

## THE CHARACTERISTICS OF CREATIVITY IN FOREIGN LANGUAGE LEARNING

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**Abstract:** In this article, the author explores the theory of creativity, its criteria, and the effective influence of creativity on the educational process. The study also examines the limitations in developing emotional creativity during language learning and investigates the essence of creativity. Furthermore, the main components of emotional creativity are explained in connection with the educational process. The necessity of creativity in education is substantiated with clear examples.

**Keywords:** emotional creativity, foreign language, creative solution, emotional diversity, stereotypical thinking, education system, educational process, limited resources.

## KREATIVLIKNING XORIYIJ TILLARNI O‘RGANISHDAGI XUSUSIYATI

**Annotatsiya:** Ushbu maqolada muallif kreativlik nazaryasini, kreativlikning mezonlarini va kreativlikning ta’lim jarayoniga samarali ta’sirini, til o‘rganishda emotsional kreativlikni rivojlantirishdagi cheklovlarni va kreativlikning mohiyatini tadqiq etgan, shu bilan birga emotsional kreativlikning asosiy komponentlarini ta’lim jarayoniga bog‘lab tushuntirib berildi. Ta’lim jarayonida kreativlikning zarurligining asosiy sabablari missollar bilan yaqqol asoslab berildi.

**Kalit so‘zlar:** emotsional kreativlik, chet tili, ijodiy yechim, hissiy turli xillik, streotipik fikrlash, ta’lim tizimi, ta’lim jarayoni, resurslarning cheklanganligi.

## ОСОБЕННОСТИ КРЕАТИВНОСТИ В ИЗУЧЕНИИ ИНОСТРАННЫХ ЯЗЫКОВ

**Аннотация:** В данной статье автор исследует теорию креативности, критерии креативности и её эффективное влияние на образовательный процесс, рассматривает ограничения в развитии эмоциональной креативности при изучении иностранного языка, а также анализирует сущность креативности. Кроме того, основные компоненты эмоциональной креативности объясняются в связи с образовательным процессом. Необходимость креативности в обучении обоснована наглядными примерами.

**Ключевые слова:** эмоциональная креативность, иностранный язык, творческое решение, эмоциональное разнообразие, стереотипное мышление, система образования, образовательный процесс, ограниченность ресурсов.

Today, in modern society, the demand for learning foreign languages is steadily increasing. Foreign languages have become important not only for acquiring knowledge but also for personal and professional development. Learning foreign languages contributes to the broadening of an individual's worldview, providing insights into the culture, traditions, and lifestyle of other nations. In the process of language learning, not only linguistic knowledge but also the learner's emotional and creative abilities play a crucial role.

Through foreign language acquisition, misconceptions and stereotypes about certain nations can be eliminated. At the same time, enhancing efficiency in the learning process and applying new methods remain among the most pressing challenges.

Emotional creativity can be considered an effective approach in this process, as it enables language learning to become more productive through the learner's emotional state and creative abilities. Creativity encourages learners to think critically, allowing them not only to study the language but also to use it creatively. For example, inventing new ways to apply words and phrases, creating stories, or engaging in role-playing activities. Positive emotions motivate learners, reduce stress, increase self-confidence, and ultimately, students with lower stress levels acquire languages more effectively.

The Necessity of developing emotional creativity in language learning: Emotional creativity in language learning is essential because it helps learners go beyond simply absorbing information, allowing them to connect knowledge with emotions and enhance effectiveness through creative approaches. This process not only develops learners' abilities but also increases their interest in language acquisition [1].

**The main reasons for the necessity of creativity in the educational process are as follows:**

- Increasing motivation:** Emotional creativity stimulates emotions, engaging learners more actively in the learning process. Interesting and creative activities remove monotony from language learning and foster intrinsic motivation.
- Deeper language acquisition:** Knowledge linked with emotions is retained longer in memory. Based on emotions and creativity, learners are more successful in applying acquired words in real-life situations.
- Reducing stress:** Learning a new language is often associated with difficulties and fear. Emotional creativity teaches learners to manage their feelings, making the learning process more comfortable.
- Developing creative thinking skills:** Emotional creativity enables learners not only to study the language but also to use it creatively in various contexts. It allows language to be combined with innovative approaches as a tool of communication.
- Improving communication skills:** Language is learned not only at the level of grammar and vocabulary but also as a means of expressing emotions. Emotional creativity helps learners articulate their thoughts with greater clarity and liveliness.

**Limitations in developing emotional creativity in language learning:** Nevertheless, there are several constraints that may affect the educational process.

**Teachers’ qualifications and preparedness:** Methods aimed at developing emotional creativity require teachers to be creative and specially trained. Not all teachers are ready to apply such approaches. **Limited time and resources:** Organizing emotional and creative tasks may require significant time. Schools or other educational institutions may lack sufficient resources such as additional materials or technologies to conduct such lessons effectively. **Learners’ individual characteristics:** Each learner’s emotional abilities and level of creativity differ. Some students may not be interested in creative activities or may find them difficult to engage with. **Challenges in assessing results:** Measuring the effectiveness of emotional creativity is not easy, as it often depends on subjective factors. Long-term observation is required to show how new approaches influence learners’ outcomes. **Structure of the language learning process:** In many educational systems, language learning is based on traditional approaches such as grammar study, tests, and memorization. Integrating emotional creativity into such systems can be challenging [3].

The necessity of developing emotional creativity in language learning: Developing emotional creativity in the process of language learning is essential, as this approach encourages learners to engage with interest and increases the effectiveness of acquisition. At the same time, challenges such as teacher training, adequate provision of resources, and modernization of traditional teaching methods must be addressed. Overcoming these limitations can make the educational process more creative, effective, and engaging. The concept of creativity was introduced into science in 1922 by D. Simpson, who defined it as the ability to abandon stereotypical ways of thinking. Creativity manifests itself as innovative change in all or certain areas of human life (learning, thinking, communication, professional activity, self-development, etc.), appearing as *person – process – product*. Taking this into account, the process of creativity includes two opposing tendencies: creation and breaking (reconstructing) stereotypes. Thus, an individual’s creative behavior can be viewed as “constructive destruction” [4]. E. E. Tunik identifies the following criteria of creativity: 1. Sensitivity to problems; 2. Ability to synthesize; 3. Ability to distinguish similarities and differences; 4. Ability to restore missing details; 5. Ability to predict or divergent thinking [2]. Each of these criteria plays a significant role in the educational process. For example, when a learner acquires a foreign word, they inevitably sense its current usage, synthesize it, find synonyms and antonyms through association, and predict how the word will be applied in practice. If possible, they turn it into a word for everyday use. In these processes, when words are linked to real-life examples, emotional creativity begins to operate unconsciously.

Creativity as a psychological process: Analyzing creativity as a psychological process reveals both subjective and objective aspects. It manifests in innovative activity, introducing changes, and creating new forms. Defining creativity as a subjective determinant helps to explain its influence on the individual and the way it shapes connections between the inner and outer world.

Main components of emotional creativity: Emotional diversity component — the ability to understand and express emotions in different ways in a given situation. Its features include: responding differently to the same situation, enriching emotional experiences, finding alternative expressions of emotions. In language learning, emotional diversity helps connect new words and phrases with different feelings. Creative problem-solving component — approaching a given case with new and unconventional thinking. Constructive emotional expression component - transforming negative emotions into positive changes, using emotional resources productively. In language learning, this helps manage stress and fear, fostering a positive attitude toward acquisition. Using these components in language learning makes the process not only effective but also creative and engaging. Moreover, developing learners’ emotional abilities contributes to their success in both personal and professional spheres [5].

In summary, emotional creativity in language learning serves to increase motivation, strengthen memory, and develop communication skills. It enhances learners’ interest, as creative approaches make lessons more interactive and enjoyable. Its role in memory consolidation is particularly important: new words and phrases are better remembered when linked with emotions and artistic imagery. In communication, emotional creativity enables learners to express emotions appropriately in different contexts and to understand others’ feelings, which is crucial for effective interaction.

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