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**TOPIC-RELATED CREATIVE WRITING AS A MEANS
OF FORMING FOREIGN LANGUAGE PRODUCTIVE SKILLS****G. A. Petrova***Candidate of Pedagogical Sciences,
assistant professor,***E. Y. Koshel***senior lecturer,***E. G. Rura***senior lecturer,***O. V. Efimova***lecturer,***A. N. Duchko***assistant,***E. I. Podberesina***assistant professor,**National Research Tomsk State University,
Tomsk Polytechnic University,
Tomsk, Russia*

Summary. The goal of the present research is the analysis of creative writing characteristics and its application prospects within the framework of various approaches to the development of written speech in the context of teaching a foreign language. The peculiarities of creative writing as a way to develop the student's productive skills are considered in the article. The role of creative writing in the process of teaching foreign communication and the influence of the method on different creative thinking components have been researched. As a result of our research, an approach to introducing creative writing into the teaching process is proposed.

Keywords: creative writing; productive skills; foreign language; written speech.

Introduction

Modern tendencies in the educational system, such as computerization and informatization, lead to an increase in the amount of self-directed learning done by the student in the learning process. This learning may imply both collecting information received from different external sources (foreign literature, electronic learning resources, communication on foreign chat forums, traveling abroad etc.), and processing the information collected while using internal resources of the higher education institution directly aimed at foreign language teaching (course books, media resources etc.) with a view of participating in several projects, research or development. The variety of activities in the learning process and dynamics of changing requirements for a professional in modern society make it necessary for the student to have a creative approach when applying professional skills and, therefore, to introduce into the learning process activities aimed not only at mastering ready knowledge, but also developing out-of-the-box thinking, creative abilities and personality traits.

Considering the given problem in the field of foreign language teaching, it is essential to notice the communicative ori-

entation regularized by federal standard and supported by constantly developing cross-cultural relationships as well as experience in foreign language teaching. Any kind of communication turns into a form of competition under the modern conditions of social development, and the student who is unable to communicate in such a manner automatically becomes uncompetitive in the world market. The oral form in teaching foreign communication is unjustly highlighted, while not enough attention is still given to such a productive form of speech as writing at foreign language lessons. As noted by E. V. Zhitkova [2, p. 101–105], the same transitions between explicitly expressed and internally pronounced language forms function in oral and written speech. The way from a thought to linguistic means is identical (lexical units selection, their organization into speech units). Along with the similarities of the given forms of communication, E. N. Solovova points out a number of differences in [4]. Presented to readers, the written text cannot be changed any more, which results in the entirety and informativeness of the contents. The author of the written text works independently, which helps them to better structure and organize their text. Unlike

speaking, written texts imply stricter requirements imposed on saving the standard language, and writing is not the purpose, but a means of teaching only.

According to the practice of teaching, students' written work does not meet the requirements of creative writing, which shows the ineffectiveness of the method of teaching writing in a foreign language and requires its improvement. It predetermines the introduction of creative writing to the teaching process, which means writing in non-traditional genres, the peculiar style of composition, presupposing irregular thinking of the author. The main goal of creative writing is the author's self-expression, which implies artistic freedom, an opportunity to creatively express different ideas, thoughts, and perceptions [1, p. 54–63]. The author of creative writing aims at presenting his own outlook and subjectivity of feelings as well as the uniqueness of his mind [3, p. 32–38]. At the same time, creative writing requires the author to be linguistically competent, have mastered the language adequately and think clearly.

Creative writing as a method of teaching written speech

Creative writing is a universal age-diverse technology for written speech development. The authorial training course based on this technology, is intended to help in breaking the psychological barrier before the writing process, to teach the techniques of imagining and thinking facilitation for creating texts, as well as to help in learning some rhetoric strategies of written speech and written communication rules. The technology is based on Donald Murray's and Donald Graves's written speech pattern. Adapted and original interactive exercises, team activities, films and videos etc. are used [6].

The Americans Nathan and Temple have developed a series of lessons within the framework of creative writing technologies. They suppose that the following conditions are necessary for effective writing:

- the opportunity to write regularly is needed. Writing regularly allows one to generate new ideas, develops the main components of creative thinking, such as visual thinking and imagination;

- the writer's personal interest is essential. They must choose the topics

which make them interested and curious. Creative people accept the requirements of the environment only to the extent to which they coincide with their own standpoints. This leads to the development of intuition, which is the ability to directly, without recursing to a detailed discourse, find answers to difficult questions, perceive the truth by guessing it;

- samples are necessary. Creating a written text is a craft that can and should be learnt. From this very point of view, the teacher plays a significant role, demonstrating examples of creating texts in class;

- the writer seeks the audience, propelling the interest by the fact that the real audience will read the lines appearing on paper, and the impressions will be shared promptly;

- the author will make use of the habit of correction, considering that not only the idea itself, but also its correct implementation is important;

- colleagues' help is required.

Let us now consider the correlation of creative writing with various approaches to teaching written speech. E. E. Sysoeva defines three approaches to teaching written speech: prescriptive, linguistic and active [5, p. 6–15]. The essence of the prescriptive manner is to achieve the language accuracy of the written text, whereas the content remains less important. The main features characterizing the linguistic approach are as follows: a large number of linguistic exercises and strict control over the writing process. The activity approach is aimed at text production on the basis of the individual creative work carried out by a student or a group. Creative writing combines all the three approaches to foreign language teaching.

It's known that working upon writing encourages the student to correct the text by themselves and to study grammar rules, which leads to using alternative learning resources. Therefore, creative writing can easily obtain a linguistic direction through its form: parodies of famous works of literature, compositions-sketches and advertisements, poetry etc. By setting the topic, one can vary the style of creative writing, be it a review of a Shakespeare play or a business analysis of Microsoft corporation, an appeal to the international affairs of the Russian Federation, research

of the world's water reservoir pollution, a lawnmower service manual or a football chant to support a football team. At the same time, it is obvious that the main purpose of creative writing is the creative process, during which the realization and framing of thoughts take place. Such kind of work is to be redone and edited several times in order to make their thoughts clearer to the reader.

Creative writing plays a significant role in foreign language teaching. It provides an opportunity to internalize the obtained knowledge, stimulates the development of speaking and writing skills in a foreign language; it also shapes imaginative thinking, which acts as a powerful growth driver of the personality of a person, and defines one's readiness to change, putting aside any stereotypes. In the creative thinking process, the intellectual abilities of a person and their creative potential reveal themselves to the full, expressed in acquiring knowledge rapidly and using it independently.

Conclusions

As can be seen from the above, the undertaken research demonstrates a huge educational potential of creative writing, along with the necessity of improving the existing method of teaching written speech. The described method can be applied for teaching different forms

of verbal expressions, given the considered conditions are met in order to improve the efficiency. The exercises connected with teaching creative writing can be used at every lesson; however, they ought to be selected according to the educational purpose and the knowledge level of students.

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Efimova O. V., Duchko A. N.,
Podberesina E. I., 2015