CREAM Strategy and Its Crucial Role In Foreign Language Learning

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Abstract: Educating future foreign language teachers using the CREAM strategy significantly enhances their language skills. This article explores the CREAM strategy, a valuable approach for language learners, and examines its importance in language acquisition

Keywords: CREAM Strategy, Creativity, Reflective, Effective, Motivation

Introduction

Uzbekistan's independence empowered it to join the global community as an equal partner, fostering political, economic, scientific, and cultural ties with other nations. To successfully cultivate and maintain these relationships, proficient foreign language skills are crucial for future professionals. While academic success is the primary objective for students, achieving it, particularly in language learning, presents unique challenges

Methodology

Each language learner uses a specific learning strategy in the process of language learning. When looking for an answer to the question of what "strategy in education" is, there is no definitive explanation for this, but according to scientists, strategies are a set of actions of a person that are consciously and purposefully aimed at improving learning and help the learner enables efficient use of information. Here, if we talk about the CREAM strategy, this strategy is recommended by Stella Cottrell. It focuses on developing self-directed learning skills and equipping students with the necessary study skills to continue their academic pursuits at university level.

CREAM is an acronym composed of the initials of the English words creative, reflective, effective, active and motivation. Below is a discussion of each word definition:

- Creative Learning: effective use of imagination in learning and solving problems;
- Reflective Learning: a person analyzes, evaluates and learns from the work he has done;
- Effective Learning: is the arrangement of time, place, state of mind, resources and the use of technologies for maximum benefit. In addition, language learners are expected to connect learning with real life;
- Active Learning: a person should be physically and mentally active in order to "deeper understanding" of what one has learned;
- Motivational Learning: the results you want to achieve, what steps to take to achieve them, and the student's knowledge of what to do to form and maintain his enthusiasm.

Developing each of these aspects strengthens the others. For example, motivation involves thinking about what you really want. Active learning and creativity require motivation and help to stay motivated.

Creativity is important for generating ideas, especially in the early stages of new assignments. Later logical approaches can be used to evaluate which creative ideas to use. A number of concepts and thoughts that hinder creativity, such as "it's a waste of time", "it's too childish", "I can't", "I'm not creative", "it doesn't make sense". But we need to use some approaches that develop creativity, using each situation correctly and effectively. For example, choose any two random subjects or objects, such as a pen and a plant. Finding as many connections as possible between them (size, color, owner, fracture, rotation method, when purchased, where they came from, etc.). The student can adapt how s/he can use this type of "game" to complete the task given to the student.

In order to promote creativity in learning it is recommended to be confident about using the strategies and styles that work best for a learner. Moreover, encouraging to be creative and using imagination to explore something is one of the fruitful ways to develop one's creativity. It is suggested to be curious and ask and acquire everything. Usually being afraid of making mistakes can hinder creativity, so one should avoid being scared of making mistakes. We learn a lot when we make mistakes.

For reflective learning following tips are suggested:
- Take stock of your own performance, assess it, and learn from it.
- Evaluate yourself and determine your benefits and drawbacks.
- Consider your learning process.
- What keeps you from getting knowledge? What areas of knowledge do you still lack?
- Make use of the resources that tutors give you.
- Jot down your thoughts and feelings to aid in reflection and understanding.

According to Cottrell, there are five techniques for developing reflection:
- maintaining a blog or learning journal;
- making use of the self-assessment forms;
- retaining a current portfolio or profile;
- utilizing tutors' feedback constructively;
- consistently completing progress sheets;

How learning journals can be useful? Reflective learning journals are useful as a basis for discussion. It can be helpful to discuss one's journal or blog entries with other students on their course. Another use of reflective learning journals is preparing for tutorials. Students can go through the journal and make a list of issues that they want to discuss in

their next tutorial. They arrange these in order of priority. If they have any problems, they think through some possible options, so that the discussion with the tutor will be more focused. Furthermore, keeping a private journal helps to develop students writing. They can experiment with different styles if they want to. They can take risks. The journal is for students' benefit – and for them only. This may make a welcome change from writing to the demands of your course or tutors.

In order to become an effective learner, students should be selective about their information. It is recommended to take only what is relevant and necessary as well as challenging and questioning what they see and hear. Moreover, relating their studies to real life and understanding what they are learning could lead them to be more efficient in their studies. Effective learning depends on the ability to optimally organize mental state, space, time, and materials for learning.

There are several tips provided for the effective use of the study leave:

- Plan ahead to make the most of your available time. For example, identify tasks that you can complete during this week's study vacation period so that you will feel a sense of accomplishment at the end of the study period.
- To save travel time, see if your workplace has a quiet room you can use to study.
- If you have negotiated study time at your workstation, make sure you can connect to suitable online learning resources from there. If not, do you learn more effectively on campus?
- Plan to use half-day learning during your entire work week. Sometimes it makes more sense to streamline certain activities at certain times. The specific time designated for study leave can be best used for other his activities, such as when his overall travel time is reduced.
- If you feel that your study leave would be better used for non-study-related purposes, be sure to reserve equivalent study time elsewhere in your plan.

Active learning varies from passive learning in several ways. Passive learners wait for to be fed with information and instructions whereas active learners search for methods to participate more fully in what they are discovering. Moreover, in passive learning students receive information; all they have to do is heed what is written or stated, and carry out as they are told, while active learners are involved in the entire learning process.

Result and Discussion

For passive learners distinct sets of data are handled as distinct units but active learners find connections between various items that they find. Passive learners reiterate details without realizing it. Active learners consciously try to make sense of things of what they learn, and derive meaning from it. Moreover, passive learners might get fatigued and bored easily whereas active ones extended attention span is a result of their mind is working more actively. For passive learners studies may feel pointless at times, however for active learners education is engaging and personalized.

Cottrell suggests following active learning strategies:

- " Summarise a passage in 8–12 words. This makes you think about what you have read.
- Make spider diagrams – or other patterned notes.

- Think of 3–5 real-life examples of what you have learned. This helps you to apply what you learn.
- Work out which is the best example, and why. This will help you to prioritise and evaluate.
- List 50 mini-questions about one aspect of the subject ('what, why, who, where, when, how did x happen?) This helps you to explore the subject.
- Answer your own mini-questions. This helps you to research in an organised and focused way.
- Draw a diagram or a cartoon to illustrate a theory or concept.
- Write action plans – of things to do today, or this week, or this term.
- 'Teach' what you have learned to a real or an imaginary person. Imagine you are giving a lecture or instructions.
- Keep a reflective study journal.
- Sum up the three most important points of a lecture. Which is the one most important point? This helps you to evaluate and select salient points.
- Which section of the book you are reading is the most interesting or useful?
- Pretend you disagree with everything you are reading – how would you argue your case? What examples and evidence would you use?
- How does what you have learned link with your work or your everyday life?
- Invent titles for essays or reports. Give yourself 5 minutes to write a quick outline plan for one of these.
- List all the key points for one aspect of study.
- Draw a simple picture or symbol to remind you of each aspect.
- Discuss your ideas – or your difficulties –with other people.
- Contribute to your course chat room, or start one.
- Write key points on index cards or sticky labels. Juggle these around to see how many ways you could organise the same information".

Success is inextricably linked with motivation. Increasing the motivation of students in language learning is one of the important factors of being effective in studying. Motivation is a theoretical device used to explain behavior. It represents the reasons for people's desires, needs and actions. A motive is something that motivates a person to act in a certain way, or at least to develop a tendency to behave in a certain way.

Cottrell suggests some ways to keep students motivated:

be realistic - success requires effort and persistence. There are also moments in life when a person becomes depressed due to obstacles. Although positive thinking has its own merits, unrealistic thinking can lead to failure because a person is not prepared to face obstacles. Preparing to plan and think carefully about how to avoid the difficulties that may arise prepares you to fight for success rather than defeat;

Expectations for higher outcomes: The higher the expectation, the more likely it is to determine outcomes. If one's expectations are low, one's achievements may be very few. If a person aspires to the top, he should make a suitable plan, making sure to create the right opportunity for himself; setting realistic goals: if goals are realistic, they will be achieved. A

person who confuses dreams with goals can become depressed because of the fact that dreams do not come true; reward success: rewarding yourself after achieving a goal is a good tip to stay motivated. Bonuses can be very valuable at the same time as they are commensurate with the amount of work;

Track your progress: Keeping track of your progress helps you keep track of it. A record of past successes can be motivation for future steps;

"hunting" for interest: if a person is interested in a task at hand, it may seem easier despite its difficulty. Regardless of whether it is difficult or not engaging, there is an opportunity to make every task interesting.

Conclusion

In short, "CREAM" is a strategy that leads students to success in language learning and shows effective and productive results. As a general rule of thumb, the "C.R.E.A.M. strategy" invites you to reflect and look for ways to continually improve the way you learn.

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