



The Importance of Teaching Creative Writing in English Classes

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ABSTRACT

Writing is a complex process that requires the author to be aware of and combine various components of language successfully. Creativity in the Classroom explores how to support creativity across the curriculum in multiple content areas, including language arts, social studies, science, and mathematics.

Keywords:

Writing, Creativity, language, Qualities of Quality, Classroom explores, Excellence in Arts Education

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Creativity in the Classroom explores how to support creativity across the curriculum in multiple content areas, including language arts, social studies, science, and mathematics. The arts are addressed but are not the sole focus. Given the broad scope of the book, it is remarkable how consistently the recommended strategies for promoting creativity in the classroom align with the principles of high quality arts education put forth in *Qualities of Quality: Understanding Excellence in Arts Education*, a research study conducted by Project Zero at the Harvard Graduate School of Education. According to the arts education experts interviewed in that study, one of the primary purposes of quality arts education is to foster broad dispositions and skills, especially the capacity to think creatively. Respondents viewed creativity as a prolonged process involving periods of forming ideas, exploring possibilities, and reflecting

critically—a perspective supported by current research. While the arts obviously offer rich opportunities to nurture creative attitudes and skills, it is also clear educators must design arts experiences with these outcomes in mind. Simply demonstrating technical skill in an artistic medium or following a set of narrowly proscribed instructions requires little or no originality on the part of the learner. Arts activities designed primarily for enjoyment lack the necessary level of purpose and process to allow learners to practice true creativity. A singing game, for example, may be fun and provide learners with practice in matching pitch, keeping a steady beat, and working to achieve a goal. While these are common objectives in a music classroom, we can't assume the activity fosters creativity. The activity would have to change significantly, possibly to include a component where students experiment and then evaluate the merit of their choices. In response to the *Qualities of Quality* report, the AEC developed a list of questions to ask when evaluating an arts

education program. Several of these questions align closely with the theories and recommended practices highlighted in *Creativity in the Classroom*; the questions offer a starting point for reflection on the degree to which arts experiences are designed to foster creative skills and attitudes: As a start, originality can be incorporated into scoring rubrics as one of the criterion used to assess student work. At a more advanced level, assessment expert Susan M. Brookhart has developed a scoring rubric that provides feedback ranging from –imitative to –very creative|| along multiple dimensions, including the variety of ideas that a work explores, the variety of sources that a work draws upon for other ideas, how ideas are combined, and the degree to which the work communicates something new. Understanding the criteria by which a work is judged is a step toward self-evaluation on the part of learners, which is an important part of the creative process.

'We really need to stop considering thinking as simply intelligence in action' and think of it as a skill that can be developed by everyone.' Edward De Bono, 1982

A famous scientist on methodology De Bono believes that in order to foster creativity effectively we have to develop specific thinking techniques. He argues that although the brain is capable of great creativity and ingenuity, it is not designed first and foremost for this purpose and, as we grow older, it is more difficult to think laterally because thinking patterns become so well established and comfortable. Over the years, De Bono and other writers have promoted the view that creative thinking is something that can be developed by anyone and they have formulated a wide range of practical techniques to develop thinking skills.

According to J.Harmer creative writing is any writing that goes outside the bounds of normal professional, journalistic, academic or technical forms of literature, typically identified by an emphasis on narrative craft, character development, and the use of literary tropes or with various traditions of poetry and poetics. Due to the looseness of the definition, it is possible for writing such as feature stories

to be considered creative writing, even though they fall under journalism, because the content of features is specifically focused on narrative and character development. Both fictional and non-fictional works fall into this category, including such forms as novels, biographies, short stories, and poems. In the academic setting, creative writing is typically separated into fiction and poetry classes, with a focus on writing in an original style, as opposed to imitating pre-existing genres such as crime or horror. Writing for the screen and stage—screenwriting and play writing—are often taught separately, but fit under the creative writing category as well.

Creative writing can technically be considered any writing of original composition. In this sense, creative writing is a more contemporary and process-oriented name for what has been traditionally called literature, including the variety of its genres. In her work, *Foundations of Creativity*, Mary Lee Marksberry references Paul Witty and Lou LaBrant's *Teaching the People's Language* to define creative writing. Marksberry notes:

Witty and LaBrant...[say creative writing] is a composition of any type of writing at any time primarily in the service of such needs as

1. the need for keeping records of significant experience,
2. the need for sharing experience with an interested group, and
3. the need for free individual expression which contributes to mental and physical health.

To foster creativity teachers must encourage learners to think laterally and make associations between things that are not usually connected. They must be able to reinterpret and apply their learning in new contexts, look at things from different points of view and experiment with alternative approaches to solving problems. Teachers must help learners to see possibilities and challenges and all of these skills can be taught.

There are some approaches can help teachers to promote creativity in the classroom:

solving, discussion and collaborative work.

- Creating opportunities where pupils are encouraged to actively do the work and question what is going on.
- Actively encouraging pupils to question, make connections, envisaging what might be possible and exploring ideas.
- Asking open-ended questions such as 'What if...?' and 'How might you...?'
- Encouraging pupils to develop criteria that they can use to judge their own work, in particular its originality and value.
- Encouraging pupils to share ideas with others and to talk about their progress.
- Ensuring that assessment procedures reflect and reward creativity, enterprise and innovation.
- Making effective use of encouragement, praise and positive language.

So, we'd like to conclude with these words – at the moment teaching and learning foreign languages are very important. As a good and super teacher every student teachers and practical and well-educated teachers must learn or know important and effective ways of teaching writing or creative writing. There some more criteria of teaching writing: first every teacher must be creative, second must be

a good actor or actress for attracting his or her students, third must be patient, then friendly – because if students can easily tell their own opinions they can write everything according to writing rules as you have taught them and etc.

For a teacher, it is not just important to give a quality lecture but it is more important for the presentation of a lesson or lecture in class. A teacher with writing skills and with high experience can enhance the learning process of students.

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