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FOSTERING LATERAL THINKING IN SECONDARY SCHOOL STUDENTS THROUGH ONLINE WRITTEN ENGLISH INSTRUCTION

The article examines various approaches to defining lateral thinking. The author demonstrates the importance of developing lateral thinking for realising the competence potential of the New Ukrainian School. The article examines de Bono's (1970) concept of creativity and the relationship between lateral thinking and creativity. The author also reviews the current Ukrainian and international works on lateral thinking; compares lateral and vertical thinking; analyses the writing exercises from various authentic textbooks for teaching English in secondary school; characterises the conditions for using multiple methods developed by de Bono (2017) in teaching online English written communication; specifies the aspects of online communication that a teacher takes into account when using de Bono's methods. The author concludes that de Bono's methods can be used as early as the adaptation stage of basic secondary education, with further expansion during the teaching cycle of basic subjects.

Keywords: *lateral thinking, de Bono's methods, online communication, textbook, NUS.*

Introduction

According to the Law of Ukraine "On Education" (2017) and the concept of the New Ukrainian School (Gryshchenko, 2016), the comprehensive development of learners is the goal of basic general secondary education. However, the virtualization of all spheres of life necessitates new perspectives, as well as new approaches and programs, to achieve the previously set goals. Without fostering creative potential and encouraging lateral thinking, the comprehensive development of students becomes impossible. The demand for creative individuals in the labour market and the means of fostering lateral thinking in secondary schools are mutually contradictory. Foreign language teachers face the task of using available resources so that students not only learn to communicate in a foreign language, including online, but also develop their creative thinking. Edward de Bono's (1970) concept of fostering creative thinking and the implementation of his methods in foreign language lessons, including English, may be a promising solution to this problem. Moreover, according to model foreign language syllabi (Zymomria, 2021), online interaction is among the expected learning outcomes. Besides, written and online production are described as synonymous types of speech activity. Typical texts and indicative examples of typical writing tasks, including virtual written communication, require students to creatively apply the vocabulary and grammar they have learned.

***Overview of the latest research and publications*.** Researchers consider the problem of lateral thinking and language learning from various perspectives: didactic, cognitive, and educational-strategic (Burgh, 2014). Liubashenko and Drahinda (2024) review their handbook, "Enhancing students' oral and written creative language," and recommend lateral tactics for applying lateral thinking in teaching creative oral and written speech. The authors write: "The training materials for teachers and the activities for students emphasize lateral thinking techniques designed to stimulate students' imagination and foster inventive language use" (Liubashenko & Drahinda, 2024, p. 86). Liubashenko and Drahinda (2024, p. 89) show in Figure 10 that lateral thinking (a structured process) is part of creative thinking. It can be assumed that laterality is an important tool for the development of creativity in language learning. They also provide examples of the application of

lateral thinking techniques such as assumption scenarios, simulated conflicts of assertion, provocative questioning, linguistic paradoxes, alternative foci, restructuring, and reorganisation. This work observes a shift in Ukrainian education from the development of individual students' thinking skills to the comprehensive, holistic development of thinking and speech in modern Ukrainian schools.

Some researchers (Novikova, 2010) explored various concepts of creative thinking and support De Bono's central assertion about the fundamental link between laterality and creative thinking. The concept of creative thinking by De Bono (1970) was described by Novikova (2010, pp. 232-233) in great detail. Thinking arises in problematic situations and is based on knowledge, memory, and imagination; it is also linked to personal qualities. According to de Bono (1970), thinking is expressed in language and speech, but the level of development of a person's thinking does not depend on the level of speech development. De Bono (1970) believes that the foundation and core of creativity is lateral thinking – a specific process of information processing aimed at changing the existing stereotypical model of perception of the surrounding reality and creating new alternative approaches to solving a particular problem. Another interpretation of lateral thinking is as follows:

> it is a specific process of information processing aimed at changing the existing stereotypical model of perception of the surrounding reality and creating new alternative approaches to solving a particular problem. (Novikova, 2010, p. 232).

This is also "an indirect and creative approach to solving the problem" (Leko, 2017, p. 21). According to the Oxford Dictionary, lateral thinking is "the search for a solution to a problem by an unorthodox and illogical method" (Leko, 2017, p. 21). Reviewing existing information and consciously seeking alternatives are key characteristics of lateral thinking; generating new ideas is its goal; and finding a new practical solution to a problem is its primary task. Novikova (2010) also discusses the main methods for developing lateral thinking proposed by de Bono and concludes that these methods encourage the growth of creative thinking, enhance its quality, organize the thinking process, and make it more effective and practical. Thus, creativity is either the basis of lateral thinking or a stimulus for it. Another aspect of researching ways to develop lateral thinking in school is its connection with students' critical and logical abilities. Analyzing de Bono's concept (1970), Pyvovarova (2006) notes that "Bono sees a problem as a discrepancy between what a person has and what they want; it is a situation that requires a solution" (p. 29). Pyvovarova (2006) distinguished between logical and lateral thinking and noted that lateral thinking encompasses logical, divergent, and convergent thinking. Given that lateral thinking is central to creative thinking, it is impossible to develop creative thinking without logical, divergent, and convergent thinking. Regardless of which interpretation of the relationship between creativity, logical, critical, and lateral thinking scientists and teachers adopt, De Bono's methods (1970) can be implemented in the educational process in secondary schools, including English classes, with significant potential for student development. Project-based lessons, as well as writing and speaking lessons, are potentially suitable for this purpose.

Ovadiuk (2014) described the aspects of developing lateral thinking among primary school students. She pointed out the following synonyms for the term "lateral thinking": non-linear thinking, productive thinking, effective thinking, and non-standard thinking. In addition, the

researcher pointed out that independence of thought, introspection, the right to make mistakes, the "broadness" of thought, as well as openness to the world, people, and new things, are among the psychological principles of lateral thinking. The conclusions of Ovadiuk (2014) and Novikova (2010) regarding de Bono's methods coincide. Based on this study, it can be concluded that implementing de Bono's concept in secondary schools may be considered a partial realiiation of the goal of basic general secondary education.

Ukrainian researchers are considering the possibilities of implementing De Bono's methods in schools from the perspective of current education reforms. Pavlenko (2016) describes De Bono's (2017) Six Thinking Hats method in detail and concludes that it supports the implementation of partnership pedagogy and can be used in various types of lessons. In the work "Lateral thinking" De Bono (1970) distinguishes three types of problems: those that require more information or better methods of processing it; those that require additional information or rearranging the existing information; and problems that can be summarized as the absence of problems. On the other hand, according to the concept of the New Ukrainian School (NUS) (Gryshchenko, 2016) a school graduate is a well-rounded person. English lessons are part of NUS's competence-oriented teaching (Gryshchenko, 2016). Therefore, the English lesson should also include materials and tasks intended to develop different types of thinking. Examples of lessons with such tasks include receptive skills, such as reading and listening.

At the same time, international researchers pay close attention to the process of thinking itself and to categorising its types. It is worth identifying their key ideas that are useful for NUS in developing various types of students' thinking skills. Hernandez and Varkey (2008) contrasted vertical and lateral thinking using doctors' work as an example. These authors note that vertical thinking is linear, restricted to specific information. Vertical thinking does not approve of new approaches to anything. It builds upon an existing pattern and proceeds in a stepwise, methodical manner. In vertical thinking, any uncertainty is unacceptable. The main reward of developing vertical thinking is the depth of knowledge it yields. On the other hand, lateral thinking is nonlinear and not limited to specific information. Lateral thinking endorses new approaches to everything. It restructures the existing pattern and is multi-directional and creative. The primary benefit of developing lateral thinking is the breadth of knowledge. In modern Ukrainian schools, this idea is important for organising collective forms of discussion of lesson topics or problematic issues, particularly in English language teaching. Eissa (2019) examined lateral thinking in architectural design and concluded that generating creative concepts in architecture requires blending vertical and lateral thinking. Nabochuk (2022) adds that vertical thinking is a selective, analytical, and sequential process with a result. The dominant emotion in vertical thinking is confidence. Lateral thinking is a creative, incremental, and probabilistic process with the least likely directions of search. The dominant emotion in lateral thinking is doubt (Nabochuk, 2022, p. 102). This may encourage students to write reflective essays and question common assumptions.

Aithal and Kumar (2016) applied the Six Thinking Hats technique to organizational problem-solving. The study concludes that, through the practice and systematic application of the Six Thinking Hats process, a manager will never feel compelled to abandon the search for the optimal solution to their problems or circumstances (Aithal & Kumar, 2016). After studying thinking from the perspective of organizational problems, Fisher (2000) points out that lateral thinking is qualitative thinking that involves going beyond the

spiderweb of beliefs to break out of conceptual prisons. In addition, Fisher (2000) believes that a smart person does not know about lateral thinking, but a wise person does. Fisher's (2000) research aligns with the NUS concept, since the task of a secondary education institution is to prepare not only smart graduates, but also those who are ready to solve any problem in life, regardless of the future graduate's specialty (Gryshchenko, 2016).

Manning (2002) in his research gives examples of lateral riddles, for example: "Why did the bubble gum cross the road?" (p. 544) or "Why does the square of the hypotenuse in every right triangle has some common property (e.g., equal area) with the squares of the adjacent sides, in every right triangle, EVERY time?" (p. 549). He concludes that the thought process behind the lateral riddle is different from the usual deduction and induction. In order to solve a lateral riddle, you need to take a step aside or "think outside the box," i.e., apply abduction or hypothesize (Manning, 2002). The researcher's work includes an example of a lateral riddle in geometry, which means that similar riddles can be created in English, and students will develop lateral thinking by solving them

The purpose of the study conducted by Indonesian researchers was to examine the relationship between problem-based learning and lateral thinking skills. The researchers identified the factors of lateral thinking as recognizing the dominant ideas of a problem, seeking different ways of looking at things, loosening rigid thinking, and using random ideas to generate new ones. The problem-based learning model has a significant impact on lateral thinking skills, particularly in recognizing the dominant ideas of a problem (Mustofa & Hidayah, 2020). Therefore, when developing writing skills for online communication in English lessons, it is advisable to rephrase the task to make it problem-based.

In studies by Turkish scientists on quadruple thinking, they divided thinking into convergent and divergent thinking, as well as cognitive and affective thinking. According to this division, critical thinking is convergent and cognitive, creative thinking is divergent and cognitive, caring thinking is convergent and affective, and hopeful thinking is divergent and affective (Bacanlı et al., 2011).

Yildirim (2022) developed a scale to assess teachers' self-assessment of lateral thinking. The researcher analyzed different types of thinking and the Six Thinking Hats technique. The developed scale consists of 20 items, formulated as statements about one's attitude toward work, and six sub-items corresponding to the six thinking hats (Yildirim, 2022). This scale can be used in continuing education courses for teachers to identify each teacher's predominant thinking hat, enabling further planning for work in English lessons.

Lateral thinking was also studied in the context of English for specific purposes (Pratama Putu et al., 2022). Problem-based tasks have the best effect on the development of lateral thinking. The researchers argue that lateral thinking combines divergent and convergent thinking and supports higher-order thinking skills. This can be useful for students in specialised classes who are choosing a professional direction for further study and can therefore learn the language of a specific subject (Mathematics, Biology, Geography), for example, in CLIL lessons.

The degree of development of all types of thinking, and lateral thinking in particular, is particularly noticeable in written language. It is precisely in their written language that students demonstrate grammatical constructions, logical connections, creative elements, and unexpected lateral solutions. Kruse and Anson (2023) argue that writing does not exist without thinking. The scientists also argue that any technological change in writing alters the way we think

about writing. Researchers have concluded that the computer not only changes writing but also forces thinking with its cognitive, linguistic, social, and emotional components to keep up with technological progress (Kruse & Anson, 2023). An even greater challenge is teaching written language online while simultaneously fostering lateral thinking in online education formats. Boiko (2024) proposed an educational definition of online communication, a methodology for teaching English written communication with examples, and experimentally demonstrated its effectiveness for students in grades 5, 6, and 8 (Boiko, 2025). This methodology combines product, process, and genre approaches to teaching traditional writing. Undoubtedly, this task can be solved using lateral thinking development techniques.

The purpose and objectives of the article. However, the development of secondary school students' lateral thinking across different subjects and lesson types, including writing lessons, has not been considered. In this context, the purpose of this study is to examine opportunities to foster lateral thinking among secondary school students during lessons on writing for online communication.

Methodology

The methods of analysis and synthesis are used to review the scholarly literature and the content of modern authentic English textbooks for grades 5-9, suitable for online learning. The methods of comparison and description are used to identify the features of writing tasks in different textbooks for learning English in secondary school and to present possible applications of Edward de Bono's methods for teaching how to use these tasks in order to develop lateral thinking among learners in online classes The analysis performed based on the following textbooks: Prepare NUS 5 (Kosta & Williams, 2022) and Prepare NUS 6 (Kosta & Williams, 2023) by Cambridge University Press; Go Getter 1 (Zervas & Bright, 2017), Go Getter 3 (Zervas & Bright, 2018) and Focus 2nd edition (Reilly & Brayshaw, 2020) by Pearson. Prepare NUS (Kosta & Williams, 2022, 2023)is an English-language course aligned with the new standards of the New Ukrainian School (Gryshchenko, 2016). It is chosen by teachers who prefer the model syllabus developed by I. Zymomria and others (Zymomria, 2021). Go Getter (Zervas & Bright, 2017, 2018) is a course for lower secondary school. Focus 2nd edition (Reilly & Brayshaw, 2020) is a course for higher secondary and high school. It is chosen by teachers who prefer the model syllabus developed by V. Redko and others (2021). Both in Cambridge and Pearson textbooks, there is an option for an online Workbook instead of a printed one, available on the platforms *MyEnglishLab* (Pearson, n.d.) and *Cambridge One* (Cambridge, n.d.). Regarding written assignments, the Cambridge One platform (Cambridge, n.d.) provides assignment descriptions, but unlike MyEnglishLab (Pearson, n.d.), it does not allow users to submit written work. Thus, these guides will include examples of tasks for both traditional paper-based writing and online writing.

Results and discussion

Our task is to prove that this task: A) stimulates the development of lateral thinking; B) is useful and relevant for learning to write; C) is suitable for online learning.

As a first example, we will use the tasks from Go Getter 1 (Zervas & Bright, 2017) by Pearson and Prepare NUS 5 (Kosta & Williams, 2022) by Cambridge, both intended for 5th-grade students.

The purpose of the writing task in Appendix 1 is to write a short story about oneself. Before presenting the task to students, the teacher can use the Consider All Facts method (Ovadiuk, 2014) to develop lateral thinking and prompt students to list all relevant factors to include in their writing. For the task from Go Getter 1 (Zervas & Bright, 2017), the factors would

be their own name, their friend's name, age, country, nationality, a photo of them together, and capitalization. For the task in Prepare NUS 5 (Kosta & Williams, 2022), the factors to consider include name, age, country, nationality, capitalization, etc. Such a task analysis will teach students to monitor their written production from the very first piece of writing and will also consider the normative aspect of virtual communication (Boiko, 2023).

The Go Getter (Zervas & Bright, 2017, 2018) series offers an online workbook, while Prepare NUS does not. To consolidate and test the acquired knowledge, a teacher who uses Go Getter 1 can assign a similar task on the MyEnglishLab platform (Pearson, n.d.). An example of such a task is shown in Fig. 2.

The teacher will assess the task in Appendix 2; therefore, an additional criterion may be to include all information about Pierre and Pedro, which students must use the Consider All Facts method to determine independently. In addition, this task falls under the category of virtual written communication (Boiko, 2023), as it requires the use of modern electronic tools.

We further consider another example from the Go Getter 1 Student's book (Zervas & Bright, 2017).

In Appendix 3, it is shown that the student first needs to generate an idea and write a list of their favorite things. This part can be supplemented by the Free Writing method to develop lateral thinking (Ovadiuk, 2014). The teacher can set a timer for 3-5 minutes and allow students to write all the objects and things that "come to mind" during this time, without paying attention to spelling or punctuation. When explaining the task, the teacher can help students by naming a few objects in the room. After that, it is enough to remind students to consider the title and punctuation when submitting the assignment. This assignment can be completed in Word or in a chat box, making it a written online communication. In this case, the teacher considers the normative and psychological aspects of online communication (Boiko, 2023).

Prepare NUS 5 (Kosta & Williams, 2022) has a final project assignment after each CLIL and Life Skills lesson. Let's consider one of the projects from Prepare NUS 5 (Kosta & Williams, 2022). The goal of the project in Appendix 4 is to describe one's bedroom. Since the first step is to draw a picture of one's new bedroom, it can be argued that this task already incorporates the Drawings method (Ovadiuk, 2014) to develop lateral thinking. To accurately describe their room, students need to make a sketch.

Let us consider another task from the online Workbook for Go Getter 1 (Zervas & Bright, 2017). The goal of the task in Appendix 5 is to write an e-mail to a friend offering to adopt one of the puppies. To complete this task successfully, the Plus Minus Interesting (PMI) technique (Ovadiuk, 2014) is required, as students will need to consider the positive and negative practical aspects of owning a puppy, as well as the interesting aspects of puppies.

An interesting task in Prepare NUS 5 (Kosta & Williams, 2022) is to write notes for someone (Appendix 6). Additionally, the teacher can use the Other People View method (Ovadiuk, 2014) and encourage learners to view the note from their mother's or father's perspective, as well as their own. The teacher can ask students why this note would be important to their parents and to them. Students might answer: "My parents will not worry about where I am"; "They will be able to figure out what groceries to buy"; "I will be able to say what I have already done, and I will have more free time"; and more. Thus, this traditional or online writing task will foster lateral thinking among teenagers.

We will now consider tasks that can utilize a combination of methods. The first example will be a task for students of 6th grade from Prepare NUS 6 (Kosta & Williams, 2023) (Appendix 7).

The task in Appendix 7 is to write a story based on the pictures. To prepare teenagers for this task, the teacher can first use the PMI method and ask students to identify in the pictures what they find interesting, positive, and negative. Then, to help students make connections between the people, the teacher can use the Provocative Operation (Ovadiuk, 2014) by saying, for example, that "these people must be enemies of each other", which students will deny and explain their reasoning. The Other People View method can be used to describe each friend in the pictures separately. To move from the first to the last picture, the teacher can use the Consequences and Sequel method (Ovadiuk, 2014), in which students describe what happened in the second picture and what it led to. Perhaps students will say that the boy in the third picture made a wrong move in the game and, as a result, got nervous, which also falls under Consequences and Sequel. The result of using all of these methods, as well as possibly describing the appearance of children from the pictures, is the application of the Consider All Facts method. Thus, the teacher can apply six of de Bono's methods to this task alone.

The second example of a combination of de Bono's methods is a project (Appendix 8) for 7th-grade students from Go Getter 3 (Zervas & Bright, 2018), which follows the Get Culture section. The task involves designing and writing a tourist guide about one's city. Because students must find or draw pictures, the drawing method is already built into the task. The Alternatives, Possibilities, Choices method (Ovadiuk, 2014) can be used to create alternative or completely new locations for the city. The choice of a specific location should be supported by the Consequences and Sequel method, because specific locations are associated with, for example, active volcanoes. Answering the proposed and additional questions involves the use of the Plus Minus Interesting and Other People's View methods, as students have to weigh the pros and cons of their city, analyze the problem of this city from the point of view of other people, and consider whether they would want to live in such a city. As in the previous example, a meticulous description of every detail aligns with the Consider All Facts method. Therefore, such projects provide an opportunity to apply six methods of developing lateral thinking.

All of the examples discussed earlier in this article were for Lower Secondary Schools. Let us now consider some examples for Upper Secondary School. The first example will be an online writing task from the Focus 2 second edition (Reilly & Brayshaw, 2020) for grades 8-9.

To prepare for this task, the teacher can use the Six Thinking Hats method (De Bono, 2017).

The white hat denotes a focus on information and data. The teacher can ask students about the movies they have recently watched, their genres, and the main characters – all of which will be relevant to the topic, the idea of this task, and the second question.

The red hat represents emotional thinking. At this stage, the teacher can ask students to share their thoughts on whether they like the movie title, whether they would like to see a similar movie or the next part, and whether they would like their friends to see this movie. To some extent, this stage corresponds to the first and last questions of the task.

The black hat represents critical thinking and insight, and the yellow hat represents optimistic thinking. At this stage, the teacher can instruct students to consider the advantages and disadvantages of the movie. Alternatively, they can use the Consider All Facts method to find all the aspects of the movie to write about. Among these aspects, students can mention special effects, relationships between different characters, acting, foreground and

background in the movie, and more. This stage corresponds to the third question of the task in Appendix 9.

The green hat represents creative thinking. At this stage, the teacher can ask students to answer the question of what they would change about the movie. This step will help students to find alternatives and possibly unorthodox ideas and solutions for the second and third questions.

The last one is the blue hat, which represents reflective thinking for managing the thinking process. When trying on the blue hat, one needs to generalize and draw conclusions. At this stage, the teacher can ask learners to write a cinquain about their favorite movie or a movie they have recently seen. This will assist students in beginning their written responses and articulating their overall impression of the film they watched.

Therefore, the first four hats prepare students to respond to the four questions outlined in the task found in Appendix 9. The blue hat is used to consolidate all the ideas and align with the main stages of the writing process (Boiko, 2024, p. 45).

Conclusions and prospects for the research

Thus, with regard to point A, the written exercises in these textbooks do indeed promote the development of lateral thinking. Writing texts of different genres allows the use of different methods designed by De Bono (2017). The usage of methods to develop lateral thinking increases students' talking time. However, this task lacks creativity and focus not only on language, but also on communication, as Liubashenko & Drahinda (2024) wrote. With regard to point B, these tasks align with the NUS model syllabus in terms of context, genres, and difficulty. Regarding point C, Pearson's teaching materials better support teaching written virtual communication in English through the MyEnglishLab (Pearson, n.d.) platform's writing tasks. Prospects for further research are seen in the analysis of other textbooks for English and other languages; classification, generalization, and systematization of facts about writing tasks in the context of lateral thinking; and applied research on the relationship between online communication and lateral thinking in different lessons or academic disciplines.

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Zymomria, I. M., Moisiuk, V. A., Trifan, M. S., Ungurian, I. K., & Yakovchuk, M. V. (2021). *Inozemna mova. 5–9 klasy: Modelna navchalna prohrama dlia zakladiv zahalnoi serednoi osvity* [Foreign language. Grades 5–9: Model curriculum for general secondary education institutions]. Ministry of Education and Science of Ukraine. (In Ukrainian)

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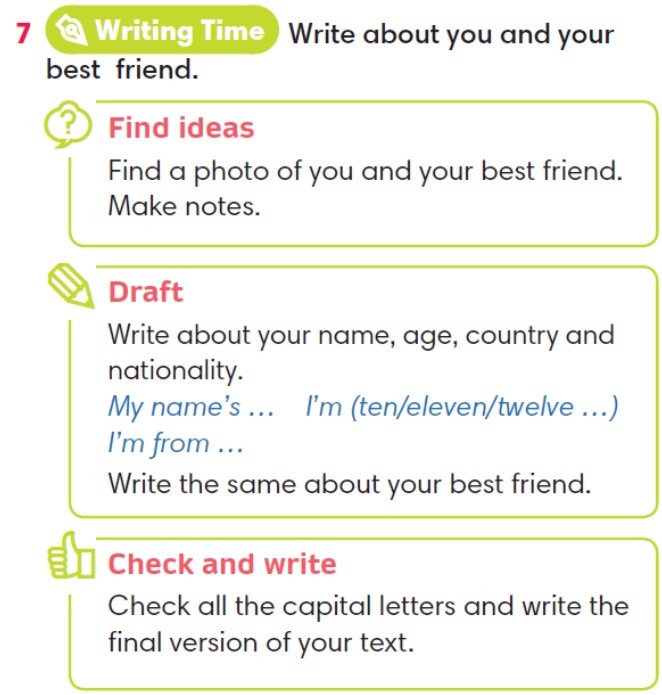
APPENDICES

Appendix 1
Writing tasks, Go Getter 1 (Zervas & Bright, 2017, p. 18); Prepare NUS 5 (Kosta & Williams, 2022, p. 17)

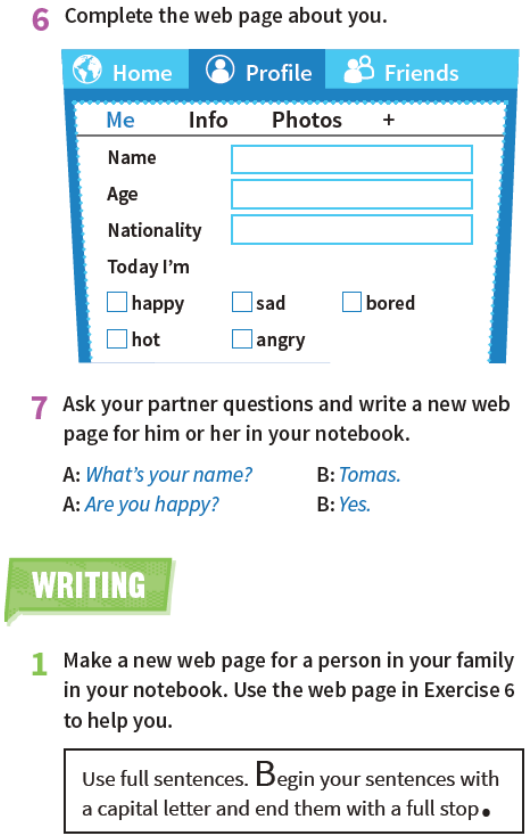


7 Writing Time Write about you and your best friend.

Find ideas
Find a photo of you and your best friend. Make notes.

Draft
Write about your name, age, country and nationality.
My name's … I'm (ten/eleven/twelve …)
I'm from …
Write the same about your best friend.

Check and write
Check all the capital letters and write the final version of your text.



6 Complete the web page about you.

Home | Profile | Friends

Me | Info | Photos | +

Name
Age
Nationality
Today I'm
☐ happy ☐ sad ☐ bored
☐ hot ☐ angry

7 Ask your partner questions and write a new web page for him or her in your notebook.

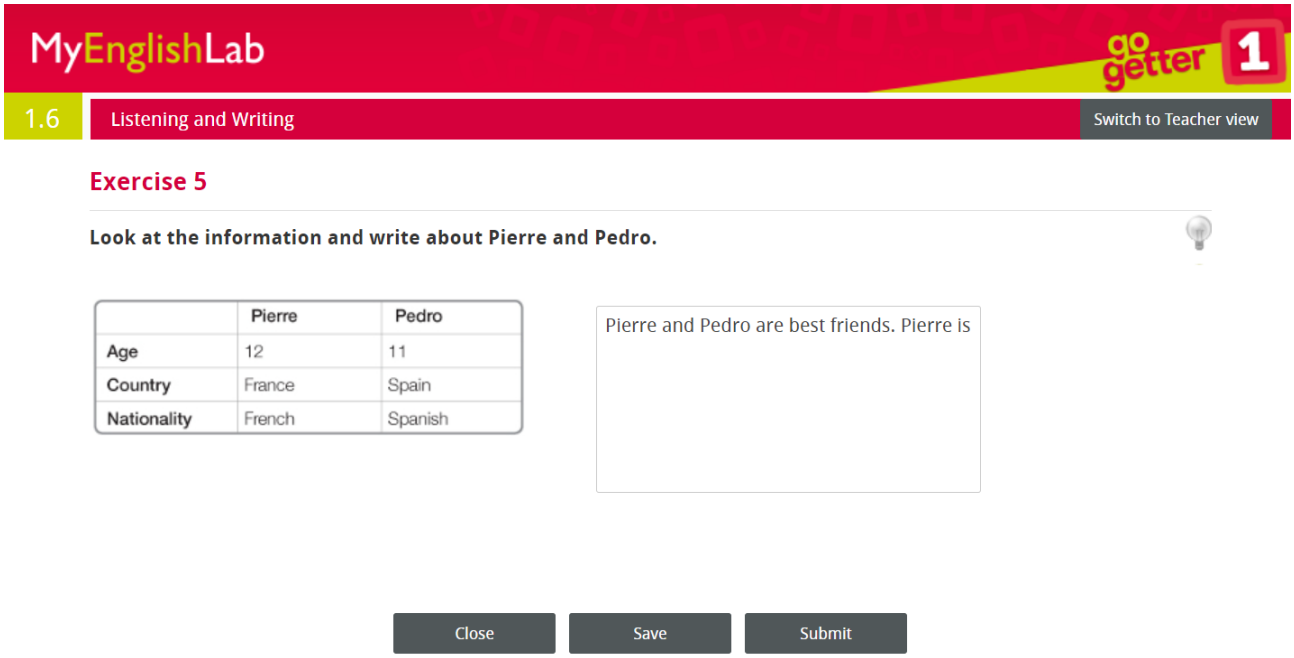
A: *What's your name?* B: *Tomas.*
A: *Are you happy?* B: *Yes.*

WRITING

1 Make a new web page for a person in your family in your notebook. Use the web page in Exercise 6 to help you.

Use full sentences. Begin your sentences with a capital letter and end them with a full stop.

Appendix 2
Go Getter 1, online workbook, MyEnglishLab (Pearson, n.d.)



MyEnglishLab — go getter 1

1.6 Listening and Writing — Switch to Teacher view

Exercise 5

Look at the information and write about Pierre and Pedro.

	Pierre	Pedro
Age	12	11
Country	France	Spain
Nationality	French	Spanish

Pierre and Pedro are best friends. Pierre is

Close Save Submit

Appendix 3
Go Getter 1, Ex. 7, (Zervas & Bright, 2017, p. 30

7 **Writing Time** Write about your favourite things.

Find ideas
Make a list of your favourite things.
Think of adjectives to describe them.

Draft
Write about your favourite things.
Give your text a title.
What are my favourite things?
My number one/two/three favourite thing is my … It's …

Check and write
Check your punctuation and write the final version of your text.

Appendix 4
Prepare NUS 5 (Kosta & Williams, 2022, p. 31)

PROJECT ***A plan for a new bedroom***

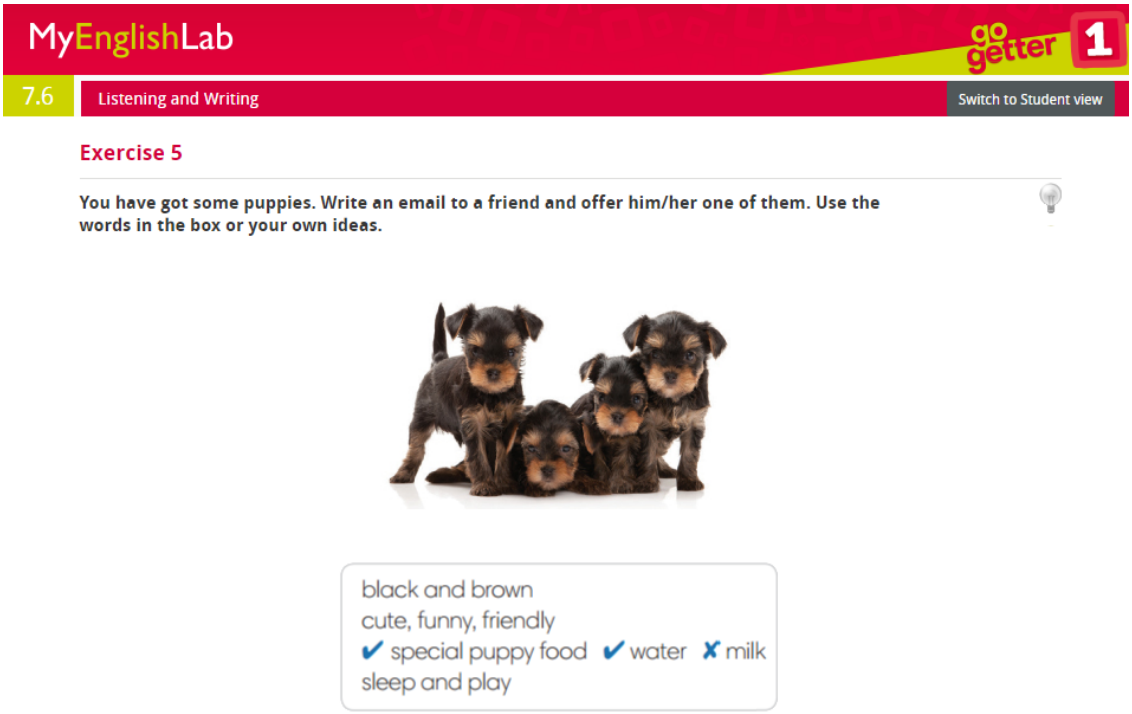
Draw a picture of your new bedroom and write about it. Think about these questions:

- What's your favourite colour?
- What colour are the walls in your new bedroom?
- What's your favourite hobby?
- Are there things from your hobby in your room?
- Where is your bed and other things in your room?

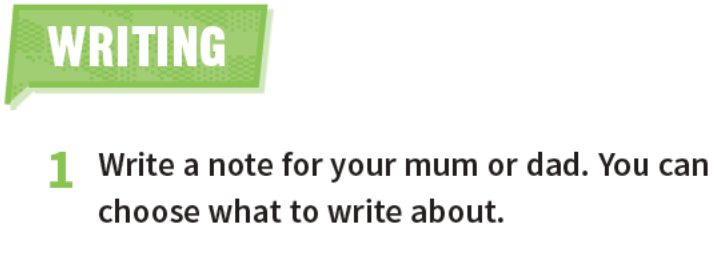
Tell your partner about your new bedroom.

BEING CREATIVE AND BEING YOU **31**

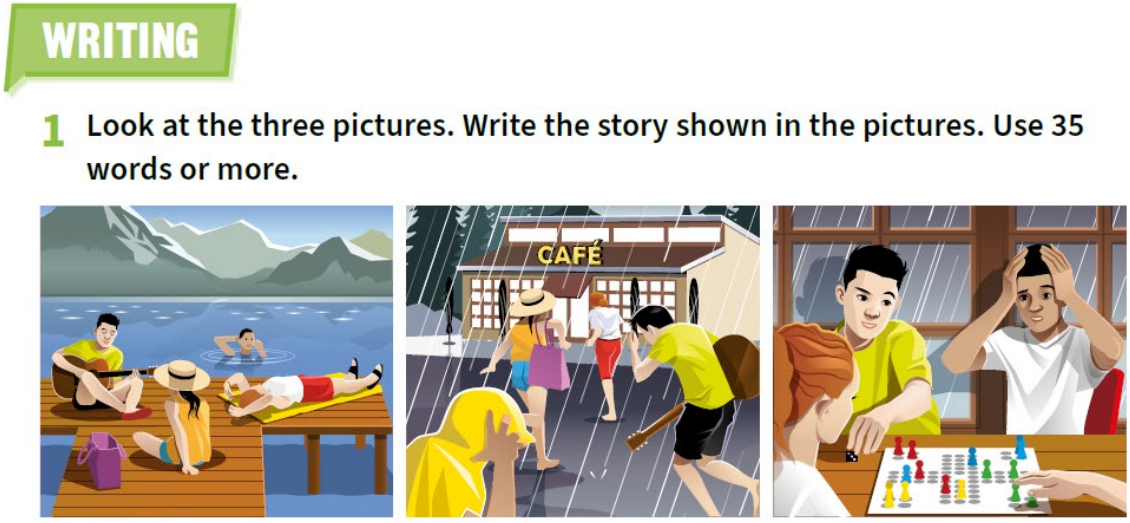
Appendix 5
Writing task on the topic Animals in Go Getter 1 (Zervas & Bright, 2017).



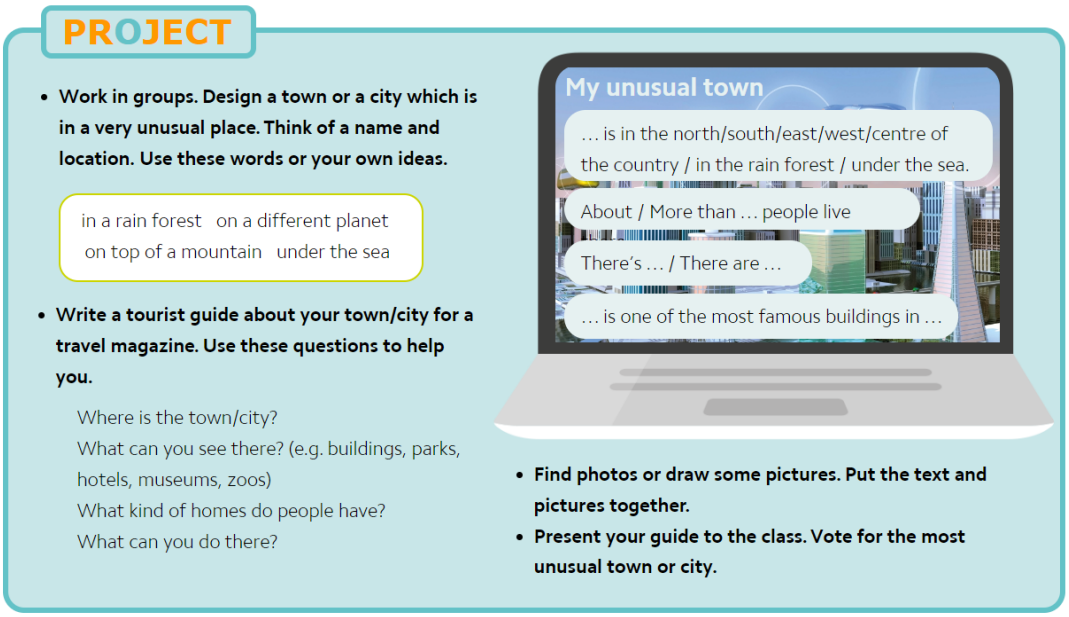
Appendix 6
Writing task, Prepare NUS 5 (Kosta & Williams, 2022, p. 101)



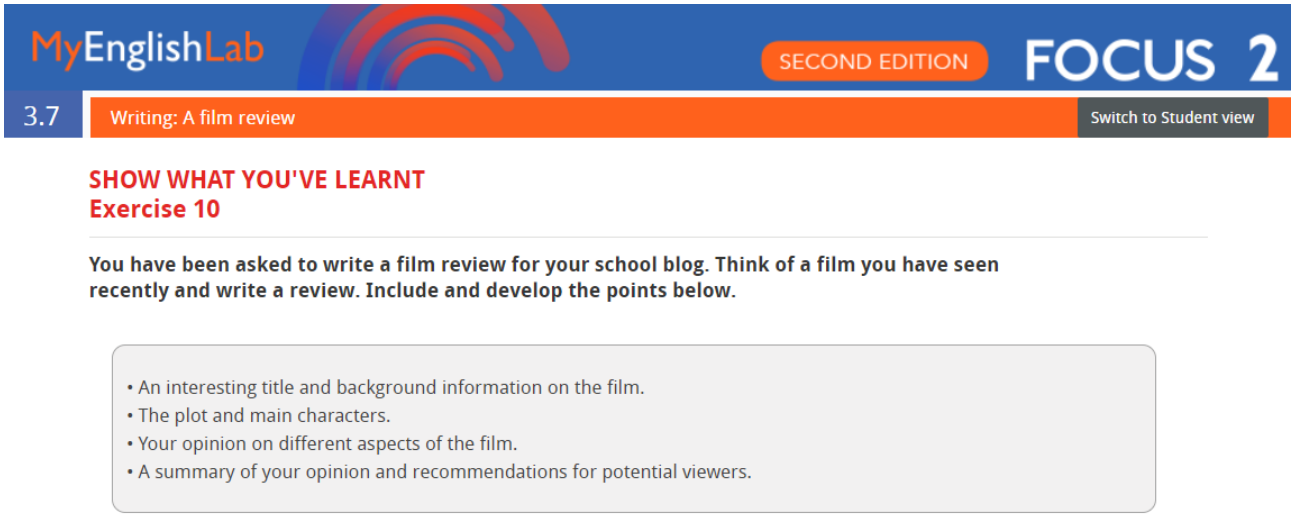
Appendix 7
Writing task, Prepare NUS 6 (Kosta & Williams, 2023, p. 97)



Appendix 8
Project on p. 21 in Go Getter 3



Appendix 9
Writing task, Topic 3, Focus 2 second edition (Reilly & Brayshaw, 2020)



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РОЗВИТОК ЛАТЕРАЛЬНОГО МИСЛЕННЯ В ОНЛАЙН-НАВЧАННІ ПИСЬМОВОГО АНГЛІЙСЬКОГО МОВЛЕННЯ УЧНІВ СЕРЕДНЬОЇ ШКОЛИ

Постановка проблеми. *Згідно з Законом України "Про освіту" та концепцією "Нова українська школа", всебічний розвиток здобувачів освіти є метою базової загальної середньої освіти. Проте віртуалізація всіх сфер життя вимагає нових підходів до реалізації поставлених цілей. Без розвитку латерального мислення всебічний розвиток учнів стає неможливим. Перед вчителями іноземних мов постає завдання використовувати наявні ресурси так, щоб здобувачі освіти не лише навчилися комунікувати іноземною мовою онлайн, а й розвивали творче мислення. Перспективним рішенням може стати концепція Едварда де Боно та впровадження його методів на уроках англійської мови. Типові*

програми вивчення іноземних мов визначають онлайн-взаємодію одним із очікуваних результатів навчання, а письмове та онлайн-висловлювання описуються як синонімічні типи мовленнєвої діяльності.

Мета статті *полягає в огляді методичних ресурсів розвитку латерального мислення учнів середньої школи на уроках письмового онлайн-спілкування англійською мовою.*

Методологія дослідження. *Методи аналізу та синтезу використано для огляду наукової літератури та змісту сучасних автентичних підручників англійської мови для 5-9 класів, придатних для онлайн-навчання. Методи порівняння та опису використано для виявлення особливостей письмових завдань у різних підручниках та представлення можливих застосувань методів Едварда де Боно. Аналіз проведено на основі підручників двох видавництв Pearson, детально представлених у статті. Обидва видавництва пропонують онлайн-платформи для виконання завдань.*

Результати. *Незалежно від обраного посібника, наявні письмові завдання для 5-9 класу сприяють розвитку латерального мислення. Написання текстів різних жанрів дозволяє використовувати різні методи Едварда де Боно: розгляд усіх фактів, вільне письмо, метод малюнків, плюс-мінус-цікаво, погляд інших людей, провокаційна операція, наслідки та продовження, альтернативи, можливості, вибір та шість капелюхів мислення. Виконання проєктів з письмовим завданням надає можливість для комбінування методів де Боно. Використання методів розвитку латерального мислення збільшує час говоріння учнів. Навчальні матеріали, зокрема від видавництва Pirson та Cambridge, сприяють навчанню віртуальної англомовної письмової комунікації завдяки можливості виконання письмових завдань на електронній платформі. Проте будь-яке письмове завдання, виконане в онлайн-форматі, стає письмовою інтернет-комунікацією. У цьому випадку вчитель враховує комунікативний, нормативний, семіотичний, антропологічний та, можливо, ігровий аспекти віртуальної комунікації.*

Ключові слова: *латеральне мислення, методи де Боно, онлайн-комунікація, підручник, НУШ.*

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Авторка заявляє про відсутність конфлікту інтересів. Спонсори не брали участі в дослідженні, в аналізі й інтерпретації даних, в описі результатів дослідження, у схваленні публікації до друку.

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