



Creative Writing in Teaching German

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ABSTRACT

The article discusses the issues of teaching creative writing and types of creative writing. It also deals with problems of teaching writing, written speech exercises, especially tasks of a creative nature, the development of the student's creative abilities and imagination.

Keywords:

Creative Writing, Fantasy, Imagination, Experience, Competence, Linguistic and Extra Linguistic Competencies.

Introduction:

It is known that the formation of written speech competence is included in the curricula as one of the goals of teaching the discipline "Foreign Language" at the university. However, teachers often do not pay enough attention to written language in the educational process, limiting themselves to the formation of certain types of competencies, namely, functional skills (writing letters and essays) and academic writing. This choice of teachers is determined by pragmatic objectives, the content of programs and international examinations. However, the forms and learning potential of writing are much more variable. Since oral and written speech are interrelated and have similar mechanisms, teaching writing can be not only the goal of forming foreign language competence, but also be considered as one of the means of teaching oral speech. For example, creative writing (CW) can be successfully used to develop a dialogue skill that is typical for oral speech: write a detective story with dialogue or a theatrical play, which can later be played in the audience. We are

convinced that written speech plays no less important role than oral speech in the process of teaching a foreign language, since the development of competent, well-structured oral speech is impossible without systematic work on different types of writing. Written speech exercises, especially tasks of a creative nature, reinforce the passed lexical and grammatical material, contribute to the structural presentation of thoughts, the development of the student's creative abilities and imagination, and develop independence.

Literature review:

In the scientific and methodological literatures, there are various classifications of written speech. In particular, the authors of the scientific dictionary of methodological terms and concepts distinguish the following types: written speech used for educational purposes (summary, note, presentation, essay, essay, plan); written speech used for professional purposes (business letter, contract, announcement, advertisement, report, protocol, business note, article); written

language used to maintain communication in the form of notes, private letters, postcards, e-mails, telephone messages; written speech used for personal purposes in the form of diary entries, memos; creative writing (poems, stories, scripts, etc.).

Traditionally, creative writing is distinguished as a special category of written speech. As a rule, these terms are used as synonyms. At the same time, there are different definitions of creative writing in the methodological literature. N. G. Kizrina defines creative writing as a special type of human activity to create a new original product, which is the text [4,23]. At the same time, the author differentiates creative writing as a broader category from creative writing, which is part of it.

According to V. A. Pokidova, creative writing is a type of text that was compiled taking into account all the rules and requirements in a given microenvironment, contains an assessment, contribution and point of view of the writer using his imagination and knowledge [6, 65]. O. B. Pavlik believes that creative writing involves relying solely on one's own fantasy, imagination, and life experience [5, 119]. Since creative writing assignments appeal to fantasy, imagination, personal experience and knowledge of students, this type of work creates additional motivation, acts as an emotional catalyst, thus contributing to better assimilation and consolidation of lexical and grammatical material. Creative writing allows you to apply new units in speech and expands vocabulary, since when writing a creative text, vocabulary is often required, which is not found in textbooks (household, school, describing nature, animals, feelings).

On creative texts, you can work out the chronological organization of the text, consolidate the skill of using temporary markers and connectors. The participation of students in collective forms of creative writing, in addition to the formation of linguistic and communicative competencies, forms the qualities necessary for specialists in the professional environment today: creativity, initiative, teamwork, communication skills, the ability to invent, invent. When thinking about strategies for teaching creative writing, the first

question that arises is at what stage of language learning students can be offered creative writing assignments. There is an opinion that creativity should be developed from the beginning of education, other methodologists and teachers, on the contrary, are convinced that students are able to create a high-quality creative text only at an advanced level of language learning, thereby equating a creative text with a literary one. We believe that the CW requires a certain language preparation, however, in the context of learning German as a foreign language, it should not be treated as a literary work of art and it is advisable to start teaching this type of activity with students of level A2 on the European scale.

Analysis:

An analysis of scientific publications that consider the issues of teaching written creative speech, as well as practical manuals in German, showed that in teaching creative writing, the approaches formulated in domestic and foreign methods for teaching written speech in general are used, namely: 1) an approach focused on the product that is the text (text-centric approach, formal-structural approach); 2) a process-oriented approach (process approach); 3) genre approach.

With the text-centric approach, the text is analyzed, which acts as a model for subsequent imitation. The procedural approach assumes that the writing of the text is preceded by work on drawing up a plan, preparing outlines of thoughts, theses. The genre approach is similar to the text-centric one, but it involves working not with a sample of one text, but with several texts of the same genre.

We believe that the most optimal choice is the integration and variation of approaches, since each of them allows us to solve certain problems. Regardless of the chosen approach, the main principles of effective writing are highlighted in foreign and domestic methods: you need to write regularly, you need the personal interest of the writer, you need samples, supports and a communicative component, that is, a student writes to be read. There are several types of exercises for developing creative writing: exercises based on

a sample and / or visualization, exercises without relying on visualization and a sample, text reconstruction exercises. Let's take a closer look at some types of creative writing that we have selected as the most effective, in our opinion.

Text reconstruction: The task of students is to write the beginning, middle or end of the text (fairy tale, story). This type of work at the initial stages must be carried out based on the source text. After the students write the missing part of the story and read their texts, the teacher can offer them the original version of the full text. Adapted and literary texts and fairy tales can be used as a support. The use of adapted sources makes it possible to refer to this type of writing at the A2 level.

Original versions of fairy tales, stories will enrich the vocabulary and introduce students to the works of German authors and folk art. The next type of creative writing task is writing a fictional story, a fantasy story, a dream, a memory. Students can be offered a key phrase or several cards with pictures on which they must write a text. This exercise will be especially useful if the task will include the use of key words, temporary markers and connectors. As a prerequisite, the teacher can add the use of certain grammatical structures.

Storytelling is another type of creative writing: As in the case of a fantasy story, the writer's imagination must be helped by offering picture cards that will display the main elements of the future fairy tale: place, character(s), subject, epilogue. Writing a fairy tale also allows you to reinforce the learned vocabulary, if you specify a list of words that must be used in the instructions for the task. The first experience of writing a fantasy story or fairy tale must be preceded by reading and analyzing samples of the corresponding genre, thus applying the genre approach. You can also recommend compiling together with the students a glossary of words and expressions that are most common in these genres and relevant to the situation. Often students are afraid of creative tasks. This is due to the fact that schools and universities rarely pay attention to this type of work. However, creative writing can and should be learned, it is

a competence that needs to be trained. To learn how to write fairy tales, book summaries, real life or fantasy stories, incident notes or theatrical dialogues, it is necessary to follow the rules of organization inherent in each of these genres. And these rules need to be studied. We consider it appropriate to offer students a plan for their future text. For example: *1) Zuerst beschreibe ich die Situation, die Szene. Ich sage, wo und wann die Geschichte spielt. Ich beschreibe meine Hauptfiguren. 2) Dann denke ich darüber nach, was mit meinen Charakteren passiert. Was ist ihr Problem? Wie werden sie es lösen? Wer hilft ihnen? 3) Schließlich erfinde ich das Ende der Geschichte. Wie das Problem gelöst wird. Was hat sich im Leben meiner Charaktere verändert?*

Depending on the genre, age and language level of the writers, the plan needs to be changed. Since creative writing must necessarily have a communicative focus, finished works must be read out in class, published on the group's blog, competitions for the best works can be held and, for example, the best stories are read out at the German Language Festival. We offered the tasks described above to students learning German as a second foreign language at levels A2-B1.

Conclusion:

Our many years of teaching experience allows us to conclude that they are effective: students start performing creative tasks with enthusiasm and show great interest in them, trying to apply the learned vocabulary and grammar in their work.

With regular reference to this type of writing, we noted in students the development of a stable skill in using the studied vocabulary, the expansion of the active vocabulary of students, going beyond the lexical material offered by basic textbooks, the formation of productive grammatical skills, in particular, more free operation of tenses, the use of a variety of chronological markers and connectors, enrichment and improvement of the sentence structure.

So, creative writing as a type of learning activity contributes to the formation of linguistic and extralinguistic competencies: it

develops the imagination, arouses interest in the language, teaches to tell, reflect, educate and entertain readers using the German language.

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