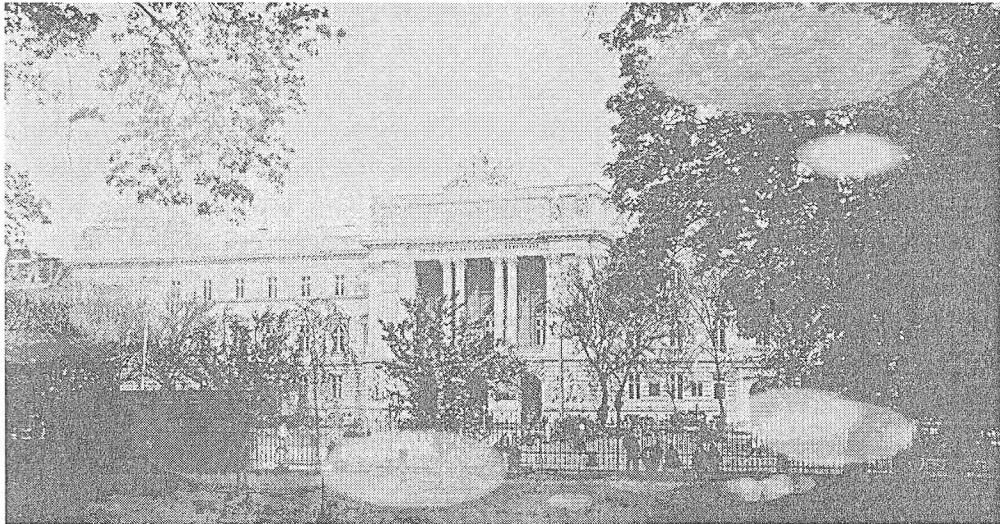


MINISTRY OF SCIENCE AND EDUCATION OF UKRAINE  
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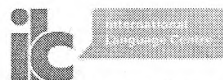
**2018 TESOL-Ukraine National Convention**  
*Lviv, March 9-10, 2018*



## **ELT IN UKRAINE: NEW WAYS TO SUCCESS**

THE CONVENTION IS SUPPORTED BY REGIONAL ENGLISH LANGUAGE OFFICE,  
U.S. EMBASSY, UKRAINE

BOOK OF CONVENTION PAPERS



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**ELT in Ukraine: New Ways to Success** : Book of Convention Papers / *Comp. A. Radu*. Eds. A. Radu, L. Kuznetsova. – Lviv : ПП „Марусич”, 2018. – 166 p.

The collection includes convention papers of the reports made at The Annual National TESOL-Ukraine Convention “ELT in Ukraine: New Ways to Success”, that took place in Lviv on March 9-10, 2018. 200 teachers from the higher and secondary educational establishments of Ukraine participated in the work of the Convention. The reports presented at the Convention deal with a wide range of research problems in the spheres of linguistics, ELT methodology, CALL, literature studies, etc.

The publication is aimed at EFL professionals, researchers, students, post-graduate students, and at all those interested in the theoretical and practical aspects of teaching and learning English.

**Викладання англійської мови в Україні: нові шляхи до успіху** : тези доповідей (англ. мовою) / Укл. А. Раду. Ред. А. Раду, Л. Кузнецова. – Львів: ПП „Марусич”, 2018. – 166 с.

Збірник тез доповідей Всеукраїнській конвенції TESOL-Україна “Викладання англійської мови в Україні: нові шляхи до успіху”, яка відбулася у Львові 9-10 березня 2018 р. У конвенції взяли участь понад 200 викладачів вищих і середніх навчальних закладів України. Доповіді відображають широкий спектр досліджень, які здійснюються науковцями та викладачами вищих і середніх навчальних закладів у галузі лінгвістики, комп’ютерної лінгвістики та лінгвометодики.

Видання розраховано на науковців, викладачів, студентів, магістрантів та аспірантів, які вивчають англійську мову та на широке коло зацікавлених осіб.

## VERBAL CREATIVITY TRAINING TO FUTURE PSYCHOLOGISTS



Traditionally lecturers in Ukrainian universities were mostly concentrated on how to teach students to understand requirements, think logically, eliminate wrong answers and focus on the correct one. However, nowadays one of vital skills that students need to develop in order to succeed in the information age is creative thinking. Verbal creativity as part of creative thinking would be one of requirements for preparation of future psychologists, as such specialists have to be able to select words accurately and be effective in their communication

with clients of different age, gender, or status during psychological consultations in their professional life.

Significant contribution into researching of the problem of creativity was made by J.P. Guilford, E. P. Torrans, S. Mednick, L.Vygotsky and others. In modern science creativity is understood as an ability to generate new ideas by combining, changing, or reapplying existing ideas, divergent thinking, an ability to see original solutions of problems. Verbal creativity is a part of creativity that represents a person's ability to use ready-made forms and meanings creatively and to renovate their repertoire [1]. According to Ukrainian psychologist and art-therapist O. Tararina, verbal creativity is one of directions of art-therapy that can gently develop an ability to find the most appropriate communicative means within the shortest time for resultative communication, it also boosts leadership abilities and raises self-esteem [2; 14].

Verbal creativity training can be easily incorporated into English languages classes aiming to develop professional competence of future psychologists. We start work with diagnostics. The main criteria of verbal creativity include fluency (a quantitative criterion, the speed of thinking that is manifested by the number of given ideas within a certain time limit), originality and flexibility (variety of ideas) [1]. Modern psychology provides a number of tests to measure the level of creative thinking. Firstly, students are offered Single word association test for creative convergent thinking. A teacher presents a list of words and asks for the primary association that comes to mind to each word in the list to study uncommonness of answers. For the Remote Associates Test (RAT), developed by S. Mednick, students should think of a word that is somehow related to each of the three unconnected words (e.g.: *Square / Cardboard / Open (box)* [3]. The Alternative Uses Test developed by J. P. Guilford (two minutes are given to think of as many uses as possible for an everyday object like a chair, coffee mug, or brick) and Torrance Test of Creative Thinking (TTCT) (figures completion) are used to measure divergent thinking.

For further practice some activities were adapted from M. Michalko's methods of raising creativity to suit our needs. Discourse markers. Students choose a problem, distinguish two key elements out of it. Then they look at the list of discourse markers, select one or two and link two concepts with their help to get unusual association and to stimulate new ideas. Apart of creativity, the advantage of the activity is that it increases awareness of how discourse markers work and students' ability to use them in speech to connect ideas. One word method: firstly, students should describe their problem with one sentence and then abridge it to only one word. Then they use a dictionary to study its synonyms to see what shades of meanings are added, definitions and check if there is another word that better expresses the essence of the problem. The idea of the activity is to look at the problem from another angle and to extend students' vocabulary. Forced analogy is a method of generating ideas. Students choose two cards randomly and see what relationships they can force. The idea is to compare the problem with something else that has little or nothing in common and to gain new insights as a result [4].

Art-therapy as a recent direction of psychotherapy also gives a range of effective activities to enhance the level of students verbal creativity. Do not hesitate. Student A names nouns within one minute. If a speaker hesitates for longer than two seconds, they have to perform a chosen action (to sit, to do a "quotation marks" gesture, etc.) several times. The function of student B is to put a tick for every word, keep time and count the results. It is important that words should be from different spheres. Nevertheless, the same activity can be done with other parts of speech, or on a definite topic. This activity can also be done with closed eyes. The results should be fixed every time the activity is done to check the progress. The activity can be even more complicated if students do a chosen gesture between two words from different categories [2]. Advantages of such activities are that they stimulate development of speech creativity, outlook flexibility, alleviate fear of public speaking and boost self-confidence.

As practical experience show, a system of suggested exercises can prove its effectiveness in case they are done on a regular basis. At the end of the term students' fluency increased. As a result, their monological and dialogical speech sufficiently approved, cases of using hesitation fillers and pauses while looking for a correct word were reduced. Therefore, exercises on verbal creativity could facilitate the effective study of the English language as a component of professional competence of future psychologists.

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