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# ACTIVATING THE CREATIVE POTENTIAL OF HIGHER EDUCATION STUDENTS

*This article deals with the issue of activating the creative potential of higher education students in the context of the modern educational process. The authors emphasize the importance of developing students' creative abilities and highlight creativity as a key success factor in modern society, which requires innovative approaches and out-of-the-box thinking. Creativity and creativity play an important role in professional activities, which requires modern professionals to be able to generate new ideas and approaches to problem solving.*

*The proposed study analyzes various methods and approaches that help stimulate creative thinking and develop creativity in students. Among them are interactive teaching methods, brainstorming, looping technology, and methodological workshops. Interactive teaching methods are used to engage students in an active learning process through discussions, group projects, and role-playing games. These methods allow students to interact with each other and with the teacher, which facilitates the exchange of ideas and collective problem solving.*

*The study noted that the brainstorming method stimulates the generation of ideas and the search for new solutions through collective problem solving. Students can freely express their opinions and suggestions, which contributes to the development of creativity and out-of-the-box thinking. Looping technology engages students in a cyclical learning process in which theory and practice interact to deepen their understanding of the material. This approach allows students not only to acquire theoretical knowledge but also to apply it in practice, which contributes to better information assimilation and creative ability development.*

*This article pays special attention to contextual learning, which simulates real professional situations and environments to allow students to apply the knowledge they have gained in practice. This increases motivation to learn and contributes to the formation of a creative personality. Contextual learning helps students understand the connection between theoretical knowledge and practical application, thus making the learning process more interesting and effective.*

*At the same time, this article provides recommendations for educational institutions to create a favorable educational environment that stimulates the development of students' creativity. In particular, it is proposed to integrate project-based learning and game-based forms*

*of work into the educational process, as well as to involve students in interdisciplinary projects. Project-based learning allows students to work on real projects, which develops their creativity and teamwork skills.*

*Thus, this article offers a comprehensive approach to the development of students' creative abilities, emphasizing the importance of interactive teaching methods, contextual learning, project-based learning, and game-based learning. The authors believe that creating a favorable educational environment is a key factor for developing creativity and training highly qualified specialists who are able to generate new ideas and successfully implement them in practice.*

***Keywords:*** *creativity; creativity; creative personality; interactive methods; educational environment; project-based learning; game-based learning; contextual learning*

## АКТИВІЗАЦІЯ ТВОРЧОГО ПОТЕНЦІАЛУ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ

*Розглянуто проблематику активізації творчого потенціалу здобувачів вищої освіти у контексті сучасного освітнього процесу. Автори наголошують на важливості розвитку креативних здібностей у студентів, підкреслюючи, що творчість є одним із ключових факторів успіху в сучасному суспільстві, яке потребує інноваційних підходів і нестандартного мислення. Творчість і креативність відіграють важливу роль у професійній діяльності, що вимагає від сучасних фахівців здатності генерувати нові ідеї та підходи до вирішення проблем.*

*У пропонованому дослідженні проаналізовано різноманітні методи та підходи, що сприяють стимулюванню творчого мислення та розвитку креативності у студентів. Серед них виділяють інтерактивні методи навчання, мозковий штурм, технологія «петлювання» та методичні майстерні. Інтерактивні методи навчання використовуються для залучення студентів до активного процесу навчання через дискусії, групові проєкти та рольові ігри. Зазначені методи дозволяють студентам взаємодіяти один з одним і з викладачем, що сприяє обміну ідеями та колективному вирішенню проблем.*

*Особлива увага у статті приділяється контекстному навчанню, яке моделює реальні професійні ситуації та середовища, щодозволяє студентам застосовувати отримані знання на практиці. Це підвищує мотивацію до навчання та сприяє формуванню творчої особистості. Контекстне навчання допомагає студентам побачити зв'язок між теоретичними знаннями та їхнім практичним застосуванням, що робить освітній процес цікавішим та ефективнішим.*

*Отже, стаття пропонує комплексний підхід до розвитку творчих здібностей студентів, підкреслюючи важливість інтерактивних методів навчання, контекстного навчання, проєктного підходу та ігрових форм роботи. Автори переконані, що створення сприятливого освітнього середовища є ключовим фактором для розвитку креативності та підготовки висококваліфікованих фахівців, здатних генерувати нові ідеї та успішно реалізовувати їх на практиці.*

***Ключові слова:*** *творчість; креативність; творча особистість; інтерактивні методи; освітнє середовище; проєктне навчання; ігрові форми роботи; контекстне навчання*

***Relevance of the problem***. The modern world requires specialists not only professional knowledge and skills, but also the ability to think creatively, innovate and adapt to the dynamic conditions of modern society. Activation of the creative potential of higher education students is a key task of educational institutions, because creativity is the main factor of success in many fields of activity. In the context of the rapid development of the modern world, where creative and innovative approaches play a key role, there is an urgent need to modernize educational methods and introduce innovative creative education. This approach is based on the use of positive means of a creative pedagogical system to educate a spiritually rich, socially active, physically developed, and creative personality.

At the same time, in the pedagogical sphere, creativity is seen as a key creative ability that is a powerful factor in the development of a personality, determining its readiness for non-standard thinking and behavior. Undoubtedly, creative talent can become a driving force for economic development and a source of national prestige.

In view of the above, practical education faces an important task – the education of a creative personality capable of creative activity in various spheres of life. This task is actualized in the context of Ukraine's integration into the global educational space and the formation of competitive human capital.

The proposed article examines methods and approaches to activating students' creative potential, analyzes the main factors influencing the development of creative abilities, and offers recommendations for educational institutions.

***Analysis of previous studies and publications.*** The phenomenon of creativity is multidimensional and complex, which leads to various approaches to its study and development in pedagogical practice. This literature review examines various aspects of the development of creative abilities, methods of stimulating them, and the role of motivation in this process.

Ajani O. explores the professional development of teachers with a focus on the androgynous approach, emphasizing the importance of motivation and active participation of teachers in their own learning. This study emphasizes that motivation is a key factor in improving teachers' professional competencies and creativity [1]. Interesting for our study is the scientists' analysis of the impact of Google Education Tools on the development of student responsibility. These tools stimulate creativity by providing students with opportunities for independent learning and experimentation with new approaches [3]. A group of scholars examine the conditions for fostering creativity in higher education, focusing on the need to create an environment that stimulates creativity and innovative thinking [5]. Some scholars study innovative methods of teaching English in higher education. They note that the use of the latest technologies and interactive teaching methods increases students' motivation and promotes the development of their creativity [9; 12; 18]. However, the issue of activating the creative abilities of

higher education students requires further research and implementation of new approaches in pedagogical practice.

***Highlighting the previously unresolved parts of the general problem to which this article is devoted.*** The previously unresolved parts of the overall problem addressed in this article include several key areas for further research: the development of new methods and tools for assessing creativity. Further research could focus on creating more accurate and reliable methods for assessing students' creativity, which would allow for more effective planning and implementation of educational programs. Comparing the effectiveness of different teaching methods, such as problem-based learning, cooperative learning, and gamification, and their impact on the development of creative skills. Explore the role of modern technologies, such as artificial intelligence, virtual and augmented reality, in enhancing students' creativity. This includes exploring how technology can contribute to individualizing learning and creating interactive and stimulating learning environments.

Developing and implementing interdisciplinary courses and programs that foster creativity, interdisciplinary thinking, and innovative approaches to solving complex problems. Study of psychological factors that influence the development of creative abilities, such as motivation, emotional intelligence, stress level, and self-realization. This will allow us to develop methods of supporting students in the process of their creative development.

***Presentation of the main material.*** The creative potential of an individual includes various components, such as the ability to generate new ideas, creative thinking, flexibility of thinking, openness to new experiences and risk-taking. In the context of higher education, the development of these abilities can be realized through various educational practices and methods.

The educational environment has a huge impact on the development of students' creativity. Creating a stimulating educational environment is an important component of modern pedagogical practice, as it helps to intensify the learning process and develop students' creative abilities.

The first key aspect is the use of interactive teaching methods. The main technologies for learning new material are interactive. It is important to note that interactive means the ability to interact or be in a conversation or dialog with someone. We believe that interactive learning is a special form of organizing educational activities, during which all participants of the educational process are involved in the process of cognition. The joint creative activity of the participants in the educational process, the assimilation of the material means that everyone makes a special individual contribution, and there is an exchange of knowledge, ideas and methods of work. All this happens in an atmosphere of goodwill and mutual assistance. This allows not only to acquire new knowledge, but also to develop cognitive activity itself, which leads to higher forms of cooperation [10].

These technologies are effective for both lectures and practical classes. Dialogic communication between the lecturer and the audience leads to mutual understanding, interaction, and joint solution of common but important tasks for each participant. At the same time, during the lecturer's dialog with future teachers, the latter learn to think critically, solve complex problems, taking into account the analysis of circumstances and information provided. Equally important is the formation of alternative views, thoughtful decision-making, and the ability to discuss with the lecturer or fellow students based on their own vision of the problem, etc.

For such lectures to be successful, students should familiarize themselves with the lecture outline, basic terminology, and background information on the topic in advance. These and other key points of the lesson are shown to students on the screen (PowerPoint presentation), and the teacher covers the theoretical material. However, such a lecture should begin with a brainstorming session. To do this, the lecturer prepares problematic questions that promote the student's cognitive search, and direct them to identify and interpret cause-and-effect relationships.

Materials for brainstorming can include video clips of classes that demonstrate learning situations and contain problems. The value of such presentations lies in the fact that they have the ability to lead students to search for new knowledge on how to perform educational tasks in the proposed conditions. Based on the material presented, the lecturer invites students to explain, prove, give their own examples, continue, evaluate, draw conclusions [11].

The development of students' creative thinking is facilitated by lectures based on the "looping" technology. The logic of such a lesson involves posing a problematic question that is formed at the beginning of the lesson. The result of its discussion by students is the exchange of ideas, remarks, and reflections, which allows them to define certain key concepts on the topic (1st loop). After presenting additional information, new data, facts, and examples, students are asked to return to the lecture problem. This time, the students' reasoning is more substantiated and detailed. Sometimes the original ideas will be replaced by new ones, which indicates a critical approach to the problem being discussed (2nd loop). At the end of the lecture, students analyze the problem that was proposed at the beginning of the lecture for the third time and, together with the lecturer, draw a conclusion (3rd loop).

In our opinion, the format of "Lecture for Two" is valuable, as it is dialogic and interactive. This technology involves the presentation of the essence of the topic by two teachers who present different points of view and interpret a particular issue in different ways. Thus, the dialog takes place not only between two lecturers, each of whom expresses his or her point of view on the issue, but also between lecturers and students who either share the point of view of one of the lecturers, adding their own arguments, or counter with their third opinion on the issue [15].

Methodological workshops have significant educational potential. The essence of this methodology can be summarized as follows: "Do it your way, based on your abilities, interests and experience, and correct yourself." In other words, methodological workshops are not focused on the transfer of knowledge from the teacher to the student, but on the student's object position,



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which allows the individual to acquire the missing knowledge on his or her own, to actively and creatively use it in professional activities as his or her own achievement. This makes it possible to unleash the student's creative potential and strengthen his or her independence from ready-made decisions made by others. In the work of such a workshop, the student acts as an "independent, creative, socially responsible and constructively equipped personality" who is able to positively influence his or her potential students. We believe it is appropriate to focus on the features of this form of work: the teacher's attitude to the student as an equal; creating opportunities for students to build knowledge independently by critically examining cultural phenomena, any information and solving pedagogical and creative tasks independently; diversity of opinions, approaches to designing programs for the formation of students' communicative competence, respectful attitude to the opponent.

The technology of contextual learning deserves special attention, as it involves creating an educational situation as close as possible to real life. In other words, it creates the right prerequisites for reformatting educational activities into professional ones. At the same time, there is a natural increase in the share of practical activities of students with an emphasis on applied goals.

The main task of contextual learning as a technology is to optimize learning. It is based primarily on students' creative and productive thinking, actions, and communication, not solely on the processes of perception or memory. Contextual learning is organized in such a way that knowledge, skills and abilities are transferred not as objects of students' activities, but as means of solving professional problems. Therefore, contextual learning technology provides intensive personal development of the future specialist. Among the distinctive features of contextual learning are the following: they reflect real life, professional or scientific problems that are actualized by teachers and students; not only scientific and theoretical knowledge, but also empirical, life and professional experience are involved in analyzing problems; problem situations are used not just to develop theoretical thinking, but as a subject and reason for interpersonal communication during educational, quasi-professional and educational and professional activities; contextual problem solving [7; 9].

In the modern understanding of the educational system, contextual learning is especially important because it is aimed at personal development, which is interpreted as an internally and externally determined process of formation of a future specialist as an object of activity. The holistic construction of professional and pedagogical knowledge of a future specialist requires integrative learning, which is focused on the ideas of didactic integration and synergy, and involves both content and procedural integration. All components of such training are interconnected and form a clearly structured system [17].

During the contextualized teaching of disciplines, real professional situations and fragments of educational activities, as well as the relationships of the participants involved, are reproduced. Thus, the parameters of the professional orientation of teachers are set. The fundamental component of the teacher's work is a professionally important situation in its subject and social context, taking into account the ambiguity or contradiction [4]. It is during the analysis of situations, business and educational games (communication games, games for the development of intuition, reflection games, etc.), design, organization and implementation of developmental and educational, professional and pedagogical, organizational and managerial functions that the requirements are identified not only for understanding the discipline being studied, but also for professional activity, taking into account the social activity of the teacher. It is these requirements of educational and professional activity that are systemic, determinative for the implementation of the educational process.

A problematic lecture, a business game, a seminar-discussion, a seminar-research and other contextual classes create conditions for effective professional training, thereby reinforcing professional and pedagogical motivation. Recognizing their creative potential and using all the experience gained in collective activities, students are able to realize their need for recognition and acceptance by others.

Contextual learning also creates favorable conditions for the formation of professional and educational motivation of both students and teachers. Engaging in a variety of individual and collective activities, students have the opportunity to fully express themselves, their potential and enjoy it, as well as to be productive in solving problems of personal significance, which is complemented by the experience that accompanies creative activity. A teacher in contextual learning conditions gets unique opportunities to improve his/her teaching activities, to realize [14].

The problematic vector of contextual learning technology, the possibility of interaction and productive communication of process participants, and the consideration of individual psychological and personal qualities of students in simulated subject and social situations contribute to the formation of educational and professional motivation, professional orientation, and the formation of the personality of a future specialist. Subject knowledge, skills and abilities are not an end in themselves, but serve as one of the most important means of engaging in professional activities.

The second aspect is providing access to various sources of information and resources for self-education. Modern technologies allow higher education students to access scientific databases, electronic libraries, journals and other information resources. This contributes to the development of independent search skills, critical thinking and information processing, which are essential for successful academic and professional activities [3; 6].

The third aspect is to encourage students to participate in research activities. The organization of student scientific conferences, scientific colloquia, contests and competitions encourages students to actively study the subject, search for new knowledge and develop their creative abilities. Participation in such events gives students the opportunity to gain new experience, demonstrate their achievements and develop leadership skills.

In general, creating a stimulating educational environment contributes not only to the learning process but also to the personal development of students. It increases their interest in learning, promotes active learning, and develops the ability to adapt to changes in the modern world. This approach to education is an important element in the formation of a competitive specialist capable of solving complex problems in modern society [2].

Innovative teaching methods, such as project-based learning, problem-based learning, case studies, and game-based methods, help to develop students' creativity. These methods help to develop critical thinking, the ability to solve complex problems and create new ideas.

Game-based learning technologies deserve special attention. Games allow you to create an interesting and fun context for learning. Higher education students take an active part in them, develop communication skills and provide speech practice in real-life situations [19; 20].

Game forms in the classroom contribute to the development of higher education students' language skills. Through active participation in the game, they get the opportunity to use the language in practice, develop communication skills, expand their vocabulary and improve pronunciation. The use of speech-supported games, such as role-playing games or dialogues, helps to deepen the understanding of grammatical structures and their use in real-life situations [10; 15].

The systematization of materials allows us to give examples of possible game forms in English classes.

1. Role-playing games: Students can play the roles of real or imaginary characters, which helps to develop creativity and the ability to use language in certain contexts. For example, a toy hospital where students reenact situations related to medical care or a restaurant where they order food and communicate with the waiter.

2. Game "Who am I?" This game promotes the development of vocabulary skills and descriptive speech. Each student receives a card with the name of a famous person, book or movie character that they cannot see. Students take turns asking each other questions to find out who they are. Questions can be like: "Do I have hair?", "Do I live in a fictional world?", "Am I a famous soccer player?", etc. Students answer yes or no to the questions and try to guess their identity. This game not only helps to learn new words and phrases, but also develops skills in formulating and responding to questions.

3. Complete the sentence game: This game helps students practice grammatical structures and formulate sentences. The teacher randomly places words or phrases that can form sentences on the board. Students in groups or taking turns should choose the words and form correct sentences. This can be done based on a given grammatical structure or topic. The game encourages students to use the language in practical situations and develops their grammatical accuracy and creativity.The use of game forms contributes to the development of other skills, such as creative thinking, problem and critical thinking, teamwork and decision-making. Games allow students to interact with each other, exchange ideas and express their opinions, which contributes to their social and emotional development.

The use of game forms allows for personalized learning. Each student has the opportunity to identify their individual strengths and develop them in the context of the game. Some students may be more active and confident in communication, while others may be more inclined to creative thinking or problem solving. Games help the teacher to customize tasks and assignments accordingly to meet the needs of each student.

Games play an important role in stimulating students' creativity and imagination. They provide an opportunity to use their imagination and creativity in different contexts. Through games, students can create roles, scenarios, play improvisational situations, and develop their imagination, which is especially useful when learning foreign languages, including English.

The improvisational situations in games allow students to use English in a relaxed and spontaneous way, which helps to develop linguistic fluency. Students learn to react quickly to changes in the conversation, find appropriate words and phrases, which increases their language confidence and flexibility. Such exercises develop the ability to think in a foreign language and help to master new vocabulary and grammar faster.

Role-playing games give students the opportunity to try out different social and professional roles. They can simulate real-life situations, such as negotiations, customer service, medical consultations, or journalistic interviews. This not only expands their vocabulary, but also helps them develop intercultural communication skills, understanding of social contexts, and adaptation to different situations.

Creating scripts and performances develops students' creativity. They can write their own scripts, develop dialogues, and stage small plays or skits. This not only helps to strengthen language skills, but also stimulates the development of literary abilities, writing skills and artistic thinking. In the process of preparing and performing scenarios, students learn to cooperate, discuss ideas and solve problems [2].

Learning games can also include elements of competition, which increases student motivation. They can take part in quizzes, quests, or other game-like activities that encourage learning new information and actively using it. This approach helps to create an exciting and dynamic learning environment where students are actively involved in the learning process and feel satisfied with their achievements.

In general, game-based learning methods promote the development of a creative approach to learning English. They stimulate students to use their language skills in different situations, develop creative thinking and find non-standard solutions. Such methods help to make the learning process more interesting, interactive and effective, which contributes to deeper learning and increases students' motivation to learn new material.

A prerequisite for successful student learning is the creative personality of the teacher, as it is the teacher who develops the students' inner desire to constantly improve themselves by example. Thus, a lesson should be planned in such a way that it can unleash the creative potential of students, naturally



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encourage independent research, and help broaden students' horizons.

The basis of this approach is the development of students' cognitive activity, the ability to construct their own knowledge and navigate the information space, as well as the development of critical thinking. One of the most effective methods that meets these requirements is the project method. The project method is always focused on students' independent work - individual, group or pair - which students perform over a period of time. This method is organically combined with a group approach to learning and includes a set of research, search, problem-solving methods that are creative in nature [8; 12].

The project-based method engages students in active cognitive activities that include not only the accumulation of knowledge but also the development of skills to apply it in different contexts. By completing projects, students learn to search for information, analyze it, draw conclusions, and present their results. This contributes to the development of critical thinking, problem-solving and decision-making skills based on data analysis.

Project activities also contribute to the development of students' communication skills. By working in groups or pairs, students learn to collaborate effectively, discuss ideas, and distribute tasks and responsibilities. This helps to develop interpersonal skills, which is an important aspect of social development.

Project technologies have the following advantages: a simultaneous combination of individual and collective activities, the possibility of self-realization and teamwork. They allow students to realize their ideas both individually and in groups, which helps develop cooperation and independence skills. The realization of age-related needs for independent and practical activities is another important advantage, as students have the opportunity to choose their own direction of work and apply their knowledge in practice, which meets their age-related needs for independence [1; 16].

The ability to see the results of their work increases student motivation and enjoyment of learning. By completing projects, students can observe the results of their work, which makes learning more meaningful to them. The use of modern technologies is another advantage of project-based learning, as modern technologies are used in the process of working on projects, which increases their relevance and interest for students. The use of the World Wide Web provides access to a large number of information resources, which is an important tool for project implementation. Interdisciplinary integration is an important aspect, as projects often cover several academic subjects, which promotes a comprehensive approach to learning and the development of interdisciplinary skills.

Therefore, once you are convinced of the need to use project technology, you should decide on the type of project. Modern literature offers several options for their classification, but the main ones include a search project aimed at finding and collecting information on a particular topic; a research project that includes research and experiments to study a particular issue; a creative project focused on creating new ideas, products or works of art; an informative project aimed at collecting, analyzing and presenting information in a convenient form; a game project that uses game elements to achieve learning goals.

The project-based method should be used quite often in English classes. When studying a particular topic, students do not just memorize new information, but actively work with it, creating messages, articles, defending their projects and trying to be as creative as possible. This contributes to a deeper learning of the material, the development of language skills, and an increase in overall motivation to learn.

Problem-based learning focuses on solving real-world problems and is one of the most effective methods for developing students' creativity. The main idea is to involve students in an active learning process where they work in groups, analyze problems, look for possible solutions and implement them. This not only deepens their understanding of the material, but also contributes to the development of key skills, such as analytical thinking and creative problem solving [9; 18].

One of the main advantages of problem-based learning is its ability to stimulate students' analytical skills. In the process of working on projects, students must carefully analyze the problem, define its components, and identify the key aspects that need attention. This requires them to critically analyze information, formulate clear questions and find reasonable answers. This approach helps students develop the ability to think systematically, analyze logically, and draw conclusions based on the data collected.

Another important advantage of problem-based learning is the development of a creative approach to problem solving. While working on projects, students are faced with the need to find innovative solutions to complex problems. This encourages them to go beyond standard approaches, experiment with new ideas and approaches, and develop the ability to generate new concepts and proposals. They learn to see the problem from different perspectives, which is important for the development of creative thinking [14].

Modern technologies open up new opportunities for activating students' creative potential. The use of virtual reality (VR), augmented reality (AR), online courses and educational platforms allows students to gain new knowledge and experience, experiment with different approaches and tools.

Virtual reality creates interactive, immersive environments where students can directly interact with learning materials. This is especially useful for subjects that require visualization and modeling of complex concepts, such as anatomy, architecture, or engineering. VR allows students to "travel" to different places and eras, explore historical events or scientific phenomena in real time, making learning fun and effective.

Augmented Reality (AR) overlays digital information on the real world, allowing students to see additional data and explanations while interacting with physical objects. This contributes to better understanding and memorization of educational material. For example, when studying biology, students can use AR apps to study cell structure or human

anatomy in detail, receiving additional information and visualizations that help them better understand complex concepts [12].

Online courses and educational platforms offer a wide range of learning materials and resources that can be accessed anytime, anywhere. This allows students to plan their learning independently, choosing topics and courses that best suit their interests and needs. Platforms such as Coursera, edX, Khan Academy, and many others offer courses from leading universities and experts in various fields, ensuring a high level of learning and access to the latest knowledge and research.

Interactive tools and software for creating multimedia content, such as Canva, Adobe Creative Suite, or various programming tools, allow students to develop their creative skills, experiment with design, animation, video and audio editing. This helps students not only learn theoretical knowledge but also apply it in practice by creating their own projects and works.

Collaboration platforms and collaboration tools, such as Google Workspace, Microsoft Teams, or Slack, help students develop teamwork and communication skills. Students can work on joint projects, exchange ideas, hold discussions, and participate in video conferences, making the learning process more interactive and effective [2].

The use of modern technologies in education promotes the development of students' creative abilities, stimulates their motivation and involvement in the learning process. This allows not only to acquire new knowledge and skills, but also to apply them in different contexts, which is important for successful professional and personal development in the modern world.

Motivation is a key factor in the development of students' creative abilities. It plays a crucial role in stimulating interest and desire to learn, which, in turn, promotes creative thinking and innovative approach to problem solving. Motivation can be both intrinsic and extrinsic. Intrinsic motivation includes interest in the subject, enjoyment of the creative process, and the desire for personal development and self-improvement. Extrinsic motivation is the desire to receive praise, rewards, and recognition from others, which can also stimulate the achievement of high results.

To activate the creative potential of students, it is important to create conditions for their self-expression and self-realization. This may include allowing them to choose topics for projects according to their interests, encouraging them to participate in competitions and exhibitions where they can showcase their creative achievements. In addition, independent information seeking and experimentation should be encouraged. For example, teachers can encourage students to explore new ideas, use a variety of information sources, conduct experiments, and analyze the results. This helps to develop critical thinking and the ability to find innovative solutions [13].

Providing support and feedback from teachers and fellow students is also an important aspect. Professors should provide constructive feedback to help students understand their strengths and weaknesses, as well as ways to improve. Support from peers can include discussing ideas, working together on projects, and providing mutual help and support. Such an environment promotes the exchange of knowledge and experience, which has a positive impact on the development of creativity.

Thus, motivation plays an important role in the development of students' creative abilities. It stimulates them to actively participate in the learning process, promotes interest in the subject and the desire to achieve high results. Creating conditions for self-expression, encouraging independent search for information and experimentation, as well as providing support and feedback are key factors that contribute to the development of students' creative potential.

***Conclusions.*** Thus, activating the creative potential of higher education students is a complex process that requires the use of various methods and approaches. It is important to create a stimulating educational environment, introduce innovative teaching methods and use modern technologies. At the same time, interactive methods promote active involvement of students in the learning process, stimulate the exchange of ideas and collective problem solving, which are key to the development of creative thinking. Contextual learning, modeling real professional situations, allows students to apply knowledge in practice, increasing motivation and forming a creative personality. Project-based learning and game-based work also play an important role in stimulating creativity. The integration of innovative teaching methods, interdisciplinary projects and contextual learning will help to train highly qualified professionals who are able to generate new ideas and successfully implement them in practice. In addition, motivating students to be creative is of great importance. Educational institutions should promote the development of students' creative abilities, as these abilities are key to their success in the modern world.

Prospects for further research on activating the creative potential of higher education students are extremely broad and multifaceted. Among the key areas that deserve attention in future research are the following: first, the development of new methods and tools for assessing creative potential. Further research could focus on creating more accurate and reliable methods for assessing students' creativity, which would allow for more effective planning and implementation of educational programs. Research could include comparing the effectiveness of different teaching methods and their impact on the development of creative skills, such as problem-based learning, cooperative learning, gamification, etc. It is promising to study the role of modern technologies, such as artificial intelligence, virtual and augmented reality, in activating students' creative potential. This includes studying how technologies can contribute to individualizing learning and creating interactive and stimulating learning environments. Further research could focus on the development and implementation of interdisciplinary courses and programs that promote the development of creativity, interdisciplinary thinking skills, and innovative approaches to solving complex problems. An important area is the study of psychological factors that influence the development of creative abilities, such as motivation, emotional intelligence, stress level,



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and self-realization. This will allow us to develop methods to support students in the process of their creative development. An important aspect is the development of professional development programs for teachers aimed at developing their skills in activating students' creative potential, in particular through mentoring, coaching and facilitation methods. Thus, further research in the field of activating the creative potential of higher education students has great potential for improving the educational process and preparing students for the challenges of the modern world.

***Prospects for further exploration.*** Prospects for further research in the field of activating the creative potential of higher education students are extremely broad and multifaceted. Among the key areas that deserve attention in future research are the following: the development of new methods and tools for assessing creative potential. Further research could focus on creating more accurate and reliable methods for assessing students' creativity, which would allow for more effective planning and implementation of educational programs. Research could include comparing the effectiveness of different teaching methods and their impact on the development of creative skills, such as problem-based learning, cooperative learning, gamification, etc.

It is promising to study the role of modern technologies, such as artificial intelligence, virtual and augmented reality, in enhancing students' creativity. This includes exploring how technology can contribute to individualizing learning and creating interactive and stimulating learning environments. Further research could focus on the development and implementation of interdisciplinary courses and programs that foster creativity, interdisciplinary thinking, and innovative approaches to solving complex problems.

An important area is the study of psychological factors that influence the development of creative abilities, such as motivation, emotional intelligence, stress level, and self-realization. This will allow us to develop methods of supporting students in the process of their creative development. An important aspect is the development of professional development programs for teachers aimed at developing their skills in activating students' creative potential, in particular through mentoring, coaching and facilitation methods. Thus, further research in the field of activating the creative potential of higher education students has great potential to improve the educational process and prepare students for the challenges of the modern world.

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