

TEACHING METHODS OF CREATIVE WRITING TO HIGH SCHOOL STUDENTS IN UZBEKISTAN

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Abstract: Creative writing is necessary in schools. One of the reasons for it, students can explain their thoughts and feelings without fear of judgment or criticism by others. In addition, creative writing improves the writer's thinking ability. In Uzbekistan, where education is undergoing a modern transformation, introducing efficacious methods for teaching creative writing can assist empower young minds to express their thoughts, ideas, and emotions in compelling ways. This article outlines several practical methods and approaches for teaching creative writing to high school students in Uzbekistan.

Keywords: Fear of judgment, modern transformation, compelling ways, empower, efficacious.

Introduction

Several techniques and methods play important role for teaching creative writing. Making the creative writing class as relaxed and informal as possible is one of them. Because high school students in particular will feel more comfortable expressing themselves in an informal environment.

In addition, picking approaches to writing that high school students may not have tried before is necessary. For instance, for a fiction assignment teachers could have their students rewrite a favorite story from the perspective of a different character. For a poetry assignment, teachers could have them describe a favorite place by its smell, sound and texture.

The most vital method is participating in the creative process. Teachers should do assignment themselves, and share their own writing with the students. By opening teachers, own writing to the students, they can make them feel more comfortable sharing with teachers.

Literature review

There are a few people who write books or articles about methods of teaching creative writing. Building creative writing skills gradually is essential, according to study by cognitive psychologist John K. Hayes (1996). He asserts that the complex cognitive processes involved in creative writing include concept generation, organization, and revision. Teachers can support students by guiding them through these stages and helping them understand that writing creatively takes a lot of time and effort.

In addition, psychiatrist Albert Rothenberg (1994) researched the psychological and cognitive facets of creativity, especially as it relates to the arts. Teachers of creative writing might apply Rothenberg's notion of double thinking by encouraging their students to write from conflicting points of view. This could lead to more complex, thought-provoking literature that pushes boundaries and defies expectations.

Apart from this, according to Teresa Amabile (1996), a social psychologist, creativity is influenced by social and environmental factors. The significance of establishing an atmosphere that encourages intrinsic drive is shown by Amabile's research. This can be accomplished in creative writing classes by limiting outside pressures, giving students good feedback, and allowing them make their own writing decisions.

K. Anders Ericsson (2016) was a Swedish psychologist known for his research on expertise and the role of practice in skill development. Ericsson's idea of deliberate practice, where one deliberately works on specific aspects of a skill to enhance over time, can be applied to creative writing. Consistent practice, focused feedback, and attention to specific elements of writing, such character development or plot structure, can help students become better writers.

Furthermore, K. Anders Ericsson (2016), a Swedish psychologist, is renowned for his research on expertise and the role that deliberate practice has in skill development. Ericsson's idea of intentional practice, which focuses on specific aspects of a talent to improve over time, might be helpful for creative writing. Students can become proficient writers with regular practice, targeted constructive criticism, and focus on particular writing components like character development or story structure.

According to study by Hungarian-American psychologist Mihaly Csikszentmihalyi (1990), finding a balance between difficulty and competence is crucial for creative writing. Teachers can help students reach a "flow" condition by making sure writing tasks are appropriately hard and letting them work in a distraction-free environment.

Methods

In my case study, I aimed to analyze teaching methods of creative writing in 2-school in Margilan. For 10-classes, I prepared some methods to teach creative writing. One of them is inspiring students to read widely from different genres (literature, poetry, short stories, etc.) and keep vocabulary journals where they note down new words and their meanings. In addition, organizing vocabulary games and group discussions to make learning engaging. Because they have good influence on students' thinking and imagination. Apart from this during the lessons we analyzed other writers' creative works to learn about how to do creative writing. For it making easier, in creative writing classes, I tried to limit outside pressures, giving students good feedback, and allowing them make their own writing decisions.

Results

The implementation of these teaching methods has produced several positive outcomes in 10-classes. For example, reading different genres improved students' imagination and express their thoughts widely. In addition, organizing vocabulary games and group discussions assisted students to show increased self-confidence in their ability to write creatively, as well as improvements in their language skills, narrative structure, and character development. Additionally, in creative writing classes by limiting outside pressures, giving students good feedback, and allowing them make their own writing decisions assisted them to enhance their ability to do creative writing.

Discussion

Despite these kind of effective methods, I faced a few difficulties to teach creative writing. One of them, when high school students read books from various genres, they were distracted

because of their differences. Furthermore, in vocabulary games and group discussions about creative writing, they had difficulties to express their thoughts. Therefore, the role of parents and the broader community also played a critical part in supporting creative writing education. Encouraging students to read more literature—both local and international—and to engage in cultural activities outside of school further improved their creative development.

Conclusion

In Uzbekistan, in classrooms, by using these advantageous methods to teach creative writing to high school students was a stimulating chance to develop students' creativity, imagination, critical thinking, and language skills. I encouraged students by employing a range of methods, including incorporating local culture, encouraging free expression and fostering teamwork. In addition, to improving writing abilities, creative writing workshops assisted high school students develop their emotional intelligence, creativity and self-expression. I believe that by using these techniques, students can grow into intelligent, imaginative people who are prepared to add to Uzbekistan's and other countries' literary and cultural landscapes.

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