

## USING SCAMPER TECHNOLOGY FOR DEVELOPING STRATEGIC COMPETENCE OF B2 LEVEL STUDENTS

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### Abstract

This article mainly outlines SCAMPER technology, identifies its strengths and weaknesses and also promotes the ways of implementing this technology in the process of conducting foreign language lessons for the B2 level students who study in non-philological direction. The need for effective communication and cooperation between cultures and languages is more important than ever. Knowledge of foreign languages, especially English, has become an important asset for those who want to advance their education. As a result, the development of strategic competence in language learners at the B2 level has emerged as an important direction of language education. This article also explores the implementation of a system of tasks aimed at increasing the strategic competence of B2 students, providing them with the skills and confidence needed to navigate complex linguistic situations and excel in their chosen fields. In addition, this paper identifies the procedural part of the method as well as makes conclusions whether the accomplishment should be performed or not.

### KEY WORDS.

SCAMPER technology, method, ESL learning, language teaching, methodology, lesson planning, procedure, strategic competence, complex linguistic situations, communication.

### INTRODUCTION

The world is developing significantly and has become into an enormous system that interconnected with the help of the Internet. Due to the fact that globalization is reaching its peak, it is vivid that English language currently is believed to be the dominant medium of communication. Consequently, the need for English speakers has also become immensely large. Moreover, learning the foreign language, especially English, is not an easy endeavor to gain: it requires great comprehension skills and the acquirement of 4 basic language skills: listening, reading, writing, speaking and two sub- skills: grammar and vocabulary. Therefore, the need for a quick acquisition of the language leads to countless problems and questions appearing in front of all teachers and scholars around the world. In the process of English language teaching and learning, it is crucial to come up with modern and effective methods to motivate and

make students engaged in the procedure and become interested in the subject. As a result of continuous methodological work being compiled by researchers and teachers around the world, a number of teaching strategies is increasing rapidly. These methods have been greatly developed to enhance the concepts that are being taught by showing the route for students' creativity and critical thinking.

Among these newly formed strategies, SCAMPER technology is also the one that is being studied. SCAMPER technology is a method for solving problems in the form of a list of actions, as well as modifications. It was developed by Bob Eberle in 1997, based on a larger checklist by Alex Osborne. Before that, in 1970 Frank introduced a number of strategies that could enhance students' imagination and creativity considerably.

SCAMPER technique was among these mentioned techniques and was not developed into its current name, but had the same concept and rules. Bob Eberle is known for mixing all these previous concepts and creating one standard technology that is being extensively used in modern methodology. SCAMPER strategy is based on the notion that everything new is a modification of something that already exists. It is considered a creative problem-solving technique or strategy which allows users to break free from rigid and limited thinking patterns and operate in various ways (Moreno, Hernández, Yang, & Wood, 2014). Moreover, Serrat (2009) defined it as creative procedures pended in brain storming activities to renew and form stimuli for limitless chances for creative thinking.

A strategy is a plan of action to achieve desired goals in the short, medium and long term. To make it more clear, a strategy is a plan to achieve a goal.

If we emphasize the word "competence" from the combination of strategic competence, it means knowledge and experience in one or another field. Competence is the manifestation of positive results in activities, such as knowledge, skills and other personal qualities such as competence, value.

The concept of "strategic competence" appeared in 1980 and was proposed by M. Swain and M. Kennel, who dealt with the problems of learning and mastering foreign languages. The basis for the emergence of strategic competence was the successful attempt of these scientists to develop a model of communicative competence. According to M. Swain and M. Kennel, strategic competence is a set of "verbal and non-verbal communication strategies used in situations where there are certain difficulties in communication or there is a risk of separation".

As fresh ideas and innovative concepts are essential for the success of teaching in education system, this lack of creative inspiration may not only slow down the development of the process but result in a failure to accomplish set goals for the teaching procedure in a new condition. and meet learners' needs. So, for the project to move forward and for the learners and the method to attain success in teaching, some sort of creative spark is necessary. However, this is easier said than done, especially when it needs to be done on a regular and when the focus is on upgrading an already existing system.

SCAMPER technique is certainly one of the easiest, most effective, and most direct techniques. It is a creative brainstorming method that allows teams to approach problems from different viewpoints. It encourages people to think differently, explore

ideas, and find new perspectives on certain issues or opportunities.

The technique works as a facilitating tool for generating new ideas and problem-solving processes through seven different types of prompts. The name of the method itself, SCAMPER, is an acronym for these seven prompts: Substitute, Combine, Adapt, Modify/Magnify, Put to another use (Purpose), Eliminate, and Reverse/Rearrange.

SCAMPER asks questions that help solve problems or ignite creativity during brainstorming meetings. SCAMPER keywords represent the necessary questions addressed during the creative thinking meeting.

substitute	<ul style="list-style-type: none"> <li>• What rules can I change?</li> <li>• How can I use other processes and procedures?</li> <li>• How can I replace or change some parts?</li> <li>• How can I change my emotional attachment to the object of consideration?</li> </ul>
combine	<p>What ideas or parts can be connected?</p> <ul style="list-style-type: none"> <li>• Is it possible to combine or rearrange these parts, merge them with other objects?</li> <li>• What can be combined to get the maximum benefit or number of uses?</li> <li>• What talents need to be combined to improve this?</li> </ul>
adapt	<ul style="list-style-type: none"> <li>• Is there something similar to this but with a different context?</li> <li>• What can I copy or borrow?</li> <li>• Who can I imitate?</li> <li>• What ideas could I incorporate into my practice?</li> </ul>
modify/ magnify	<ul style="list-style-type: none"> <li>• What can be exaggerated, where can you go beyond?</li> <li>• How can you make yourself taller, bigger and stronger?</li> <li>• What can be duplicated?</li> <li>• How to add extra traits and get extra value?</li> </ul>
Put to Other Uses	<ul style="list-style-type: none"> <li>• What else can I use this for?</li> <li>• Are there other ways to use this in its current form?</li> <li>• What other uses could there be if this is modified?</li> <li>• Can I use this idea in other spheres?</li> </ul>
eliminate	<ul style="list-style-type: none"> <li>• Which parts can be removed or their functions changed?</li> <li>• What is not key or necessary?</li> <li>• What if I made it smaller, shorter, or more compact?</li> <li>• What part of the procedure can you “skip”? And which one am I underestimating?</li> </ul>
rearrange/ reverse	<ul style="list-style-type: none"> <li>• Can components be swapped?</li> <li>• Are there other processes, layouts, frameworks and sequences that I can use?</li> <li>• What if you do it in reverse?</li> <li>• What if I do the opposite?</li> </ul>

### **Conclusion**

Summing up, we may conclude that in overall methodology, SCAMPER strategy is generally considered to be very effective due to its encouraging ability to make the students engaged in the classroom and take the initiative in the process of acquiring the foreign language, in our case English language. SCAMPER technology is identified by its seven primary stages that involve critical thinking by answering the standard questions on the problem. By going through these prompts, team members get a chance to observe a particular idea or problem through seven different lenses and, by doing so, discover ways to improve the current situation. The seven letters represent the seven ways to play around with procedure features and find out if they can be changed for the better. Therefore, those questions are believed to enhance students’ imagination and thought processes that eventually lead to possible solutions and very creative ideas. As an example, we can give implementation of SCAMPER technology in writing lessons in order to students identify the problems on their own and possible solutions to write essays on particular topics. SCAMPER strategy is proven to be effective for all language level learners as well as for any type of English language lessons. Furthermore, there is a clear phase-by-phase order of actions to successfully perform this strategy during the ESL lessons.

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