

Creative Approaches Development to Make Learning on the Coursebook Absorbing

M. Asiya Ilyasova, S. Alsu Khakimzyanova and N. Ramziya Gubaidullina
Kazan Federal University, Kremlevskaya Str.18, 420008, Kazan, Russian Federation

Abstract: There is a useful and concise overview of the concept of creativity and how it has evolved historically, how to develop creative approaches of learning together with possible applications to the classroom. The aim is to achieve “flow” in classrooms: “When everything flows, when the interaction is smooth ... we can talk about teaching in aesthetic terms ... that is, an experience that results in a sensorial perception that not only satisfies the teacher, but also the groups. When this happens, teaching ceases to be an action and becomes an art. There follow suggestions for strategies to implement creativity as change: simplicity, combinatorial creativity-making new associations between previously unconnected items play and risk taking. (Chaz Pugliese, 2009)

Key words: Creative approaches, development, creative thinking, ideas, fun, make presentations, learning process, role play, creativity, purposeful work

INTRODUCTION

There is a useful and concise overview of the concept of creativity and how it has evolved historically, how to develop creative approaches of learning together with possible applications to the classroom. The aim is to achieve “flow” in classrooms: “When everything flows, when the interaction is smooth we can talk about teaching in aesthetic terms that is, an experience that results in a sensorial perception that not only satisfies the teacher but also the groups. When this happens, teaching ceases to be an action and becomes an art. There follow suggestions for strategies to implement creativity as change: simplicity, combinatorial creativity-making new associations between previously unconnected items-play and risk taking. (Chaz Pugliese, 2009)

Each activity may be divided into three parts. The first one in the classrooms offers a wide variety of activities according to course books for making the classroom a creative space. The aim is to establish a positive atmosphere where creative responses are actively encouraged through personalization and sharing.

The second part offers a large number of activities drawing on music, song, art and expressive texts. It may be found as the richest of three parts. There is at least one innovative idea on every page of the units of the course book often giving an established idea a new and creative twist.

An example of this activity is the activity “Story backwards”, where one student in a group re-tells it conventionally. Half way through, they change roles.

The third part focuses on students-their feelings, ideas, thinking skills, physical activity and reflections on the learning process. Again, there are some highly original activities, as well as familiar ones given an unfamiliar twist: Who Am I?-invites the students to choose which of a pair of terms they “are-for example, “Are you a dictionary or a novel?”

And of course it is essential to discuss the creative challenge to teachers and offers advice on overcoming fear of change, of failure, of non-conformity and its consequences and uncertainty. A small number of teacher development activities follow, focused on reflection on teaching. Most of the activities simply ask teachers to “think back on some aspect of their learning or teaching career. It might have been better to invite them to apply a heuristic process to their own practice. For example, Fanselow’s famous “DO the opposite”. (John Fanselow, 1987)

MATERIALS AND METHODS

A lot of articles were read, a lot of researches were done to develop creative approach to make learning of new vocabulary absorbing. New words, special terms are not easy to remember. But in this case word games will be applied to cope with difficulties. According to Irina Koptelova, the International University, Moscow (Koptelova, 1998) words are fun. And of course, everyone can not help thinking the same. Word games are now an accepted part of learning. Experience has proved that if learning is pleasurable, there is greater involvement and recall on the part of the student.

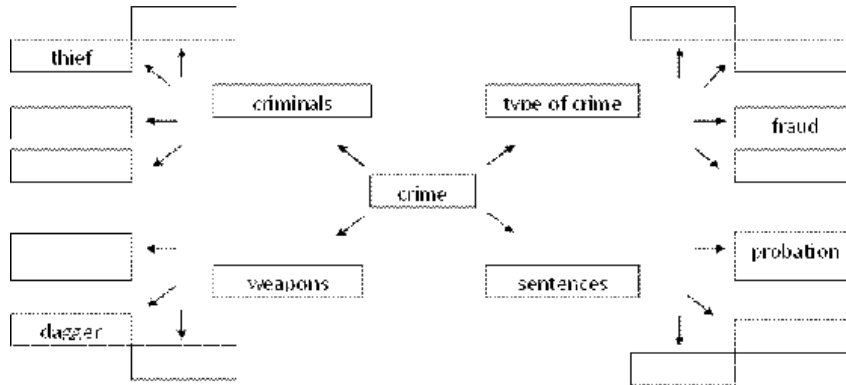


Fig. 1: Brainstorm around the word

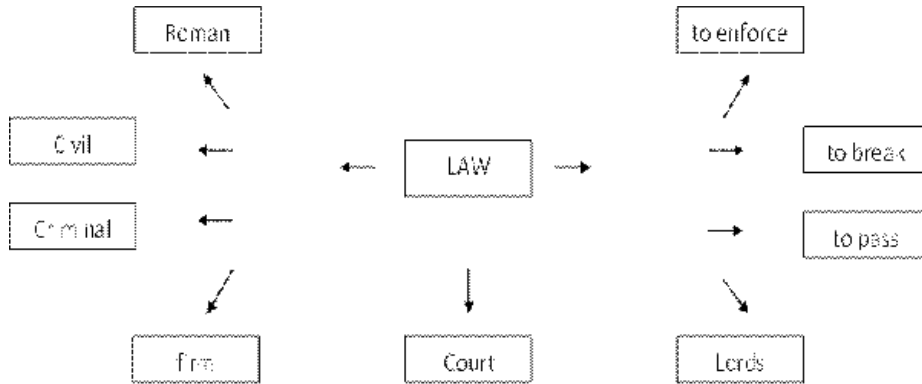


Fig. 2: The association game

Games provide quite extensive language practice opportunities for both general and specific language skills and so they should be seen as an integral part of a teaching program and their use should be planned and monitored. They can be used to open or close a lesson in a stimulating way, to punctuate a lesson, to relieve tension after a test or concentrated practice session or at any time that the teacher feels appropriate. It is important that they are used positively, to give students enjoyment and useful practice, as well as being used as palliatives in situations where student’s interest or motivation is flagging.

In the university word games are used as a new creative approach to make learning on the coursebook absorbing to learn and revise different terms with law students. The use of games must, of course, also be matched to students’ reactions and response. Some individuals or some classes may not enjoy games and they should not be forced to participate in them. On the other hand, with proper presentation most games can be

made attractive and students will be happy to participate in game-playing. In this area the relationship between teacher and students is very important and the teacher must judge how to approach the students with a game.

Some students, for example, may wish to be reassured that the game has a linguistic purpose and knowing this may allow them to enjoy it more fully. The key to remembering vocabulary is to store it in an organised way. Since our students are the ones who will need to recall the vocabulary, they should be the ones who decide how best to record it. There is no one perfect way to record vocabulary that will work for all our students but we can help them by showing different techniques. One of the most widely used games is “brainstorm around the word”. Choose a topic word from the vocabulary list you have studied, for example “crime” (Fig. 1 and 2):

Another game that can be offered is the association game. Encourage students to think of words they associate with some other words. On the board, write (the

teacher or one of the students) the word “law”, for instance, in large letters, then note down words the students think of. The board might eventually look something like this with as many variants as possible (Fig. 2):

Instead of the word “law”, other words, such as “court”, “sentence”, “tax” can be offered is “Scales”: make a list of punishments that exists in the criminal justice system in the UK/USA and in this country.

- Capital punishment
- Life imprisonment
- Community service order
- Probation
- Suspended sentence
- Corporal punishment
- Imprisonment
- Fine

Ask the students to put the punishment in the order you think best on the word ladder below, starting with the least serious and ending with the most serious and they should give their reasons for the position of each punishment: Most serious punishment-community order service- fine-probation-Least serious punishment.

Another game that can be offered to the students is anagram (or jumbled words). ATTEUS is an anagram of STATUTE and ARLIT is an anagram of TRIAL. The letters of words should be shuffled and they can be given to the players to rearrange into words. Usually the words are chosen from a particular unit in the coursebook in our case, from some particular area of legal studies. The winner is the first player to rearrange all the words correctly or the one who solves the largest number of words in a given time. Alternatively, players shout out the answer as they solve an anagram: if correct, they are awarded a point and the players concentrate on solving the remainder. As a variant, the students can be asked to put each group of letters in the anagrams below in the right order, to form a law term connected with the English judicial system. The following words are united by the topic “punishment”.

- Rorocapl
- Lumucevati
- Lipacat
- Nnogsit
- Nnogsit
- Aghilln
- Mmnniistepro
- Ddsseeupn
- Nniacg
- Ntbrpooal

Better still ask the students to prepare the same kind of puzzles themselves for their group-mates to solve. These essential creative approaches should be accompanied by different ways of memorizing of difficult professional terms. Semantic maps including “Lobster” “Spider” “Tree” are helpful to overcome some problems and make learning on the coursebook attractive. (Kroupchenko and Michailova, 1999).

As a result all students can be involved in development of their own creative tasks to learn new vocabulary according to the subjects in their coursebooks. Furthermore, different games give an opportunity to develop creative approaches to learn new vocabulary in order to apply them in their future work properly, especially in making presentations.

It is worth mentioning these creative approaches to make presentation were developed by the students of law and economic departments of Kazan Federal University in their own work. Let us consider two creative examples. The first case deals with business and the law disputes. The name of the subject to be presented is Arbitration. It is based on the text “Resolution in a neutral forum” of the unit of the coursebook (Tricia Smith, 2010). The subject of the presentation is not easy. There are a lot of special terms to be understood to present the subject in a proper way. Each letter in the name of the presentation has the exact definition and explanation (Fig. 3).

A is for ARBITRATOR. An arbitrator is someone who is officially chosen to hear both sides of an argument and to make a decision about what should be done. (Macmillan, 2011). According to this case it is necessary to have a panel of the three arbitrators, one chosen by each party and the third (the chairman) chosen either by the parties or the two party appointed arbitrators. (Market Leader and Business Law, 2010) R is for dispute RESOLUTION. Arbitration has been the dominant force in dispute resolution in areas such as shipping, commodities and construction. And so on.

It is some kind of formula or task, where each letter has its own function to reveal the main idea of the text. Moreover, this approach makes Role-play, for example Let’s Do Justice (Gumanova, *et al.*, 2004) or Creative Writing tasks (Gumanova, *et al.*, 2004) thoroughly prepared to succeed in presentation of these tasks.

Another subject of the creative approach development to make learning on the coursebook absorbing is Brand according to the unit of the coursebook. As the marketing term Brand is defined as a name given to a product or group of products by a company so that they can be easily recognized by their name or design. (Longman, 2010).

In this case some essential elements of brand were amazingly considered by the students of economic department of Kazan Federal University. According to

i
s
p
u
t
e
c
o s
s h
A R B I T R A T I O N
r e u n r e w l p p e
b s s t a l a y p t u
i o i e d i y i t
t l n r e a n f r
r u e n b f g o a
a t s a d i r r l
t i s t i l o
o o i s i m f
r n o p t o
n u y p r
a t u u
l e b m
l
i
c eyes

Fig. 3: Resolution in a neutral forum

their opinion Brand is not just a label, logo, trademark or name of the product to be more exact it is an image which is associated with the product. And it is expected, of course, that the buyer should express positive emotions buying it. So it is important to have the goods well recognized. In order to achieve the aim in fact the product should be advertized in different ways to let the client meet it everywhere and to remember. But not to make the client be annoyed by advertisements. It was resulted in creating the formula:

Brand=slogan+brand name+descriptor+communication media. It is clearly may be explained by the example. Let us consider the example of a company Megaphone. The slogan of the company is: Future depends on you. The brand name of the company is Megaphone. Telecommunication company is defined as the descriptor of the company. Communication media

covers all types of advertising such as commercials, billboards the Internet. When we speak about Megaphone, we remember some special features: color and form. Two colors green and purple are the colors of this brand. These colors are associated with freshness and dynamism. As for the form of this brand it is the circle and points inside that represent the union and communication. According to this example another formula was created: Brand=beauty+sense+simplicity Beauty is for the point that people love to find themselves surrounded by. Therefore beautiful women and men, beautiful landscapes and interiors, beautiful music are the main parts of any brand.

As for sense it should be explained in the following way. In the brands nothing should be superfluous and each sign must be talkative and must be descriptive. For example, when a person gets a tattoo on the body, he or

she first chooses a beautiful picture, then makes up an interesting story or underlines the significance of this tattoo that answers the question about the meaning of the picture. This approach is shared by many advertisers: image is the first and then its meaning goes. But actual process of creating brand components should occur together. And the picture must not be different from the semantic.

As far as the simplicity is concerned it is well known that advertising should be simple and easy to remember. For example, songs in the advertising may be twisted in your head all day. On the other hand absurdity should also be mentioned. The absurdity of advertising is becoming increasingly popular and integral part of advertising. Rambling songs, colorful costumes are all used to attract attention. People always respond to the absurdity, they are indignant by the advertisers but later they sing songs they have heard.

Brand does not mean success. But it is a significant element to succeed in achieving the main goal. In addition to these two examples a wonderful creative approach to be followed was presented in the article connected with case study method. (Gubaidullina, Ilyasova and Khakimzyanova, 2015)

RESULTS AND DISCUSSION

"Without ideas-there is no teacher!" "Ideas of the teacher contain creativity of students!" How to train creatively? Today it is not easy to surprise our students. At absolutely standard lessons the teacher has to use all approaches. Not the small part is made by creativity and resourcefulness. "Without ideas-there is no teacher!"- This simple phrase is the motto of a lot of teachers. At each lesson it is necessary to show unknown and surprising world, creating unusual situations, offering and performing original tasks. It is necessary to build each lesson as a new one. And it is quite difficult to make it if the teacher has no ideas! Students also should be involved in the process of creativity. For this purpose it is necessary:

To underline the purpose of a lesson or the problem to be solved in an interesting form. It can be the training, composing the poem, making the story comprising both a subject and estimated result. For example: London is the education centre of the UK. Let's learn more about it. During the lesson there is a revision of the studied material and an opportunity to get the new information, granting the new facts about this city. Conducting this lesson it is noticeable how students listen to and how they are interested in new facts that we are ready to tell them about.

The purposes and problems of a creative lesson can depend on what form of a lesson we apply. For example, a lesson is a business game. The purposes are

development of independence by different means and ways of the solution of a problem, development of logical thinking, intuition, initiative. Or a lesson is the fairy tale. The purposes of the lesson are development of imagination at non-standard application of objects, ingenuity, imaginations. The integrated lessons develop abilities to define intersubject communication, to see and build identities, to generalize and systematize information.

It is necessary to make and analyze the lesson. During the creative planning of a lesson we always have to remember that the main characters at a lesson of a foreign language (and not only) are students. Their activity, their active work with the acquired material at a lesson has to be the focus of attention of the teacher. The teacher also defines efficiency of a lesson. And creative abilities of the teacher, the abilities to win hearts of students are the exact items to involve them in the world of foreign-language activity. Actually, the same work can be carried out differently. For example, to study names of flowers, one teacher is limited to use only pens and pencils, another, for the solution of the same task, besides pens and pencils uses balls, cubes, pieces of chalk and other objects to answer the only question What color is it? In this case the teacher can manage to involve different students in purposeful work.³ It is necessary to consider gradualness and sequence at development of creative abilities of students. It isn't necessary to demand creativity at once, it won't turn out and the student will be ready only to imagine not to develop creative skills. Development of creative abilities is gradual and long process. In order to have the students worked independently at a lesson, the great preparatory work should be done by the teacher to create educational reference points on each lesson to be used by the students to organize their activity. These reference points contain sequence of actions, the list of tasks and recommendations about their performance, the motivational block which explains the students the importance of the knowledge gained at a lesson.

This should be followed by the expression: Not lose optimism! Not at once everything will turn out. You should be the creative person. Our task as teachers to get acquainted with heuristic system of training which is focused first of all on development of creative abilities of students and to make this work interesting ideas are also necessary. And at the same time it is effective to use information technologies in educational process that is absolutely necessary at a modern lesson of a foreign language. Any equipment is intended to facilitate human life. It belongs also to modern technical means of training.

The best point of visual presentation of information undoubtedly is the projective equipment to be used to edit the image, to make additions, to remember all notes. To understand possibilities of an interactive board, it is necessary to work with it at lessons. It does process of training dynamic, evident, informative and fascinating. Interest is created also by a variety and beauty of information (the text+video+a sound+color). We can agree that as a result the lesson gains new quality and information and tasks in the coursebook seem to be much more attractive.

CONCLUSION

In conclusion to develop creative approaches to make learning on the coursebook absorbing a modern creative lesson has to be: personally focused and motivated from the point of view of the student and the teacher as well. A lesson of real-life communication of equals, without fear of making mistakes. It often happens that students carry out a role of passive listeners and the teachers tell everything. The combination of the talented teacher and the opportunity of the modern equipment and technologies.

A reflection of planning and adjustment at all stages. A lesson where the teacher understands the value of each student, seeing his or her strengths, a lesson where everyone has the right for the statement. A lesson-where the teacher is the conductor who has a plan of conducting and, of course, definite "avalanche" of ideas because of the fact "Without ideas-there is no teacher"

ACKNOWLEDGEMENTS

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

REFERENCES

- Cotton, D., 2008. Market Leader Intermediate. Pearson Longman, London.
- Fanselow, J., 1987. Breaking Rules: Generating and Exploring Alternatives in Language Teaching. Longman Publishing Group, London, UK.
- Gubaidullina, R.N., A.M. Ilyasova and A.S. Khakimzyanova, 2015. Developing of speaking skills according to the "case study" method. Soc. Sci., 1: 1732-1735.
- Gumanova, J., V. Koroleva-Makari and M. Sveshnikova, 2004. Just English: The State of Britain. Paleotip, London, New York, Stuttgart, Moscow,.
- Gumanova, J., V. Koroleva-Makari and M. Sveshnikova, 2004. The Best of Just English, 2004. Moscow University Publishing, Moscow.
- Kroupchenko, A. and A. Michailova, 1999. Law in Russia, Ways with Legal Words. Vneshmaltigraf Publishing, Moscow.
- Pugliese, C., 2010. Being Creative: The Challenge of Change in the Classroom. Delta Publishing, UK., Pages: 96.
- Smith, T., 2010. Market Leader: Business Law. Pearson Education Limited, Edinburgh Gate, Harlow.