

CREATIVE LEARNING IN ENGLISH FOR SPECIFIC PURPOSES

Creative learning in the ESP (English for Specific Purposes) classroom maintains some key characteristics. To define them creativity principles of Maley (2015) were revised, classroom, student and teacher observations were made and our previous research was also taken into account.

First of all, creative learning must be conducted in a creative climate. *Creative climate* includes a concentration on the process of creating rather than on the result. Teachers are convinced that learning outcomes can appear later but last longer. Besides, it includes a positive and cooperative atmosphere where creativity is recognized, collective creativity is stimulated, and criticism is not offensive so that each language learner is considered understood as potentially creative and can feel the freedom of his or her self-expression. Different arrangements of people and space are also a part of a creative climate as a constituent component of creative learning.

Secondly, creative learning contains *scaffolding*. It prepares students to be more independent step by step. Besides, the scope of the content and the language must be restricted avoiding the pressure of speaking or writing about anything. It can help students to be creative within the particular *constraints* which limit time, topic or materials, or sentences but still leave space for students to choose and develop creative thinking skills. In this sense, we agree with Maley and Markova (Maley, 2015, p. 165) that limitations can provoke creativity.

Thirdly, the tasks, the strategies, the materials and instructions used should vary. The same can be said about content-based learning, problem-based learning, task-based learning, project-based learning and content and language integrated learning as these approaches have proved their efficiency for creativity skills development. The teacher should apply *heuristic* procedures taking into account age, language level and interests of the group. It is a part of teachers' role to *use the Internet or coursebook resources creatively*, engage students in creative situations, and use creative online/offline tools and techniques.

Besides, *the art* component is considered to be an additional characteristic of creative learning. It may include any form such as music, drama, dance, story-telling, crafts, poetry, visual art, media art, etc. The necessity is confirmed by recent research that art integration leads students

to interact with academic content in ways that promote long-term retention (Hardiman, Rinne & Yarmolinskaya, 2014, p. 147; Hardiman, JohnBull & Carran, 2019). Arts integration also engages in the process of creating and enhances content learning (Martin et al., 2013) which is crucial for ESP learners.

Another requirement of a creative project is the *utilization of higher-order students' thinking skills* such as analyzing, evaluating and creating (from Bloom's revised taxonomy of thinking skills), inventing, adapting, discovering, and reasoning. Instructions where students classify, explain, express personal likes/dislikes and invent present the project in another form are essential.

Besides, creative learning should help to make *unusual connections*. The tasks to find similarities and differences between two things which are not usually combined can increase a students' creative potential. It is important to create tasks which can help learners create interdisciplinary connections. If they are unusual, they will be remembered for a long time. That's why the integration of art, science and technology is considered useful for ESP learners.

The most important thing to remember while teaching ESP is a *specific professional content integration*. Traditionally, the content should correspond to the needs or interests of the students and current changes in the field. Creative learning in ESP is, first of all, aimed at creative skills development in the vocational sphere of a student.

Taking into account the realities of the present day, creative learning is impossible without *technology*. For example, different applications, forums, tools for sharing information, common online mind mapping should be used. Ukraine is considered to be an under-resourced area with a lack of technical or material support for our lessons. However, Internet access via mobile phones, which is common now for most students can be beneficially used within a creative approach to learning a foreign language

To conclude, creative learning in ESP is a complex thing. Among the main components are: *creative climate, teachers' creativity for scaffolding, using certain constraints, heuristic procedures, integration of technology and art components, stimulation of higher-order students' thinking skills and unusual interdisciplinary connections*. In order for the student to embrace a broad range of the characteristics mentioned, creative learning should occur in relation to the professional sphere of a student and his or her needs and interests.

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ІНОЗЕМНА МОВА ДЛЯ АКАДЕМІЧНИХ ЦІЛЕЙ У СИСТЕМІ ПІДГОТОВКИ ДОКТОРІВ ФІЛОСОФІЇ У ГАЛУЗІ ПЕДАГОГІЧНИХ НАУК: ПРАКТИКИ І ПРОБЛЕМИ

Інтеграція України в міжнародний науковий, економічний та культурний простір передбачає принципові зміни у вітчизняній системі підготовки здобувачів вищої освіти ступеня доктора філософії та доктора наук у закладах вищої освіти. Удосконалення підготовки докторів філософії зміщується в сучасних умовах у площину розвитку їхньої іншомовної культури академічного письма, умінь вести наукову дискусію однією з іноземних мов країн, що входять до Європейського союзу, презентувати результати власного наукового дослідження як чинників успішної самореалізації та розширення наукових контактів на міжнародній інтелектуальній арені.

На реалізацію зазначених змін спрямовані низка нормативно-правових документів, зокрема, закон України «Про вищу освіту» (2014 р.), «Порядок підготовки здобувачів вищої освіти ступеня доктора філософії та доктора наук у вищих навчальних закладах (наукових установах)» (2016 р.), «Порядок проведення експерименту з присудження ступеня доктора філософії (2019 р.) та інших чинних нормативно-правових актів, у яких передбачається складання здобувачами під час вступу до аспірантури іспиту з однієї з іноземних мов країн Європейського союзу відповідно до рівня B2 згідно з Загальноєвропейськими рекомендаціями з мовної освіти, а також здобуття у процесі навчання в аспірантурі мовних та комунікативних компетентностей, що надасть можливість представляти результати