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**CREATIVE-COGNITIVE APPROACH AS A METHODOLOGICAL
BASIS FOR THE FORMATION OF LINGUISTIC AND
METHODOLOGICAL REFLECTION IN FUTURE TEACHERS OF THE
ENGLISH LANGUAGE**

Abstract. The modern foreign language educational paradigm requires the formation of new approaches to teaching future foreign language teachers. This requirement is due to the need for a comprehensive systematic consideration of the educational process. On the other hand, it is connected with the formation in future teachers of a high level of independence, ability and readiness to fully carry out linguistic and methodological activities. In this study, the term “linguistic and methodological reflection” is defined as the linguistic and methodological competence of a teacher. The purpose of this article is to determine the methodological foundations for the formation of linguistic and methodological reflection in future teachers of English based on a creative-cognitive approach. The relevance of this issue is determined by the fact that the linguistic and methodological reflection of the future teacher has not been sufficiently studied as a systemic complex education. Linguistic and methodological competence is associated with the professional competences of a future foreign *place in the conditions of an innovative developing linguistic and methodological oriented educational environment.

The object of the research is the process of forming a linguistic and methodological reflection of a future teacher of a foreign language. The patterns of formation of linguistic and methodological reflection of the future teacher of a foreign language in the logic of the competence-based approach are revealed. As a result of the study, the methodological basis for the formation of linguistic and methodological

linguistic and methodological reflection in future teachers of the English language has two components. On the basis of a creative-cognitive approach, it was revealed that linguistic and methodological reflection is based on linguistic competencies associated with foreign language, communicative and linguodidactic competencies. The implemented methodology for the formation of a linguistic and methodological reflection of a future teacher of a foreign language and the system of means of its formation determine the practical value of the study.

Key words: future teachers of English, linguistic and methodological reflection, creative-cognitive approach, competence-based education.

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ШЫҒАРМАШЫЛЫҚ-ТАНЫМДЫҚ ТӘСІЛДЕР БОЛАШАҚ АҒЫЛШЫН ТІЛІ МҰҒАЛІМДЕРІНІҢ ЛИНГВО-ӘДІСТЕМЕЛІК РЕФЛЕКЦИЯСЫН ҚАЛЫПТАСТЫРУДЫҢ ӘДІСНАМАЛЫҚ НЕГІЗІ РЕТІНДЕ

Аннотация. Қазіргі шеттілдік білім беру парадигмасы болашақ шетел тілі мұғалімдерін оқытудың жаңа тәсілдерін қалыптастыруды талап етеді. Бұл талап оқу-тәрбие процесін кешенді түрде жүйелі қарастыру қажеттілігінен туындап отыр. Екінші жағынан, болашақ мұғалімдердің бойында жоғары деңгейдегі дербестік, лингвистикалық және әдістемелік іс-әрекеттерді толық жүзеге асыруға қабілеттілік пен дайындықты қалыптастыру керек. Бұл зерттеуде «лингво-әдістемелік рефлексия» термині мұғалімнің лингво-әдістемелік құзыреттілігі ретінде анықталады. Зерттеудің мақсаты – болашақ ағылшын тілі мұғалімдерінің лингво-әдістемелік рефлексиясын қалыптастырудың әдіснамалық негіздерін шығармашылық-танымдық тәсіл көмегімен анықтау. Бұл мәселенің өзектілігі болашақ мұғалімнің лингво-әдістемелік рефлексиясының жүйелі кешенді білім ретінде жеткілікті зерттелмегендігімен анықталады. Лингвистикалық-әдістемелік құзыреттілік болашақ шет тілі мұғалімінің кәсіби құзыреттіліктерімен байланысты. Болашақ шет тілі мұғалімінің өзін-өзі шығармашылық дамытуы инновациялық дамып келе жатқан лингво-әдістемелік бағдарланған білім беру ортасы жағдайында ғана жүзеге асады.

Зерттеу нысаны – болашақ шет тілі мұғалімінің лингво-әдістемелік рефлексиясын қалыптастыру процесі. Болашақ шет тілі мұғалімінің құзыреттілік тәсілі

логикасында лингво-әдістемелік рефлексиясын қалыптастыру заңдылықтары ашылды. Зерттеу нәтижесінде болашақ ағылшын тілі мұғалімдерінің лингво-әдістемелік рефлексиясын қалыптастырудың әдіснамалық негізі екі компоненттен тұратыны анықталды. Шығармашылық-когнитивтік көзқарас негізінде лингво-әдістемелік рефлексия шет тілімен байланысты тілдік құзыреттіліктерге, коммуникативтік және лингводидактикалық құзыреттіліктерге негізделетіні анықталды. Болашақ шет тілі мұғалімінің лингво-әдістемелік рефлексиясын қалыптастыруды жүзеге асыру әдіснамасы және оны қалыптастыру құралдарының жүйесін зерттеудің практикалық маңыздылығын көрсетеді.

Түйін сөздер: болашақ ағылшын тілі мұғалімдері, лингво-әдістемелік рефлексия, шығармашылық-танымдық көзқарас, құзыреттілікке бағытталған білім беру.

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КРЕАТИВНО-КОГНИТИВНЫЙ ПОДХОД КАК МЕТОДОЛОГИЧЕСКАЯ ОСНОВА ФОРМИРОВАНИЯ ЛИНГВОМЕТОДИЧЕСКОЙ РЕФЛЕКСИИ У БУДУЩИХ УЧИТЕЛЕЙ АНГЛИЙСКОГО ЯЗЫКА

Аннотация. Современная иноязычная образовательная парадигма требует становления новых подходов к обучению будущих учителей иностранного языка. Данное требование обусловлено необходимостью всестороннего системного рассмотрения образовательного процесса. С другой стороны, она связана с формированием у будущих учителей высокого уровня самостоятельности, способности и готовности полноценно осуществлять лингвометодическую деятельность. В данной исследования термин «лингвометодическая рефлексия» определяется как лингвометодическая компетенция учителя. Цель данного исследования – определение методологические основы формирования лингвометодической рефлексии у будущих учителей английского языка на основе креативно-когнитивного подхода. Актуальность данного вопроса определяется тем, что лингвометодическая рефлексия будущего учителя исследована

недостаточно как системное комплексное образование. Лингвометодическая компетенция связана с профессиональными компетенциями будущего учителя иностранного языка. Творческое саморазвитие будущего учителя иностранного языка может происходить только в условиях инновационной развивающей лингвометодически-ориентированной образовательной среды.

Объектом исследования является процесс формирования лингвометодической рефлексии будущего учителя иностранного языка. Выявлены закономерности формирования лингвометодической рефлексии будущего учителя иностранного языка в логике компетентностного подхода. В результате исследования методологическая основа формирования лингвометодической рефлексии у будущих учителей английского языка имеет две составляющие компоненты. На основе креативно-когнитивного подхода выявлены, что лингвометодическая рефлексия основан на лингвистические компетенции связанную с иноязычными, коммуникативными и лингводидактическими компетенциями. Реализованная методика формирования лингвометодической рефлексии будущего учителя иностранного языка и система средств ее формирования определяет практическую ценность исследования.

Ключевые слова: будущие учителя английского языка, лингвометодическая рефлексия, креативно-когнитивный подход, компетентностно-ориентированное образование

Introduction. The creative approach is considered by us within the framework of the university methodology for training future teachers of a foreign language. The university methodology for training specialists in the field of teaching a foreign language as a scientific field as a whole has already developed as a separate branch of pedagogy and even has its own history. Many well-known linguomethodologists, like: Zimnyaya, I.A. and Sysoyev P.V. have addressed this problem since the second half of the 20th century (Zimnyaya, 2004; Sysoyev, 2015). The conferences were held entirely devoted to the problem of university linguistic methodology; various collections of materials were published to provide practice-oriented classes on the methodology of teaching a foreign language and independent work of students.

Therefore, in the linguistic and methodological training of a foreign language teacher, all aspects of creative linguistic and methodological activity should be taken into account. Thirdly, the requirements of modern society for the training of a teacher (including a teacher of a foreign language), focused on the formation of a creative personality of a student “Strategy 2020”; The professional standard of the teacher, etc.), therefore the teacher himself must be a creative person. In addition, in a number of documents, for example, in the “Strategy 2020” it is directly stated that it is necessary to form "a creative class of people of creative work who create innovations already in the course of their normal work", since it is these people “who will provide decisive competitive advantages in the competition. economies of the 21st century”.

Another important remark is related to the need to introduce a creative approach and, accordingly, to distinguish between the concepts of "creativity" and "creativity"

and the concepts of “linguistic and methodological creativity” and “linguistic and methodological creativity”. In modern science, there is a fairly significant number of definitions of the concepts of “creativity”, but all of them can be reduced to three main concepts. Khaleyeva, I.I. noted that the entry of pedagogy into a new type of pedagogical civilization - creative pedagogical, requiring the preparation of a new type of teacher - a creative thinker (Khaleyeva, 2016).

But the problem of a creative approach to the formation of professional thinking of a foreign language teacher in these works is not given due attention. While the theoretical and practical development of such an approach in the methodology is due to a number of factors. First, globalization and rapid technologization and information development of society. It is not a person of knowledge that wins here (knowledge becomes obsolete too quickly), but a person of skillful professional action, built on the ability to quickly analyze the situation and make a competent decision.

Therefore, a foreign language teacher should not only possess linguistic and methodological knowledge and skills, but also be ready to effectively resolve linguistic and methodological problem situations based on knowledge. Secondly, the need to take into account the individual educational route in the education system. This is due to the large amount of choice of strategies and directions for personal development, which is possible with the formation of a creative attitude to the profession.

Research methods. In the conditions of a modern society, the social and didactic status of a foreign language is significantly increasing. Accordingly, new requirements arise for a foreign language teacher and the system of his linguistic and methodological training at a university. To achieve the goal of the study, the methods of scientific theoretical research were used: analysis of normative, linguodidactic and methodological literature. The analysis of methodological, linguodidactic and psychological-pedagogical literature were used in theoretical part.

The study of domestic and foreign experience in the university revealed the problem of lack of independence among future teachers of a foreign language. In practical part, we used observation of the process of language and methodological training of students. As well as empirical analysis and generalization of pedagogical experience on the research problem: pedagogical experiment, observation, testing, diagnosis (correlation and factor analysis), statistical processing of data analysis. As a result of practical experiment, there were given recommendations to develop future teachers foreign language communicative and linguodidactic competence in the face of changing social needs in the field of teaching foreign languages independently. In general, creative self-development of a future teacher of a foreign language can only take place in the conditions of an innovative developing linguo-methodologically oriented educational environment. One of the central problems of linguodidactics and methods of teaching a foreign language can be considered the gap between the foreign language educational environment of the school, the linguo-methodological environment of the university and the environment of multilingual and multicultural activities of a foreign language teacher.

Literature review. The beginning of the 21st century is marked by significant changes in the nature of higher foreign language education. The goals, content, forms and methods of organizing the educational process at the university are being reviewed in many research works. In addition, the process of intensifying information exchange, which has recently become paradigmally significant, determined new requirements for the learning outcomes of future teachers. The principles proposed by I.A. Zimnyaya, I.I. Khaleeva ensure the possibility of their continuous creative self-development in the field of foreign language education (Zimnyaya, 2004; Khaleeva, 2016).

According to Pavlova L., Pulekha I., Vtorushina Yu., Rakhimova N., Akasheva T. linguistic and methodological independence of future teachers of a foreign language are as follows:

- 1) creativity is a process, and creativity is a personal quality,
- 2) creative inclinations are inherent in each person, and creativity is mainly formed due to the influence of the social environment, its value orientation,
- 3) creativity, as a rule, manifests itself in only one type of activity associated with special abilities, and creativity as a personal characteristic manifests itself in all types of human activity (Pavlova et al., 2019).

The elaborated method of enhancing future teacher's reflection activity is aimed at developing their reflection and self-regulation skills. Reflection activity helps students to explore the target language culture, interpret values under study critically, learn themselves as a social subject and, get new knowledge about themselves as individuals (tolerance, communicative empathy, degree of their own sociability, psychological flexibility, and etc.).

Karimova B., Ongarbayeva A., Sebeпова R., Aubakirova A., Mirzabekova M. consider linguistic and methodological competence on the basis of synergetic approach. The key concepts of synergy – self-organization and self-management – are the main characteristics of the educational process. The development of linguistic and information self-dependence of students from the perspective of the synergistic. They justify their position by the fact that “in the products of creativity, not only creativity is realized, but also a change in the activity itself under the influence of objective conditions (Karimova et al., 2018).

General didactic, psychological, organizational and activity, methodological, logical and other aspects of planning and organizing students' independent work are considered in the works of S.S. Amirova, G.V. Horny, E.H. Solovova and others. The research of E.G. Azimov, I.L. Bim, N.I. Gez, G.A. Kitaygorodskaya, E.I. Passov, P.V. Sysoev and others. Kulgildinova T.A., Zhumabekova G.B., Golovchun A.A., Eginisova A. stated that the linguo-methodical competence is one of the key competencies of professional competence formation of future teachers (Kulgildinova et al., 2016).

Linguistic and methodological competence is based on the ability of the individual, expressed in the willingness to create new ideas, generate several proposals for solving the problem at the same time, search for new options and modifications of the solution. Creativity as a special creative ability is manifested and realized in the

creative process. Thus, linguistic and methodological creativity is the process and result of students' activities to create a new linguistic and methodological finished product, which is the result of research activities and has original components (linguistic and methodological project, methodological development, compiling a glossary, writing a scientific article or essay on a linguo-methodological topic, etc.), having value not only for the author, but also for the linguistic and methodological community as a whole; linguistic and methodological creativity - the ability of students, based on knowledge of linguistic and methodological theory and their own cognitive experience, to offer multiple solutions, find original solutions to linguistic and methodological problem situations in the conditions of novelty, uncertainty, incompleteness of data and the absence of a clear algorithm for solving the problem. Accordingly, tasks, tasks and problematic issues aimed at the development of creativity should be called creatively oriented, the completion of their implementation should be considered the proposed solution with its reflexive analysis, and tasks related to the production of a linguistic and methodological product should be considered creative.

For the formation of students' linguistic and methodological creativity, it is necessary to create special socio-pedagogical conditions in the process of teaching a foreign language methodology course associated with the student's constant solution of professionally oriented tasks based both on working with new linguistic and methodological information and resolving problematic linguo-methodological situations based on the theory and awareness of one's cognitive experience with the possibility of a multivariate solution.

According to Kunanbayeva S.S. and I.A. Solodilova, T.V. Zakharova the cognitive approach to the study of language and language processes where the language is a means of expressing semantic concepts. Natural language and cognition are phenomena that form a close relationship in which language reflects the cognitively known speaker's world. The creative approach is based on traditional methodology and didactics (Kunanbayeva, 2015). Therefore, it is guided by general didactic principles (scientific nature, visibility, consistency and consistency, consciousness and activity, strength of knowledge, accessibility, individual approach, connection between theory and practice) and general methodological principles (professional orientation). It presupposes the variability, fundamentality, connection between scientific and educational activities, professional and personal development, practice orientation (Solodilova et al., 2019). Jakobson argues the fact that metaphor and metonymy comprise two fundamental spheres of human thought. But, it is should be stated that these two concepts are so embedded in the language people use that they are often unnoticed (Jakobson, 1971). This methodology adds its own particular methodological principles to them, based on the concept of creativity:

- the principle of subjectivity in the development of linguistic and methodological thinking (development of the ability for self-determination when searching for solutions to problematic linguistic and methodological situations based on real professional situations);

- the principle of creating conditions for professional tests (based on theoretical knowledge obtained during the study of the methodology, ensuring the need to search for several different solutions to the situation that has arisen, substantiating each of them and accepting one as the most appropriate for the situation);

- the principle of creating motivation for finding solutions (providing conditions for the emergence of a desire for creative searches for solutions, their reflective analysis);

- the principle of retrospective-perspective study of a linguistic and methodological problem (referring to the history of methodology, studying the approaches and ideas that were previously proposed by linguo-methodists, analyzing them from the standpoint of modernity, identifying gaps in the problem and designing possible ways to solve them);

- the principle of a linguistic and methodological view of the situation from the outside on the behavior of the teacher and reliance on the cognitive experience of students (reliance on the students' experience of learning a foreign language at school, analysis of the linguistic and methodological behavior of the teacher and their cognitive experience as students, comprehension, identification of its strengths and weaknesses);

- the principle of a comprehensive analysis of the linguistic and methodological situation (taking into account, when resolving a problematic linguistic and methodological linguistic situation, all its components and identifying the risks of its development);

- the principle of variability in the solution of a linguistic methodological situation (consideration of all options for solving a linguistic methodological situation, analysis of solutions);

- the principle of creativity (reliance on the creative abilities of students);

- the principle of activation of the components of creativity and cognitive thinking (taking into account the need to rely on cognitive schemes and mechanisms for finding creative solutions);

- the principle of transformation, internalization and exteriorization of the system of value orientations (assessment of linguistic and methodological information and all proposed options for resolving linguistic and methodological situations from the standpoint of value);

- the principle of mandatory reflexivity of each stage of resolving the situation and fulfilling the professional role of a foreign language teacher (consideration of linguistic and methodological actions from the position of introspection, identifying and correcting one's own wrong ideas and actions).

Findings and discussion. Among the above principles we focus our attention to the teacher's creativity, motivation and self-reflection. Kulgildinova T., Zhumabekova G. consider that the methodological basis of foreign-language education is the cognitive-linguocultural methodology (Kulgildinova et al., 2017). We propose the following system of socio-pedagogical conditions for increasing the effectiveness of the development of linguistic and methodological thinking of a language student

in a university based on a creative approach, including both internal and external conditions:

- building linguistic and methodological training of a future teacher of a foreign language based on taking into account his cognitive development;
- constant inclusion in the classroom of the linguistic and methodological cycle of the student-philosopher in the situation of professional trials;
- construction of classes, taking into account the need to resolve problematic linguistic and methodological situations;
- attention at all stages of resolving a problematic linguistic and methodological situation to the creative component;
- reflective analysis of each professional action;
- favorable psychological climate in the classroom;
- support of students' decisions by the teacher;
- orientation of students on the part of the teacher to the successful resolution of the problematic linguo-methodological situation.

As Nurieva N., Inozemtseva K. pointed out that the content of linguistic and methodological training is achieved through the use of cognitive and metacognitive strategies used by students in the activity of reading professional texts. The content of linguistic and methodological training with a creative approach is also slightly modified: in the traditional system of knowledge, skills and methods of activity, the mastery of which is the essence of professional training, there are new components focused on creativity (Nurieva et al., 2019). Boyazitova I.V., Erkenova M.M. and Avdeyeva N. A. confirmed that the professional and methodological skills of future teachers in the field of linguo-methodological disciplines are associated with specific activities of a foreign language teacher at school (Boyazitova et al., 2018; Avdeyeva, 2022). According to different methodologies of Krupchenko A.K., Kuznetsov A.N. classified a set of skills related to methodological skills:

- the design of the educational process (determining the strategic and tactical goals of learning, taking into account the characteristics of a particular class, grouping goals in accordance with the stages of learning, formulating the goals of a section, topic, lesson, taking into account the nature of the language and speech material, types and types of skills being formed, class characteristics, type of lesson, etc.);
- system of skills focused on educational activities, including the selection of content (to select educational material to achieve the intended goals of the lesson and the cycle of lessons, taking into account the difficulties of its assimilation, the characteristics of the class, the prospects for its further connection with new speech and language topics, etc.) , means (build a lesson based on the possession of the features of the methodological apparatus of the textbook, select effective teaching aids in accordance with the topic, type of lesson, class characteristics, conduct a lesson using various teaching aids, including computer, multimedia, etc.) and methods (select for a specific lesson, the optimal methods of teaching and control, taking into account the type of knowledge and skills being formed) learning (Krupchenko et al., 2015). According to Abramova M.G. at the same time, objective problems arise

in the organization of additional professional education. Primarily due to the need to meet the urgent educational needs of practicing teachers, it is associated with the solution of specific practical problems. Therefore, in order to create conditions for expanding the possibilities of academic and professional mobility of students, it seems relevant to us to establish the normative fixation of the accumulative-modular system of advanced training (Abramova, 2016).

In our practical monitoring of our experiment we followed the above mentioned principles. The experience of the development of linguistic and methodological reflection can be spread among students and increase the number of activities. Activities can be used to improve not only language learners' linguistic and methodological reflection but also their ability to receive information. In our practice, the cognitive approach has helped to develop linguistic and methodological reflection. We organized the activities and situational tasks during the course with 4th year students of Kazakh State women pedagogical university. 44 students of 2 groups, experimental group +22 students, control group -22 students took part in the experiment. They were very enthusiastic and took an active part in all the activities related methodological work.

The purpose of our experiment is to determine the methodological foundations for the formation of linguistic and methodological reflection in future teachers of English based on a creative-cognitive approach. In this connection we prepared the cognitive situational tasks on teaching methodology of EL. The subject is "Methods of teaching foreign languages". The course was conducted in 2 groups. We prepared a special methodology of teaching for experimental group using extra tasks and program. In the experimental group we used cognitive approach. They were given the program and special topics for the preparation and organization of classroom activities in different levels. To involve each student, we made the tasks more unusual. The activities were suitable for practicing the grammar, topics that are not always very enthusiastic for English learners.

Sample cognitive task 1

This assignment allowed future teachers to try themselves in the role of teachers of EL. The essence of the task is that one or a pair of students needs to create a dialogue based on several ready-made phrases, and then act it out in front of the group. The group can be divided so that several pairs work with the first dialogue, and the rest with the second. After watching and listening to all the "teachers", they voted the students for the most creative and artistic students.

Sample task 2

Often teachers face a problem when students do not listen to the answers of their classmates to the teacher's question. Either they are not interested, or they are focused on building their answers.

Each student chooses a question and answers it - everything is simple. The trick is that you need to replace the keyword or phrase in the answer with a completely different one that is not related to the topic of the question. The rest of the students must guess what was said.

The practical use of more than 10 situational tasks on methodology of teaching in the control group was accompanied by a significant improvement in the competence of their linguistic and methodological reflection. The statistical data analysis is based on the overall outcomes of grading students during the course.

Table 1 - Quantitative indicators of students of the experimental group before and after the experiment

| № | Criteria | Pre-experiment | Post-experiment |
|---|--|----------------|-----------------|
| 1 | Linguistic competence | 83% | 91% |
| 2 | motivation | 86% | 88% |
| 3 | speech competence | 87% | 92% |
| 4 | lilinguistic and methodological reflection | 88% | 93% |
| | | 86% | 91% |

By combining the tasks from easy to difficult, we tried and managed to develop students' linguistic and methodological reflection for communication, language and motivation. In the experimental group, we performed complex set of tasks with the help of special software and effective methods, video resources and images with the help of Internet resources. This is evidenced by the comparison of the outcomes of the two groups in the following diagram.

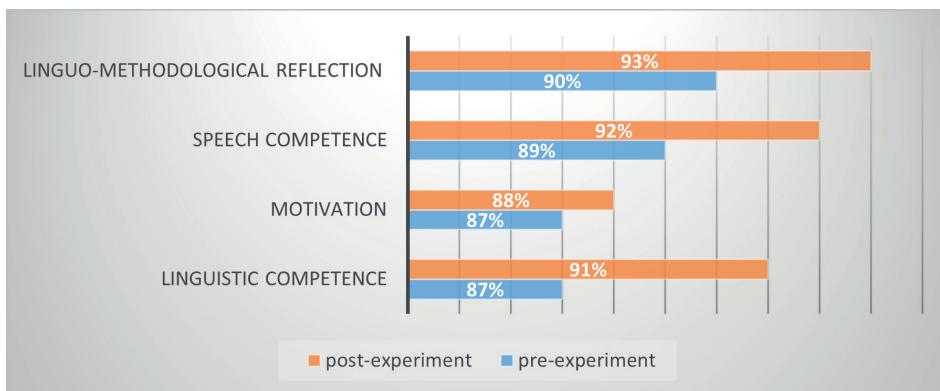


Figure 1- Quantitative indicators before and after the experiment

The diagram shows that the results of the experimental group on the selected criteria are 1-4% higher than in control group. This proves the effectiveness of our methodology and the complex tasks and methods selected. As a result, most students tries to provide their active learning and ability of a high level of motivation, linguistic and methodological reflection in English lessons. This is due to the fact that they have a positive effect on the developing communicative competence. We also can add the skills aimed at the formation of students' motives for learning, the implementation of a foreign language lesson, the reflection of their professional activities, etc. The ability to resolve problematic linguistic and methodological situations. In relation to

the formation of linguistic and methodological thinking, we would suggest adding groups of cognitive linguistic and methodological skills to all the selected groups:

- the ability to identify a problematic linguistic and methodological situation based on a prototype, the ability to include new linguistic and methodological information into the system of existing knowledge and skills based on a frame, the ability to consciously perceive the new, taking into account the influence of past perceptions;
- the ability to process the received linguistic and methodological information on the basis of cognitive styles, the ability to fix it in various ways;
- the ability to see the value of the received linguistic and methodological information for solving linguistic and methodological problems;
- the ability to apply the acquired linguistic and methodological knowledge to solving problematic linguistic and methodological situations;
- the ability to use cognitive algorithms to use information in solving linguistic and methodological problems
- the ability to build connections between new and existing experience, the ability to rely on its retrospective and current history when analyzing a problematic linguistic and methodological situation;
- the ability to make decisions based on theory and a comprehensive analysis of the situation, the ability to anticipate possible ways of its development.

As a result of passing the developed course, the an FL teacher should come closer to solving the main task of integrated teaching of a foreign language. We need- to develop productive skills of oral and written professional foreign language communication in a future specialist. We also should prepare him for two-way effective participation in professional, academic and/or scientific discourse in a multicultural world and thereby open up opportunities for him to develop an international career, as well as help increase the competitiveness of Russian higher education.

Conclusion. The research reveals the main theoretical ideas of a creative approach to the development of linguistic and methodological thinking of future teachers of foreign languages. It is based on the ideas of distinguishing between creative and methodological principles of teaching. We also considered the integration of the subjective (personal) position and axiological orientations of the future teachers with the aim of development of reflexive competence. According to analysis of different methodologies, it can be revealed through their self-development and self-realization of the future teachers as a professionally and spiritually developed future professional in the field of teaching the English.

The practical part presents data on the main sources of the creative approach, provides a distinction between the concepts of “reflection” and “competence”, proposes the definitions of “linguistic and methodological reflection” and “linguistic and methodological competence”. Proposed methodology describes a system of socio-pedagogical conditions for increasing the effectiveness of the development of linguistic and methodological thinking future teachers of foreign languages based on a creative approach. In general, linguistic and methodological reflection includes both internal and external conditions, and also describes the main components of the approach as a methodological categories.

In future we need to develop a transformed target component, basic content, modified fundamental principles and new methods and techniques on the formation of foreign language future teachers' linguistic and methodological competence.

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