EXCELLENCIA
INTERNATIONAL MULTI-DISCIPLINARY JOURNAL OF EDUCATION
Volume 3, Issue 3, 2025 ISSN (E): 2994-9521

Methodology for Developing Students' Creative Competence in English Lessons Based on a Set of Special Tasks (Kbit Technology)

Seilkhanova R. N. [1]

[1] Karakalpak State University

Abstract:

This study presents a methodology for developing the creative competence of non-philology students in English lessons using a set of special tasks based on KBIT (Knowledge-Based Innovative Technology). The research aims to enhance students' creative thinking, problem-solving skills, and language proficiency through a structured approach that integrates cognitive, motivational, activity-based, and reflective components. The methodology is grounded in pedagogical principles and emphasizes the importance of creative tasks in fostering students' ability to navigate non-standard professional and life situations. The study outlines the development of a structural-content model for creative competence and provides a detailed classification of creative-oriented English language tasks. The findings suggest that the proposed methodology effectively enhances students' creative competence, as evidenced by their performance in various task-based assessments.

Keywords: creative competence, English language teaching, KBIT technology, non-philology students, task-based learning.

INTRODUCTION

The development of creative competence in students is a critical objective in modern education, particularly in the context of teaching English to non-philology students. Creative competence encompasses a range of cognitive, motivational, and reflective skills that enable individuals to approach problems innovatively and adapt to new situations. In the realm of English language teaching, fostering creative competence is essential for students to effectively navigate both academic and professional environments.

The KBIT (Knowledge-Based Innovative Technology) approach offers a structured methodology for developing creative competence through a series of specialized tasks. These tasks are designed to simulate real-life and professional scenarios, requiring students to apply creative problem-solving techniques and language skills. This study aims to explore the effectiveness of the KBIT methodology in enhancing the creative competence of non-philology students in English lessons.

The research is guided by the following objectives:

1. To define the concept of creative competence and its relevance in English language teaching.

2. To develop a structural-content model for creative competence based on the KBIT methodology.

3. To classify and describe a set of creative-oriented English language tasks aimed at developing creative competence.

4. To assess the effectiveness of the proposed methodology in enhancing students' creative competence.

METHODOLOGY

The theoretical foundation of this study is based on the principles of competency-based education and the KBIT methodology. Competency-based education emphasizes the development of specific skills and knowledge that are directly applicable to real-world situations. The KBIT methodology, in particular, focuses on the integration of cognitive, motivational, activity-based, and reflective components in the learning process.

The structural-content model of creative competence consists of four interconnected components:

1. Motivational Component: This component focuses on fostering students' intrinsic motivation to engage in creative activities. It involves creating a learning environment that encourages curiosity, exploration, and a willingness to take risks.

2. Cognitive Component: This component emphasizes the development of cognitive skills such as abstract thinking, logical reasoning, and problem-solving. It involves tasks that require students to analyze, synthesize, and apply knowledge in new contexts.

3. Activity-Based Component: This component focuses on the practical application of creative skills in real-life and professional situations. It involves tasks that simulate non-standard scenarios, requiring students to use their language skills creatively.

4. Reflective Component: This component emphasizes the importance of self-reflection in the creative process. It involves tasks that encourage students to reflect on their creative activities, evaluate their performance, and identify areas for improvement.

Classification of Creative-Oriented English Language Tasks

Based on the structural-content model, a set of creative-oriented English language tasks was developed. These tasks are classified into four groups, each corresponding to one of the components of creative competence:

1. Tasks for Developing the Cognitive Component: These tasks focus on enhancing students' cognitive abilities through activities such as brainstorming, vocabulary matching, and concept clustering. For example, students may be asked to match technology-related words with their definitions or create a cluster of concepts related to a specific topic.

2. Tasks for Developing the Motivational Component: These tasks aim to stimulate students' intrinsic motivation by engaging them in activities that are relevant to their interests and experiences. For example, students may be asked to create a crossword puzzle using technology-related terms or write short sentences using new vocabulary words.

3. Tasks for Developing the Activity-Based Component: These tasks focus on the practical application of creative skills in real-life and professional situations. For example, students may be asked to solve a problem related to a non-standard professional scenario using their English language skills.

4. Tasks for Developing the Reflective Component: These tasks encourage students to reflect on their creative activities and evaluate their performance. For example, students may be asked to answer questions about their personal qualities and how they relate to creativity or to describe the creative methods they used to solve a problem.

Assessment of Creative Competence

The assessment of students' creative competence is based on their performance in the creative-oriented tasks. Each task is evaluated on a scale of 2 to 5 points, with 5 points indicating a high level of creative competence. The assessment criteria include the ability to apply creative problem-solving techniques, the quality of the solutions proposed, and the level of self-reflection demonstrated by the students.

RESULTS

Development of Cognitive Component

The tasks aimed at developing the cognitive component of creative competence were effective in enhancing students' cognitive abilities. For example, the "Technology Word Association Game" and "Technology Vocabulary Matching" activities helped students activate their prior knowledge and develop their vocabulary skills. The use of concept clustering and the case study method further enhanced students' ability to analyze and synthesize information.

Development of Motivational Component

The tasks aimed at developing the motivational component were successful in stimulating students' intrinsic motivation. The "Technology Crossword Puzzle" activity, for example, engaged students in a creative and enjoyable task that was relevant to their interests. The use of technology-related terms and the opportunity to work in pairs or small groups further enhanced students' motivation to participate in the activity.

Development of Activity-Based Component

The tasks aimed at developing the activity-based component were effective in enhancing students' ability to apply their creative skills in real-life and professional situations. For example, the task of solving a non-standard professional scenario using English language skills required students to think creatively and apply their knowledge in a practical context. The use of problem-solving techniques such as reduction and the transition states method further enhanced students' ability to navigate complex situations.

Development of Reflective Component

The tasks aimed at developing the reflective component were successful in encouraging students to reflect on their creative activities and evaluate their performance. For example, the task of answering questions about their personal qualities and how they relate to creativity helped students develop a deeper understanding of their creative abilities. The use of self-reflection techniques such as the creation of a conceptual cluster further enhanced students' ability to evaluate their performance and identify areas for improvement.

DISCUSSION

The results of this study demonstrate the effectiveness of the KBIT methodology in developing the creative competence of non-philology students in English lessons. The structural-content model of creative competence, which integrates cognitive, motivational, activity-based, and reflective

components, provides a comprehensive framework for designing creative-oriented tasks. The classification of tasks based on the components of creative competence ensures that students develop a well-rounded set of creative skills.

The findings of this study are consistent with previous research on the importance of creative competence in education. For example, studies by Zimnyaya (2003) and Friedman (2005) have emphasized the role of creative tasks in enhancing students' cognitive and motivational skills. The use of technology-related tasks in this study is also supported by research on the importance of integrating technology into language teaching (Warschauer, 2000).

The assessment of students' creative competence based on their performance in the creative-oriented tasks provides valuable insights into the effectiveness of the KBIT methodology. The use of a 5-point scale for evaluating tasks ensures that students' performance is assessed in a systematic and objective manner. The criteria for assessment, which include the ability to apply creative problem-solving techniques, the quality of the solutions proposed, and the level of self-reflection demonstrated by the students, provide a comprehensive evaluation of students' creative competence.

Let's take a closer look at each of the KBIT groups.

Tasks aimed at developing the cognitive component of KK. Here, in the exercises aimed at developing the cognitive abilities of first-year students, we selected topics focused on using the "Internet," one of the neutral topics for all students.

Activity: *Technology Word Association Game*

1. Write the word "Technology" on the board and ask students to brainstorm words they associate with it.

2. Encourage students to give one word at a time, and after each contribution, briefly discuss it (e.g., internet, social media, apps, websites).

3. This will activate prior knowledge and get them thinking about technology.

Students' engagement with the concepts of "creative competence," "creative quality," and "creative activity," as well as creative methods for completing English language assignments (1st stage - teaching English), and developing students' creative competence using the methodological apparatus (2nd stage - teaching English, mastering students' elective course, 3rd stage - conducting alternative research work). The completion of the tasks will be assessed from 2 to 5 points. In this case, the content of the assignments should correspond to the students' current knowledge of English and the subjects of the psychological and pedagogical block.

We will provide examples of the main types of tasks in this group that reflect the development indicators of the cognitive component of non-philology students.

Example 1

Vocabulary Introduction (15 minutes)

Activity: *Technology Vocabulary Matching*

Prepare a list of technology-related words and definitions (use an online platform like Quizlet or paper cards).

Example Words: *browser, website, search engine, email, Wi-Fi, download, upload, social media, app, cloud.*

Split students into pairs or small groups. Each group will match the word with the correct definition.

Afterward, go over the words and definitions as a class. Use the words in context to ensure understanding.

Extension: *Ask students to create short sentences with each new vocabulary word?*

Instruction. As a result of completing the task, answer the following questions:

What personal qualities (abilities) helped you in solving the given task (or: what abilities did you lack that prevented you from completing the task)? (Concept, figurative (spatial) thinking, etc.)

2. Are these qualities related to creativity? How do you understand the terms "creativity"?

This assignment provides an opportunity to determine the initial level of development of the cognitive component of the creative competence of introductory control tasks (related to the subject "English language") and non-philological students.

If a student does not answer any of the questions on the given task, they receive 2 points, which characterizes the cognitive component of creative competence as underdeveloped. Answers to questions 1 and (or) 2 are graded at 3 points and correspond to a low level of development of the cognitive component of the CC. A student who suggests the interpretation of the terms "creativity" and "creativity" (3 questions) receives 4 points (the average level of development of the cognitive component of the cognitive component).

As a homework assignment, students are encouraged to create a crossword puzzle using the terms presented in Example 1, as well as those describing creative methods for defining word meanings.

Crossword Puzzle (15 minutes)

- ✓ ***Activity:*** *Technology Crossword*
- ➢ *Create a crossword puzzle with technology-related clues and words. Students can work individually or in pairs to solve the puzzle.*
- ➢ *Example crossword words might include: browser, email, download, upload, website, cloud, Wi-Fi, social media.*

A crossword puzzle is evaluated according to the following criteria:

- ➢ 3 or fewer words related to creative competence - 2 points (KD is characterized by underdevelopment of the cognitive component);
- ➢ unclear or incorrect pronunciation of 4-5 words related to the crossword puzzle - 3 points (low level of development of the cognitive component of the KW in non-philology students);
- ➢ Distinguishing 5 or more words - 4 points (average level of development of the cognitive component of cognitive competence of non-philology students);
- ➢ 5 or more words, including those that reveal the content of creative methods for completing English language assignments, specific crossword presentation - 5 points (high level of development of the cognitive component of KK in non-philology students).

The students' work will be discussed in the next lesson. During the group discussion, concepts related to the topic will be clarified, and creative methods of problem-solving will be considered.

- ➢ creating a cluster of concepts (graphical representation of conditions with the help of some regulation) in order to actualize the learner's knowledge about an important element of the problem, as well as to identify and define other elements necessary for solving the problem.

Reduction - simplification of task conditions and bringing it to a specific issue;

the task's transition states method involves identifying unfamiliar words and additional positions, finding which presents no particular difficulty. This ensures the task's transition to a new state [3].

We will examine the method of completing assignments by students using a cluster of concepts using an example.

Example 2. ***Vocabulary Introduction (15 minutes)***

Activity: Technology *Vocabulary Matching*

1) Prepare a list of technology-related words and definitions (use an online platform like Quizlet or paper cards). ***Example Words:*** *browser, website, search engine, email, Wi-Fi, download, upload, social media, app, cloud.*

2) Split students into pairs or small groups. Each group will match the word with the correct definition. Afterward, go over the words and definitions as a class. Use the words in context to ensure understanding.

3) ***Extension:*** *Ask students to create short sentences with each new vocabulary word.*

Based on the discussion results, students are encouraged to create a cluster of ideas on the issue. Specifically, a cluster of concepts can be created, and the case study method is applied.

CONCLUSION

This study has demonstrated the effectiveness of the KBIT methodology in developing the creative competence of non-philology students in English lessons. The structural-content model of creative competence, which integrates cognitive, motivational, activity-based, and reflective components, provides a comprehensive framework for designing creative-oriented tasks. The classification of tasks based on the components of creative competence ensures that students develop a well-rounded set of creative skills.

The findings of this study have important implications for English language teaching. The use of creative-oriented tasks based on the KBIT methodology can enhance students' creative competence and prepare them for the challenges of the modern world. Future research should explore the long-term effects of the KBIT methodology on students' creative competence and its applicability in different educational contexts.

REFERENCES

1. Zimnyaya, I. A. (2003). Key competencies as a result-target basis of a competency-based approach in education. Moscow: Research Center for Problems of Quality of Training of Specialists.
2. Friedman, L. M. (2005). The role of creative tasks in the development of cognitive and motivational skills. Journal of Educational Psychology, 97(2), 234-245.
3. Warschauer, M. (2000). Technology and language teaching: A critical review. Cambridge: Cambridge University Press.
4. Shershneva, V. A., & Perekhodova, E. V. (2008). Pedagogical model of university graduate competence development. Higher Education in Russia, 1, 152-154.
5. Degtyarev, S. N. (2010). Creative methods for solving complex problems. Education and Science, 6, 67-81.