valuable way in educational area. And also to create creative atmosphere reduces monotony learning process. Due to this opinion above answered followed as like: 54.5% of respondents agreed with this statement and 6.8% are "undecided" and 9.1% of whole respondents did not agree with this opinion and chose option "disagree". In short, both of teachers and learners role is significant in this area, because their proper work together improves the quality of learning and becomes more productive. To show all taken results as possible as we saw we made table to include all taken results (Table.1).

Table 1 – Results of questionnaire

№	Question	strongly agree	agree	undecided	disagree	strongly disagree
1	Is the teachers' professional competence important in the managing educational environment?	72.7%	11.4%	13.6%	2.3%	None
2	Responsibility of teachers for the educational process	45.5%	34.1%	15.9	4.5%	None
3	Teachers mastery is essential factor in the development of pupils' creativity	45.5 %	29.5%	15.9%	9.1%	None
4	It's possible to achieve many achievements in the learning process by being creative	52.3%	25%	13.2%	9.1%	None
5	Teachers need to use different kind of methods to raise interest of learners' interest inthe language learning process	54.5%	20.5%	20.5%	4.5%	None
6	I consider critical thinking techniques to be productive techniques for improving the student's creative abilities in the learning process	52.3%	34.1%	6.8%	6.8%	None
7	Usage of critical thinking techniques on the purpose of developing learners' creativity is more effective in teaching process.	45.5%	34.1%	11.4%	None	6.8%
8	To create student centered atmosphere is matter	56.8%	27,3%	13.6%	2,3%	None
9	To make conditions for learners to be creative is one valuable way in educational area and to create creative atmosphere reduces monotony learning process	54.5%	27.3%	6.8%	9.1%	2.3%
10	Creating a creative environment for students increases the quality of learning and leads students to be active.	60.5%	25.6%	11.6%	2.3%	None

Criticalthinkingtechniques

We added critical thinking techniques to know about that do teachers use them. And do they have experiences about these techniques. Mainly, we con-

sider, to use critical thinking techniques more efficient in teaching process, it gives chance to learners to think deeply and allows a comprehensive look at the given situation. The result is given in (Figure.3).

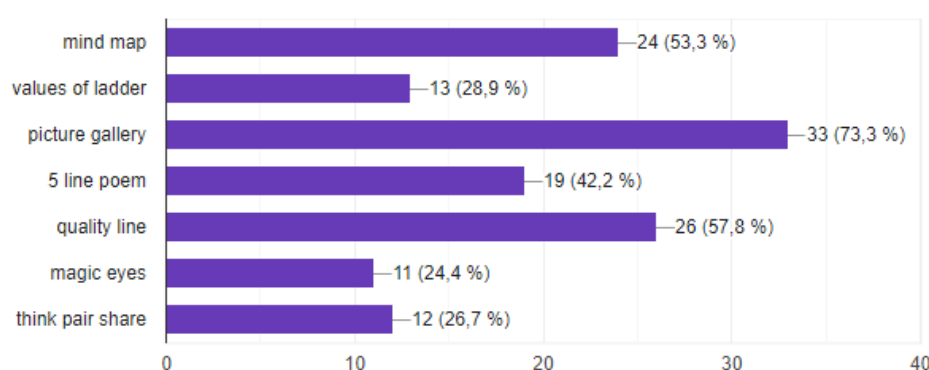


Figure 3 – Critical thinking techniques

According to the figure 2 given results show us usage of these techniques in teaching process. The goal of adding these techniques to the questionnaire was to find out how many teachers use these techniques and which of these techniques are the most useful. As the result, the vast majority of respondents (73.3%) chose “picture gallery” and 57.8% of them chose “quality line” and 53.3% is selected version “mind map”. “Values of ladder” technique chose 28.9% of respondents and 24.4% of respondents show the usage of technique “magic eyes”. Due to the “5 line poem” techniques 42% of respondents voted and 26.7% of them chose “think pair share TPS” technique. To sum up, this part of the survey was successful in determining the importance of professional teachers in managing the learning process and their actions in developing students’ creative abilities. Also, in the final part of the survey, several techniques were proposed to obtain information about the extent to which teachers use critical thinking techniques. Based on the general results of this part of the survey, it can be determined that the majority of respondents believe that the teacher’s skill is a decisive factor in the learning process. Many respondents indicated that they fully agree with the presented opinions.

Discussion

Based on the results of the survey, we believe that we have refined our research. This is because the survey is the main part of our research. Therefore, we considered the obtained results as the main source of research. We believe that we have received a sufficient response from the respondents to the proposed opinions. Quality is important than quantity in the learning process. In this regard, we believe that the collected information about the

respondents’ professional competence, including the development of students’ creative abilities, is relevant in the next large-scale research. In short, our main goal was to evaluate the professional teachers’ role in developing the student’s communication skills and creating a quality learning environment. At the same time, I can fully say that we have reached our goal.

According to the results of the questionnaire we mentioned that professional competence of teachers is important all of areas of teaching process not only development of creativity students’. Through the discussing answers of respondents we wanted to offer such kind of recommendations:

1. Constant self-development of the teacher is important in improving the quality of education. Because the teacher’s professionalism plays a crucial role in all stages of the learning process.
2. To create student centered atmosphere belonged to develop creativity of students’ is significant. This reduces monotony in the learning process and leads to quality.
3. It is better to use different methods in developing the student’s creative abilities, among which critical thinking techniques have a great impact on the development of the student’s creative abilities.
4. To make conditions for the development of pupils’ creativity is crucial to raise efficiency of educational process

Conclusion

The results of the research show that the teacher’s skills play a special role in the educational process. At the same time, the vast majority of our proposed opinions received great support from the respondents. Of course, during the research, there

were respondents who had the opposite opinion. However, this does not affect the main value of the study. This is because we know that in today's developed learning process; it is considered very appropriate to make decisions aimed at increasing the student's interest. A monotonous educational environment, first of all, lowers the quality of education, and secondly, it reduces the student's motivation to study. This means that it has a negative effect on the teacher's skills in the learning process.

In general, the goal of our study was to guide teachers' activities in developing students' creative abilities. Accordingly, we received the necessary information and, as final results, we considered it appropriate to recommend the methods found to be effective for use in the educational process. They are: mind map, values of ladder, 5 line poems, quality lines, picture gallery, (TPS) think pair share, magic eyes. This techniques not only useful for

the development of creativity students', It can be helpful for the development of language skills in EFL teaching process.

Above, based on the sources of world literature, we have highlighted what achievements the development of students' creative abilities leads to. Therefore, we believe that efforts to develop the student from a critical and creative point of view during the educational period are a good indicator of creating an effective learning environment.

In the main, we believe that the presented recommendations will contribute to the creation of a quality educational environment in the educational process.

The work was carried out with the financial support of the Ministry of education and science of the Republic of Kazakhstan in the framework of the scientific project AR09261132.

Литература

1. Палферова, С.Ш. Проектирование технологии компетентностно-ориентированного обучения дисциплинам естественнонаучного цикла студентов технических вузов : дис. канд. пед. наук : 13.00.08. – Тольятти, 2003. – 252 с.
2. Чошанов, М.А. Гибкая технология проблемно-модульного обучения : методическое пособие / М.А. Чошанов. – М. : Народное образование, 1996. – 160 с.
3. Зеер Э. Ф. Психология профессий. – Екатеринбург, 2015.-259 с.
4. Тоқтағанова С. Мұғалімнің кәсіби-тұлғалық құзыреттілігін дамыту нәтижелі білім беру факторы ретінде // Тұрақты даму мүдделерінде үздіксіз білім беру: жаңасын-тегеуріндер. – 2020. – Б. 274.
5. Кузьмина Н. В. Профессионализм личности преподавателя и мастера производственного обучения. М.: Высшая школа, 1990. – 198с.
6. Murkatik, K., Harapan, E., & Wardiah, D. (2020). The influence of professional and pedagogic competence on teacher's performance. *Journal of Social Work and Science Education*, 1(1), 58-69.
7. Abramo, J. M., & Reynolds, A. (2015). "Pedagogical creativity" as a framework for music teacher education. *Journal of Music Teacher Education*, 25(1), 37-51.
8. Bereczki, E. O., & Karpati, A. (2018). Teachers' beliefs about creativity and its nurture: A systematic review of the recent research literature. *Educational research review*, 23, 25-56.
9. Beghetto, R. A. (2010). Creativity in the classroom. *The Cambridge handbook of creativity*, 447-463.
10. Li, Z., & Li, L. (2019). An examination of kindergarten teachers' beliefs about creative pedagogy and their perceived implementation in teaching practices. *Thinking Skills and Creativity*, 32, 17-29.
11. Deng, Q., Zheng, B., & Chen, J. (2020). The relationship between personality traits, resilience, school support, and creative teaching in higher school physical education teachers. *Frontiers in psychology*, 11, 2397.
12. Pazin, A. H., Maat, S. M., & Mahmud, M. S. (2022). Factors Influencing Teachers' Creative Teaching: A Systematic Review. *Cypriot Journal of Educational Sciences*, 17(1), 240-254.
13. Мынбаева А.К., Галимова Н. Р. Развитие креативности студентов в образовательной среде вуза. // Вестник КазНУ. Серия педагогическая. – 2016. – Т. 46. – №. 3. – С. 3.

References

- Abramo, J. M., & Reynolds, A. (2015). "Pedagogical creativity" as a framework for music teacher education. *Journal of Music Teacher Education*, 25(1), 37-51.
- Beghetto, R. A. (2010). Creativity in the classroom. *The Cambridge handbook of creativity*, 447-463.
- Bereczki, E. O., & Karpati, A. (2018). Teachers' beliefs about creativity and its nurture: A systematic review of the recent research literature. *Educational research review*, 23, 25-56.
- Choshanov. M.A.(1996) . *Gibkayatachnologiyaproblemno-modulnogoobucheniya; metodicheskijeposobie [Flexible technology of problem-modular learning: a manual]. Public education.(In Russian)*

Deng, Q., Zheng, B., & Chen, J. (2020). The relationship between personality traits, resilience, school support, and creative teaching in higher school physical education teachers. *Frontiers in psychology*, 11, 2397.

Kuzmina, N. V. (1990). Professionalizm lichnosti prepodavatelja i mastera proizvodstvennogo obuchenija [Professionalism of the personality of the teacher and skill of industrial training.] M.: High school. (In Russian)

Li, Z., & Li, L. (2019). An examination of kindergarten teachers' beliefs about creative pedagogy and their perceived implementation in teaching practices. *Thinking Skills and Creativity*, 32, 17-29.

Murkatik, K., Harapan, E., & Wardiah, D. (2020). The influence of professional and pedagogic competence on teacher's performance. *Journal of Social Work and Science Education*, 1(1), 58-69.

Mynbayeva, A. K., & Galimova, N. R. (2016). Razvitiye kreativnosti studentov v obrazovatel'nojsrede vuza. [Development of students' creativity in the educational environment of the university]. *Journal of Educational sciences*, vol. 46, no 3, 3p. (in Russian)

Palferova, S. Sh. (2003). Proektirovaniye tekhnologiy kompetentnostno orientirovannogo obucheniya dissiplin meststvennonauchnogo tsikla studentov tekhnicheskikh vuzov [Designing the technology of competence-oriented training in the disciplines of the natural science cycle for students of technical universities]. [Doctoral dissertation, Tolyatti]. Dissertat. (In Russian)

Pazin, A. H., Maat, S. M., & Mahmud, M. S. (2022). Factors Influencing Teachers' Creative Teaching: A Systematic Review. *Cypriot Journal of Educational Sciences*, 17(1), 240-254.

Toktaganova A. S. (2020). Mugalimninkasibi-tulgalikkuzirettiligindamy tunatizhele bilim berufactory retinde // turaktydamumy dderinde yzdiksiz bilimberu: zhanasyn-tegeurinder. [Development of professional and personal competence of the teacher as a factor of effective education // Continuous education in the interests of sustainable development: new challenges], p. 274. (In Kazakh)

Zeer, E. F. (1999). Psihologiya professij [Psychology of professions]. Yekaterinburg. (In Russian)