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**TEACHING CREATIVE WRITING AS MEANS OF PRODUCTIVE
SKILLS DEVELOPMENT FOR HIGH SCHOOL STUDENTS**

Abstract. The article is devoted to the topical issue of teaching creative writing to high school students in Ukrainian schools. Based on the analysis of foreign and Ukrainian studies, the authors of the paper clarified the concept of «creative writing», outlined its fundamental difference from academic writing as a component of a foreign language curriculum and its importance in the process of teaching English.

The article provides a definition of creative writing and outlines its fundamental separate status in relation to academic writing. It is emphasized that, according to many scholars, creative writing is defined as the author's self-expression. Creative writing is subjective in nature; it involves the author's non-standard thinking; encourages recourse to imagination, the possibility of realizing non-standard

thinking, feelings, ideas. It is also noted that there are a lot of different types of creative writing, that can be classified as fiction or non-fiction.

This work also outlines the prerequisites for teaching creative writing. These are: intensive reading of works by prominent writers, poets or screenwriters, as well as bloggers and speechwriters; the need to involve students in observation outside of school, heuristic conversations, etc. It is noted that such a process is natural for the development of a child's language, and is also a way of reflecting on the information received.

The study provides examples of various techniques for teaching creative writing, which involve such aspects as: writing an individual essay after visiting emotionally stimulating locations; creating a short story with minimum of words; writing a poem based on the Japanese poetry of Haiku, writing an address to oneself in the future, continuing a story with a given beginning, etc.

Keywords: creative writing, academic writing, intensive reading, Creative English Classroom, individual work, group work.

Problem statement. Among the types of speech activities (speaking, listening, reading and writing) defined by the State Educational Standard for a Foreign Language, writing occupies a special place. (Nikolaieva, 1998). Firstly, this is often due to the attitude to it as a tool for mastering a foreign language rather than a learning goal. Secondly, mastering coherent writing does not only involve a high level of development of productive skills in a foreign language, but also the ability to express one's own thoughts creatively, critically, logically and consistently.

The involvement of creative writing in teaching students a foreign language is one of the priority areas in the system of teaching foreign language students at schools and universities. It also should be pointed out that it remains one of the obligatory parts of the certificate exams for Level B2, such as IELTS, TOEFL and others.

The analysis of recent studies and publications. In psychological and psycholinguistic aspects, the problem of written speech has been considered by many famous scientists. Among them are L. Vyhotsky, M. Getz, S. Nikolaieva, O. Selivanova. The issues of forming a culture of written language were highlighted in the works of such scholars as: V. Burenko, I. Heiko, L. Kalinina, O. Komar and others. Among the authors who have studied the problem of creative writing, the following can be mentioned as foreign scholars: J. Cameron, A. Lamatt, G. Taylor, I. Torrence and others. However, the issue of teaching creative writing in foreign language classes, and the identification of the methods of its implementation still need further development.

So, the **research aim** of this paper is to summarize the features of using creative writing techniques in teaching high school students in the English language classroom.

Presentation of the basic material. At the present one can distinguish three learning opportunities for written speech, which, unfortunately, are rarely considered in combination:

1) writing is an activity that can be independently controlled (unlike speaking). During the writing process, the student reads his/her own work. This creates a space

for clarifying the correctness of not only the grammatical aspect of the text, but also the meaningful aspect of the statement;

2) writing can be carried out with some breaks, each break is an opportunity to express your own opinion in a varied, comprehensive way. Thus, writing creates a sense of freedom;

3) writing improves the mental qualities of a person. While writing, a student consolidates words, forms, expressions, sentences in memory.

The creation of almost all forms of written communication is based on the following skills:

- conveying basic information (main content), the main idea;
- description, comparison, and contrast;
- argumentation;
- combining facts;
- characterizing, evaluating, expressing one's own attitude, abstracting, commenting etc. (Hladka, 2012)

Creative writing is an art form that goes beyond traditional writing, allowing individuals to express their thoughts, emotions, and ideas through the power of words. In this article we will delve into the essence of creative writing, exploring its definition, benefits, and how it can unleash high school students' creativity. It transcends conventional writing, encouraging individuals to explore language, structure, and narrative. Whether it's a heartfelt poem, a captivating short story, or a thought-provoking novel, creative writing allows people to communicate their unique perspectives and experiences with the world.

Creative writing comes in many forms, encompassing a number of genres and styles. There are lots of different types of creative writing, which can be categorized as fiction or non-fiction. To fiction one can refer: poetry, novels, novellas, short stories, playwriting, scriptwriting etc. Non-fiction creative writing includes: biographies, song lyrics, diaries, speeches, personal essays, blogging. Free writing can be a great exercise when a person starts writing for the first time, as it gives the author the complete freedom to experiment and involves several different writing techniques without putting any pressure on the outcome. It doesn't just focus on more traditional, technical forms of writing, like journalistic and academic styles, but instead displays imagination and innovativeness.

At this stage of the study it is worth to look into differences between academic writing and creative one.

Academic writing uses a formal style that shows the writer's knowledge and expertise in the subject area. Writers typically use the third-person point of view throughout scholarly writing to show objectivity. This type of writing has a serious tone to give credibility to the ideas the writer is presenting.

Also, academic writing has clear and logical structure, it can help readers follow the text and make connections between related concepts. It has an introduction and a conclusion and a well-defined thesis statement. A thesis statement is a summary, typically in the introductory paragraph that defines the key point or argument of the text. The body of the text supports the thesis statement, and the conclusion summarizes the idea and explains its significance.

Another difference between academic writing and creative or personal writing is the presence of pressure due to time restraints. In timed essays, one's writing situation may greatly change. There is no time to brainstorm, so being able to organize ideas quickly is essential. The subject of the timed essay must be understood thoroughly, prior to the beginning of the timed writing.

Unlike academic writing, creative writing allows more personal expression, whereas academic/scholarly writing aims to explore an idea, argument, or concept. It demands flexibility of thinking, the ability to look at familiar things from a new perspective.

According to the scholars the main goal of creative writing is self-expression of the author; creative writing is subjective in nature; creative writing involves non-standard author's thinking; creative writing involves appeal to the imagination; freedom of creativity, the possibility of realizing unconventional thoughts, feelings, ideas; creative writing is based on reflection; is realized in the genres of story, essay, play, poem, etc. (Azimov, 2001)

What may come as a surprise to some professionals is that reading comes first and foremost, in other words, to write well one needs to read a lot. Another characteristic of creating writing is that it involves so-called rewriting. W. N. Herbert admitted that it is the same way as a musician or dancer must repeat an action enough times for the body to learn. (Earnshaw, 2014) One more practical advice for successful creative writing is dealing with works of masters, learning from masters' experience.

So, taking into account everything mentioned above, the teacher, whose purpose is to teach students writing skills, should think about organizing Creative Writing Classroom. It allows students to use their imagination and creativity, and practise essential writing skills. It's a way to keep students engaged, encourage collaborative learning and allows test-taking students to use their written English skills in a different way from a typical test task type. Creative Writing Classroom also involves field trips, which can become a good background for students' reflection on the certain theme. Such activity encourages learners to work together and use their imagination to come up with unique and creative stories. Here are some examples creative writing methods.

1. Group stories. It includes the following steps: 1) put students into small groups of 4 or 5 and have them arrange themselves into a circle; 2) let students write about a famous person at the top of their page, then fold it over so the name can't be seen. They then pass the piece of paper to the person to their right; 3) then they write the name of someone in the class. They fold the paper and pass to the right; 4) repeat the steps, using different topics for each stage of the game. For example, a place, an action, what they said, what they responded to, and what they did after that; 5) once students have passed the piece of paper for the final time, they open it up to reveal the outline of a story; 6) let students come up with creative stories for the information on their piece of paper, by working together or individually for homework. They then share their stories with the class.

2. Tweet me. This activity comes as following: 1) show students an image of a tweet you've found online before the class. It should be something that provokes discussion, asks for an opinion or allows for the conversation to be developed; 2)

divide students into small groups of 3 or 4, tell them they are going to write a creative response to the tweet. They can be as funny or as unique as they like; 3) once they have finished, they pass their tweet on to the next group, who continue the Twitter discussion; 4) repeat the steps, until you have a 'thread' of tweets. Then, choose groups to read out the threads and choose the best or funniest one. This activity also works well in online classes.

3. Finish my story. It includes the following steps: 1) write a short introduction to a story before the lesson. It can be in any genre, for instance: scary, mysterious or funny; 2) read the paragraph aloud to the class, and elicit ideas about where they think the story might be going. You can skip this step if you feel your students are already good at using their creativity and imagination; 3) put students into pairs and give them a copy of the opening paragraph. Have them write the middle and the ending of the story. You could help them develop the story by telling them certain things they need to include, e.g. specific objects, people or places; 4) have a storytelling lesson where students share their stories. You could also stick them on the wall and have a 'story exhibition' where students walk around and choose their favourite stories.

4. A letter for the future. This activity embraces a few aspects: 1) let them work individually to write a letter to their future selves about what they'd like to achieve or do professionally and personally; 2) students could write letters to their future selves about something that happened in the past or present time that they don't want to forget; 3) let students work individually or in pairs to write a letter to people in the future, about what life is like at present. Encourage them to talk about fashion, pop culture, and what's happening in their lives and in the world; 4) if you're going to teach your students for a year, you could make up a 'time capsule' where they put pictures or notes about the present into a box, which you'll open with them a year later. This provides a good opportunity for students to set goals and reflect on their achievements next year.

5. A very, very short story. This activity is based on a well-known fact about Ernest Hemingway, who once won a bet by writing the six-word story «For sale: baby shoes. Never worn». The teacher may ask students to have a try writing stories on different themes which will consist of 6, 7 or 8 words. Here are some examples, done by the students:

«Forgotten key. Locked door. New beginning;

«Rain fell. She left. Love stayed»;

«Crying. The first day. Crying. The last day»;

«4 a.m. Explosions. A cellar or two walls»?

6. Haiku poems. The haiku is a Japanese poetic form that consists of three lines, with five syllables in the first line, seven in the second, and five in the third. They often take inspiration from nature and capture brief moments in time through effective imagery. These are the examples of haiku, written by high school students:

«Coolness fills the air

Scarves and sweaters everywhere

Fall weather is here»;

«A funny party.

Never ends badly for me.

Because I'm lucky».

It is also possible to suggest students to write lyrics to their favourite music or a poem.

7. Free writing. This type of activity may involve expressing students' ideas after visiting some places, such as: a zoo, a museum, a park, an exhibition. This type of writing does not demand any strict form or instructions, it rather looks like pondering on the impressions and emotions students have got after visiting such places.

Conclusions and further research prospects. All things considered, creative writing remains one of the most productive skills in acquiring a foreign language. It does not only motivate students to improve their communicative competence, but also develops creativity, imagination, mind flexibility and «out of the box» thinking. On top of that, it is possible to conclude that creative writing is an effective way to develop writing skills; is one of the most effective ways to develop written speech. The best approach to teaching creative writing is to focus on the variety of techniques as it allows the students to achieve success at mastering English. Prospects for further studies are connected with the necessity for more detailed analysis of this learning technology by methodologists.

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НАВЧАННЯ КРЕАТИВНОГО ПИСЬМА ЯК ЗАСОБУ ФОРМУВАННЯ ПРОДУКТИВНИХ ВМІНЬ УЧНІВ СТАРШОЇ ЛАНКИ

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Анотація. Стаття присвячена актуальній проблемі навчання креативного письма здобувачів освіти старшої ланки навчання в школах України. На основі аналізу зарубіжних і вітчизняних праць автори дослідження уточнили поняття «креативне письмо», окреслили його принципову відмінність від академічного письма як складової програми з вивчення іноземної мови та значення у процесі навчання англійської мови.

У статті наведено дефініцію креативного письма, окреслено його принциповий окремий статус стосовно академічного письма. Підкреслено, що, згідно з баченням багатьох науковців, креативне письмо визначається як самовираження автора. Творче письмо має суб'єктивний характер; передбачає нестандартність мислення автора; заохочує звернення до уяви, свободи творчості, можливість реалізації нестандартних думок, почуттів, ідей. Також зазначено, що існує багато різних видів творчого письма, які можна класифікувати як художній витвір чи нехудожній доробок. До художніх авторських робіт слід віднести: поезію, романи, повісті, оповідання, драматургію/сценарії тощо. До нехудожнього творчого вислову

належать: тексти пісень, щоденники, промови, особисті есе, блоги. Вільне письмо може також становити перспективу, якщо суб'єкт навчання знаходиться лише на початку реалізації своїх творчих задумок. Зазначається, що креативне письмо надає автору повну свободу для експериментів і залучає кілька різних технік письма, не чинячи жодного тиску на результат.

У роботі наведені приклади різних технік навчання креативному письму, які залучають такі аспекти як: написання індивідуального есе після відвідування емоційно спонукальних локацій; створення короткого оповідання з мінімумом слів; написання вірша за прикладом японської поезії Хайку, звернення до себе у майбутньому, продовження оповідання із заданим початком тощо.

Зазначено, що вибір технік залежить від учителя, його розуміння колективу, з яким він працює, реального функціонування мови у ситуаціях повсякденного спілкування.

Ключові слова: креативне письмо, академічне письмо, інтенсивне читання, креативні англомовні класи, індивідуальна робота, групова робота.

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