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РЕЗЮМЕ

Yosh avlodni tarbiyalash jarayonida interfaol usullardan foydalanish har tomonlama, qulay va sifatli natijaga erishishga qaratilgan maqsadli harakatdir. Ilmiy ishning birinchi usuli interfaol usullar orasida keng qo'llaniladigan va o'zining samaradorligi, qo'llanilishi va erishilgan yutuqlarni yoritishi bilan ajralib turadigan davra suhbatlari usulidir va ijtimoiy hayot va biznes bilan bog'liq nutqni rivojlantiruvchi usul biznes o'yinining ta'sirini yoritish uchun ilmiy ishning maqsad va vazifalarini tashkil etadi.

РЕЗЮМЕ

Использование интерактивных методов в процессе воспитания и воспитания подрастающего поколения – это целенаправленная работа для достижения комплексного, удобного и качественного результата. Первым методом научной работы является метод круглого стола, который широко используется среди интерактивных методов и отличается своей эффективностью, применением и освещением своих достижений и метод, который развивает речь, связанную с общественной жизнью и бизнесом, чтобы осветить эффекты деловой игры, составляют цели и задачи научной работы.

SUMMARY

The use of interactive methods in the process of educating and educating the younger generation is a purposeful effort to achieve a comprehensive, convenient and high-quality result. The first method of scientific work is the method of round table discussion, which is widely used among interactive methods and is distinguished by its effectiveness, and its application and coverage of its achievements and a method that develops speaking related to social life and business to illuminate the effects of a business game constitute the goals and objectives of scientific work.

CREATIVE WRITING AS A TOOL IN TEACHING ENGLISH

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Tayanch so'zlar: kreativ yozish, motivatsiya, kreativlik, til ko'nikmalari, yozish ko'nikmalarini o'rgatish.

Ключевые слова: креативное письмо, мотивация, креативность, языковые навыки, обучение навыкам письма.

Key words: creative writing, motivation, creativity, language skills, teaching writing skills.

*“Creativity is contagious, pass it on”
(Albert Einstein).*

Traditionally referred to as literature, creative writing is an art of sorts - the art of making things up. It's writing done in a way that is not academic or technical but still attracts an audience. Though the definition is rather loose, creative writing can for the most part be considered any writing that is original and self-expressive. A news article, for example, cannot be considered creative writing because its main goal is to present facts and not to express the feelings of the writer. While a news article can be entertaining, its main purpose is to present the facts.

Harmer (1998) affirmed creative writing as a term which implies “imaginative tasks, such as writing poetry, stories and plays.” Creative writing normally refers to the production of texts which have an aesthetic rather than a purely informative, instrumental or pragmatic purpose. Most of the time, such texts take the form of poems or stories, though they are not confined to these genres. Letters, journal entries, blogs, essays, travelogues, etc. can also be defined as creative writing. Creative writing texts have a great deal with intuition, imagination and personal memories (Maley, 2009).

Creative writing is often wrongly believed to be an activity aimed especially at talented learners and many times it is connected predominantly with practicing one's mother tongue. However, as Sharples (1999) notes, “Creativity is not a power held by a few gifted individuals, but is an everyday activity” (p. 36). All students can be creative, think creatively and write creatively. In fact, practicing one's creativity is an activity that can enrich both one's life and his cultural surroundings. If the person succeeds in his creative-driven career, also culture and science can benefit greatly. First and foremost, however, students need practice. As Sharples (1999) adds, “Great creativity is usually the product of a long apprenticeship and considerable effort” (p. 37). A large part of the ‘considerable effort’ can be done at school by using numerous challenging and creative activities. They can be used effectively in many classes – especially the language ones.

To be able to use a particular lexical item correctly and distinguish between its various meanings (i.e. phrasal verbs), it is necessary for students to begin using it in its natural context as soon as possible. Students can begin using language creatively even as beginners. Even the limited amount of words they know can serve well to create a poem

or a very short story. Creative writing tasks can help with both practicing newly acquired lexical items as well as using those already known. Sometimes students have strong vocabulary, however, they do not know how to use all of the lexical items in their appropriate contexts and thus limit themselves on using only the basic ones. Creative writing can help them to learn new contexts for those lexical items, begin naturally using phrasal verbs, collocations and idioms as well as master their meanings and the differences between them. When asked to create a text on their own, students can learn how to work with dictionaries, especially English-English dictionary which is very beneficial in learning the language. Working with dictionaries and using lexical items in their written form is beneficial also for practicing correct spelling. Teachers might create exercises asking students to write a poem using words such as bed/bad, hat/head, etc. to practice their correct spelling and meaning in context. The outcome may subsequently lead to a better remembering of these words. Creative writing tasks can also be used to practice nouns with irregular plural number, thematic vocabulary (by giving students a particular topic, a set of lexical items from that topic), synonyms and antonyms. For some students it is actually more beneficial to create a sentence containing the word on their own than to read an example in a course book. Struggling with creating a sentence and using a particular lexical item appropriately might have a positive effect on remembering it, especially when it is problematic.

There are numerous tasks that a teacher can prepare as well as modifications of already existing tasks which can be exploited using creative writing. Students might be for example given word webs and then asked to use a certain number of the items and write a short poem or a story. They can be asked to create a poem or a story beginning only with certain letters as well as they can be asked to use as much vocabulary from a last lesson or only some parts of speech – to practice any of them (i.e. adjectives, numerals, verbs, adverbs, etc.). Teacher might also decide on using creative writing techniques to pre-teach several lexical items that will be a part of the following exercise or unit. As well as practicing already known lexical items, reading their stories, poems or any other created texts aloud, students also practice their correct pronunciation. Advanced

learners can then practice also stress and rhythm and voicing and linking.

We would like to use one of the examples to illustrate that even on the level of beginners, creative writing can be used to practice newly acquired vocabulary through writing poems:

“Hello / Goodbye poems.”

•Hello sun
Goodbye moon.
•Hello injection
Goodbye infection.
•Hello honey
Goodbye money.
•Hello summer
Goodbye school-lesson.

Guided poem...You are...

You are banana ice-cream. (food)
You are a cool breeze. (weather)
You are a shady palm tree. (tree)
You are dawn. (time of day)
You are a sailing boat. (vehicle)
You are comfortable shoes. (clothing)
You are colourful tulips. (flower)
You are a jazz & blues. (music)
You are light blue. (colour)
You are a playful dolphin. (animal)

.....

You are my friend.

From the example above it is apparent that there is no need of complicated language structures and advanced vocabulary to begin using new language in a creative way. In this way, students can learn various forms of poetry, try to write them themselves as well as to explore and practice numerous literary styles. Learners should use new language creatively as soon as they can. Using learnt language creatively is a tool to reinforcing that language. The creativity comes in making the most of the language that is known” (James, 2006).

Like practicing lexis, also grammatical structures can be practiced by the means of creative writing. Learning grammar is according to Scrivener (2011) a complicated process where learning the rules does not necessarily mean that the student is able to use them himself and actually understand them (p. 157). As Scrivener (2011) points out, there should be “some way that students can transfer this studied knowledge into a living ability to use the language” (p. 157). Creative writing can serve as this means of practicing the newly acquired grammatical structures as well as the language patterns that students learned in the past. Poems, stories, jokes, articles, fairytales etc. can be focused on practicing various aspects of grammar - be it tenses, participles, articles, parts of speech, passive constructions, conditionals, etc. Using creative writing tasks as homework can give students an opportunity to write as much as they need without being limited by the amount of time available in the classroom. The more writing students do and the earlier they develop a writing habit, the better for their English language practice. Here is a grammatical structure for practicing creative writing:

“If I could make a difference to the world,”

- I'd put a cheap supermarket near every village or city.
- I'd stop polluting the water.
- I'd wish that everyone live in peace and harmony.

Hand in hand with lexis and grammar goes sentence structure. The ability to create sentences in English is crucial because of its fixed word order. Students whose mother tongue is a synthetic language need to accept it and understand that changed word order also changes the meaning of the sentence. Especially with students who are used to translate for themselves this might be complicated and a cause of problems. Again, creative writing can help these students because of providing a guilt free surroundings allowing them practicing language in a creative way without a fear of failure. Forming sentences – affirmatives, negatives and questions can be practiced as well as active and passive voice, etc.

Happiness is a/.....-ing xxx

• Happiness is eating a chocolate cake in an outdoor café knowing I will walk it off.

• Happiness is my grandson's smiles and laughter.

• Happiness is friendships that survive time and distances.

Writing an 'I am' poem

Model

I am (2 special characteristics you have)
I wonder (something of curiosity)
I hear (an imaginary sound)
I see (an imaginary sight)
I want (an actual desire)
I am (the first line of the poem repeated)

Example

I am polite and loud
I wonder about my grandson's future
I hear a unicorn's cry
I see Atlantis
I want to have more grandchildren
I am polite and loud

Creative writing can be used as a tool for developing students' skills on all language levels. Beginners can create short poems using only lexical items, whereas advanced learners can practice more complicated syntactic structures and advanced vocabulary. Using newly acquired structures and lexical items in a creative way increases chances for their remembering, as well as brings the opportunity to actively use constructions and lexical items in such surroundings that would normally only scarcely occur or would not occur at all. Moreover, if a learner decides to write a story (set in a particular time and space), it is inevitable to do a research about the period. The learner thus independently searches information about cultural and social history, geography and other important issues directly connected with the text being created. What is also important to mention is the fact that students usually do the research voluntarily and independently, which increases the probability that they will remember it. Using creative writing in the classroom can also pave the way for innovation. By sharing their works, students can inspire each other, stretch their imagination and try to bring something new and unexplored. Using creative writing activities can be a beautiful and exciting area of teaching, allowing teachers to be creative, prepare creative materials and ignite the spark of creativity in students, help them find motivation and learn the language by actually using it themselves, cope with their own mistakes, show them the world of literature and writing. Using creative writing as a tool for teaching English is thus a unique way of creating a better relationship and understanding of each other in a very human way where next to language skills also other important personal skills such as self-esteem and self-confidence can be developed.

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РЕЗЮМЕ

Maqolada kreativ yozish qobiliyatlari konsepsiyasi muhokama qilinadi va ularning ingliz tilini o'rgatish va o'rganish vositasi sifatidagi hissasi tushuntiriladi. Ingliz tili darslarida she'rlardan o'quvchilarning ingliz tili – so'z boyligini boyitish va grammatika bo'yicha bilimlarini mustahkamlash va kreativ yozishni rag'batlantirish uchun qanday samarali qo'llash mumkinligi tasvirlangan. Shuningdek, akademik muhitda kreativ yozish topshiriqlaridan foydalanish muhimligi ko'rsatilgan.

РЕЗЮМЕ

В статье обсуждается понятие навыков креативного письма и объясняется их вклад в качестве инструмента для преподавания и изучения английского языка. Описывается, как можно эффективно использовать стихотворения на занятиях английского языка для закрепления знаний студентов по английскому языку — словарного запаса и грамматики — и способствовать их креативному письму. А также показана важность использования заданий по креативному письму в академической среде.

SUMMARY

The article discusses the concept of creative writing skills and explains their contribution as a tool for teaching and learning English. Describes how poems can be effectively used in English classes to reinforce students' knowledge of English - vocabulary and grammar - and encourage their creative writing. It also shows the importance of using creative writing assignments in an academic environment.

VARIOUS METHODS IN ENLARGING STUDENTS' VOCABULARY AND TECHNIQUES IN SPEECH ASSIMILATION

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Tayanch so'zlar: lugat, nutq, usul, mahorat, til, suhbat.

Ключевые слова: словарь, речь, метод, умение, язык, разговор.

Key words: dictionary, speech, method, skill, language, conversation.

Teacher faces new challenges and obligations in enlarging students' vocabulary and assimilating them in speech. In this way, various techniques are effective in terms of improving vocabulary.

Below, we will write about a number of methods on enriching students' vocabulary and implementing them in speech. Looking through the literatures, we came across some scholars' points about some effective methods in teaching vocabulary. It is crucial to said that, improving student's lexicon plays an integral part of in their speech.

Researchers claims that vocabulary learning is the process acquiring building blocks in L2 acquisition, this statement deserves special mention, as all of the starting's have main crucial aspects, the vocabulary is regarded as the significant feature of acquisition in L2. [6:157-166]. Some of them refers that by getting a full picture of English language one should image 4 correlation of skills such as Speaking, Writing, Listening and Reading. However, without vocabulary enlargement little can be conveyed if one does know grammar, but nothing can be conveyed if one does not know any vocabulary range [8:111-112].

Thus, even in case some students are aware of complex grammar structures and formulas, it is impossible to create sentences with the lack of vocabulary range, and the students will realize, not only weakness in making up sentences, but also they will have to struggle in speaking skill, because if one does intend to speak, they must have sufficient amount of lexical resource at least 3000 words, otherwise they will have fear in forgetting words or expressions in the needed time. Hence, they prefer just simply abandon speaking in English, saying that they cannot and sacrifice own desires to speak.

It should be noted that even in case some students are able to cope with English grammar, it can be difficult to understand the whole concept of the complex sentences with the lack of vocabulary. Research which was carried out by scientists illustrates that 95% of the words must be familiar to the reader to understand a text [3:689-696].

So, if one wants to read and comprehend the stories and novels by themselves understanding the concept wholly just at the first attempt, they must have 95% of vocabulary familiarization from the text. However, in condition that, they are able to guess the meanings of the unknown words, sometimes this method also might be inaccurate due to various situation could occur. Therefore, reader have to make sure about the level of her/his vocabulary, in order not to undergo hardships in the crucial testing trials which may

lead to severe consequences.

Conversely, it is not easy to acquire a sufficient number of words for some students, for example, he claims that the base line of learning L2 words in 2000-word families, and if the learner wishes to read newspaper or novels s/he must be aware of 8000 to 9000-word families, whereas some might find it too complicated [5:59-82].

Taking into consideration these points, we want to claim that, it should not be neglected that, some people might have difficulties in enlarging the lexical resource, due to the fact that, some may have weaknesses in memorizing vocabulary, however this is because of learning method is improper. Each person has diverse organ functions, for instance, while one can accept the information automatically, there are also some whom are suffering from having poor memory. This kind of people are more likely to accept the information from visual learning technique, which illustrates the image of each word.

However, without vocabulary, the learners will be demotivated to use the language [4:239]. So that, in the learning process there should be strong motivation, which is able to lead to the right destination. In case, the student feels unmotivated or has problems connected with the circle of family, from finance or even in case the teacher says the words which highlight their disability, it can be hard for learner to have concentration and also they are more likely to lose the belief that they can achieve success.

Vocabulary learning is challenging, particularly, for non-native speaker of English who face problems relating to the meaning of new word, spelling, pronunciation, correct use of words, guessing meaning through the context and so on. The reason for such difficulties can be multifaceted. There are numerous numbers of people whom are enthusiastic about learning L2 and those who has denied learning because of being weak in struggling with vocabulary. Each learner will be challenged while acquiring L2 and as highlighted J.Harmer, vocabulary as a group of words that the language users use differently, from these words can be understood, that every learner should have the right path and proper technique in mastering vocabulary blocks [1].

It is definitely true that, everyone will face challenges in acquiring L2 whether it is from pronunciation or spelling, since the quantity of words in languages are not definite, the number of words, idioms and expressions are inevitably increasing day by day, even native speakers might have troubles in conceiving each new word's meaning, because