

**THE PECULIARITIES OF CREATIVE WRITING, ITS CHARACTERISTICS,
TYPICAL DIFFICULTIES AND THE WAY TO OVERCOME THEM**

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The article emphasizes the importance of developing creative writing skills in teaching English depending on the amount of class time available for writing, the demands of the curriculum, and needs of the learners. It focuses on the possible reasons the students could have to be involved in the writing task. As practice shows, the application of modern technologies enriches the content of the educational process, increases student' motivation to learn English and promotes a close cooperation between the teacher and the student. It deals with two general approaches to writing and provides a wide variety of activities which can be used to motivate writing. Different examples presented in this article will be helpful in producing writing.

Key words: *motivation, writing skills, critical thinking, to communicate effectively, general approaches, learning experience.*

The problem touched in the article related to the number of key problems connected with peculiarities of creative writing. It has attracted the attention of many scientists: Bello, T, Cheatham, J., Crandall, J.A and Peyton, J. K. The scientists among them James L. Kinneavy, John E. Warriner and many others. studied different aspects of writing: creative, informative, writing about literature, writing a research paper.

The aim of the article is to help English learners, our students, to develop their writing skills, the ability to write critically, to get them motivated, to write properly and obtain an effective learning experience, to be able to communicate effectively in different contexts and with different audiences.

The relevance of the article is that to reveal the possible reasons for students to be involved in any sort of writing tasks; the variety of teaching strategy activities and topics that can be successfully used by learners to help them develop their writing skills with enthusiasm.

The object of research is methods and techniques in teaching writing.

The subject of research is different kinds of writing activities.

Writing is more permanent than speaking, and requires more careful organization. It is also less spontaneous because it involves a process from organizing ideas in the mind to producing the final idea on paper. Writing, like speaking, can be both formal and informal, depending on its purpose. For example, the language of a formal invitation to a party is very different from that of an invitation through a text message from a mobile phone. Since specific contexts require specific vocabulary (words and phrases) and grammar (sentence structures), teaching the skill of writing involves familiarizing the students with various formats of informal and formal written texts. Also, teaching writing includes taking students through a process – a series of steps. One of the skills that regular writing helps to develop is the ability to write critically – that is, to write in a way that is characterised by the following:

- clear and confident refusal to accept the conclusions of other writers without evaluating the arguments and evidence that they provide;
- balanced presentation of reasons why the conclusions of other writers may be accepted or may need to be treated with caution;
- clear presentation of your own evidence and argument, leading to your conclusion.

Critical thinking is a set of skills or abilities that you can develop over time. It doesn't necessarily have to be negative, but is about developing your own conclusions based on evidence. It's the process of gathering information about something, and then thinking about it and coming up with your own views. Critical thinking and writing involves:

- being able to question and evaluate information;
- solving problems;
- thinking beyond the immediate situation;
- looking at the big picture and the context of a topic;
- asking questions about different aspects of the topic – What? How? When? Who? Why? What if?
- looking at theory and asking how it relates to practice;
- reading different viewpoints about issues and forming your own conclusions;
- affecting your work and deciding how to improve it in the future.

Critical thinking is usually associated with words like analysis, evaluation, comparison, making judgements, drawing inferences, problem solving, developing and argument.

The link between writing and critical thinking is evident. Writing is both a process of doing critical thinking and a product communicating the results of critical thinking. Writing instruction goes sour whenever writing is conceived primarily as a “communication skill” rather than as a process and product of critical thought. If writing is merely a communication skill, then we primarily ask of it, “Is the writing clear?” But if writing is critical thinking, we ask, “Is the writing interesting? Does it show a mind activity with a problem? Does it bring something new to readers? Does it make an argument?” Academic writing begins with the posing of a problem, a “solution” that must be supported with the kinds of reasons and evidence that are valued in the discipline. Writing is a continuing process of discovering how to find the most effective language for communicating one's thoughts and feelings. It can be challenging, whether writing in one's native language or in a second language. Writing also enhances language acquisition as learners experiment with words, sentences, and larger chunks of writing to communicate their ideas effectively and to reinforce the grammar and vocabulary they are learning in class [1].

There are two general approaches to writing: free writing, which is not necessarily edited or worked on further, and a more extended process approach.

Free Writing: Learners write for a period of time in class on a topic of interest to them. This writing can take many forms, including quick writes, which are time-limited, done individually, and not always shared. These writings may be kept in a portfolio or notebook.

Process writing: Process writing usually begins with some form of pre-writing activity in which learners work together in groups to generate ideas about a particular topic. This could include sharing the free-writing piece, brainstorming, making a list of timeline, or simply reflecting on an experience. Each group member then works alone to compose a first draft, concentrating on getting ideas down on paper, without worrying about spelling or grammar. They then read their drafts to each other in pairs or small groups. They encourage each other with constructive comments and questions as they seek better understanding of what each other are trying to write. They might discuss the purpose of the writing, what the author learned or hopes others will learn, and what the reader likes best or has trouble with [2, p.65]. Revising begins based on these comments and responses. Now the main concern is clarity as the writer looks at organization and sequencing of ideas, the need for additional information or examples, areas of confusion, and words or phrases that could make the writing clearer [3]. Revisions should be shared until the ideas seem clear. Then, editing can begin as the focus moves to spelling, grammar, punctuation, transition words (first, next), and signal words (for example, another reason is ...). Learners should be encouraged to edit what they know or have studied. A checklist can help them focus on specific points. They should use each other and the teacher as resources, in addition to the dictionary and grammar books. When the learner and the teacher feel satisfied with a particular piece of writing, it should be shared with a wider audience - the whole class.

Pieces can be displayed around the room. Learners should be encouraged to read each other's work and comment on final products.

Teachers and learners may have specific kinds of writing they want to do or specific skills that need to be developed. Writing is one of those skills that deeply require students to be motivated. If they're not involved in the writing task, the task we set forth won't be an effective learning experience. Adult ESL students most likely need to write letters, emails, or faxes in English and in a business context. Teens may also be interested in contacting peers in English-speaking countries on the internet. The following writing activities can be engaging and challenging and can add variety to writing instruction. They also develop important literacy skills. The writing that emerges from an activity may be an end in itself or may lead to more extensive writing.

Assessing needs: Having learners write about what they want to learn and why is an excellent way for the teacher to conduct a class needs assessment. Beginning level learners can write just a few words in English. At higher levels, learners can write a simple letter, an entry in a dialogue journal, or even an essay.

Reacting to a text: Learners can record their reactions to various stimuli. They might do a free writing or respond to a piece of music; a photograph or drawing; a sound, such as water being poured; or even smells, such as the aroma of different spices or flowers. They can also respond to a field trip, movies or written texts such as stories, poetry, and narratives. Reactions can be in single words, sentences, paragraphs, an essay, or a poem [Kazemak & Rigg, 1995].

Writing a Personal Narrative

What has been your greatest achievement? When was the last time you were angry? or disappointed? What was the best day of your life? How about the worst?

When you write a personal narrative, you write about important, memorable events that have happened to you. Everyone has had experiences worth telling about. You may remember, for example, the time no one showed up for your birthday party. Or perhaps you'll never forget the time you fell down playing basketball and broke your ankle. When you're choosing a topic for your personal narrative, think about these three questions:

How important was the experience to you?

It doesn't have to be earth-shaking or important to others - it just has to have meaning for you.

How well do you remember the experience?

No one remembers every detail about an experience, of course, and there are ways you can jog your memory. But begin with an experience that's still sharp in your memory

Thinking About Purpose, Audience, and Tone

What's the purpose for writing your narrative? Who will read it? Do you want it to sound friendly and informal or serious and formal? Thinking about your purpose, audience, and tone will result in a more effective narrative.

Purpose. The purpose of a personal narrative is to express yourself. You do this by telling about important events that happened to you and by exploring your thoughts and feelings about the events. In this way, you learn something about yourself. Your purpose affects what you write. You want your readers to share your experience, so you make it seem real by using specific details to describe it. You also want your readers to understand how you felt and what you thought, so you include details to suggest thoughts and feelings.

Audience. Who is the audience for your personal narrative? Besides you, your teacher will probably read it. Will you also share it with your classmates? a friend? your parents? an adult you trust? Will it reach a wider audience? Ask yourself what your readers will need to know about your topic. For example, suppose your narrative is about the disastrous experience at your first piano recital. If you're writing for readers who weren't there - your teacher and classmates - they probably need some background: what goes on at a recital, where and when yours was held, and who was in the audience.

Using Personal Pronouns

Writers of personal narratives use first-person pronouns to refer to themselves. These

pronouns have different forms according to their use in sentences. Use the forms *I* and *we* when the pronoun is a subject or predicate nominative. Use the forms *me* and *us* when the pronoun is an object in the sentence.

EXAMPLES:

Subject: *I* was determined not to feel defeated.

Predicate Nominative: If there was one person who usually gave up, it was *me*.

Object: The baby's screams startled *me*.

Because of the informal tone of personal narratives, writers sometimes use *me* or *us* for personal pronouns that are predicate nominatives:

If there was one person who usually gave up, it was *me*.

Gathering and Organizing Details

Now is the time to gather and organize details about the experience and its meaning to you. Details for a personal- experience narrative are different from details you use in other types of writing. For a research report, you can read or watch videotapes. Details for a personal narrative, however, must be recalled from your past.

Gathering and Recalling Details

Memories can be tricky things. Some people can vividly recall a specific instant (a moment of panic the first time you tried to swim), but they can't remember events that led up to the moment. As you think about your topic, you may find holes in your memory. How do you fill in the gap? One approach is to use a technique like brainstorming or free writing. (For more help with these techniques, see pages 22-35.) Another is to talk with friends and relatives who remember the experience. As you gather details, think about events, people, places, and your thoughts and feelings.

The Structure of a Personal Narrative

Most personal narratives have three parts:

- 1) an *introduction* that captures the reader's interest and gives important background information;
- 2) a *body* that tells about important events in the order they happened, describes people and places, and gives the writer's thoughts and emotions;
- 3) a *conclusion* in which the writer explains the meaning of the experience;

The Basic Elements of a Personal Narrative

After you've gathered and organized your ideas, think about how to bring them together in an effective personal narrative—one in which you explore and share the meaning of a personal experience.

Keep in mind that a personal experience narrative:

- is about an experience that happened to you;
- describes important events, people, and places that were part of the experience;
- includes details that show your thoughts and feelings about your experience;
- uses specific sensory details;
- explains what the experience meant to you.

Writers vary in the way they use these elements. In the following narrative, Roger Starr describes an experience he had in New York City. As you read, ask yourself how the author has used the elements of the personal narrative.

Writing letters: Letters of complaint (while studying consumerism), cover letters (while preparing for employment), or letters of advice (while studying newspaper features) allow learners to practice some of the types of writing that are useful in their daily lives.

Analysing and synthesizing information: Adults frequently need to interpret information that appears in graphic form such as charts, drawings, and maps, or interpret and synthesize information from several sources. To prepare for this kind of writing, learners can complete grids based on information they gather from class or community surveys.

Writing an Informative Essay

You know that we write for different purposes - to express our feelings, to be creative, to persuade others, or to explain or inform. You can adapt the composition form to achieve

any of those purposes. Here is an example of writing an informative essay about women in the U.S. Army.

At first you must study the facts, and then use them to write an informative composition for a high school audience.

Women in the U.S. Army today:

1. Women are eligible to serve in all Army positions except those that involve direct ground combat.
2. Women in the Army may support ground combat troops by serving in a variety of important roles—as intelligence officers, pilots, or engineers, for example.
3. Some women in the Army resent the restrictions placed on them.
4. Other women do not want to serve in ground combat. Women join the armed forces for the same reasons men do: patriotism, job training, money for college, travel. Many women volunteered to serve in the Persian Gulf Conflict.

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Analyse the facts listed above, and perhaps do some research of your own. What main idea do you arrive at as a result of those facts? State your main idea in a thesis statement. Then, create an early plan for your paper.

Making lists: Lists can help learners generate vocabulary and provide the basis for larger pieces. For example, when studying banking, learners may enjoy listing how they would spend a million dollars. Other lists might be about favourite foods, places of interest, wishes, things liked in the world.

Business email writing:

This is a skill that more and more ESL students require these days as they apply for jobs in international or multinational companies. There are several sub-skills that go into effective email communication that can be usefully covered in ESL classes: requesting information, replying to emails, responding to conflicts/ problems/ issues, formal vs. informal email.

Writing prompts: Writing prompts are tremendously useful, great triggers for a writing task. Here are some examples of them.

- Who is your favourite actor/actress and why?
- What are the three items you'd take to a deserted island and why?
- What is the best gift you've ever gotten?
- Write about one of your favourite movies and why you like it so much.

CONCLUSION: Teachers should provide learners with opportunities to write on topics that are interesting for them, relevant to their lives, really necessary for everyday communication. We must encourage our students to participate in various writing activities and let them feel that their writing is important and useful for developing their communicative skills.

ОСОБЛИВОСТІ ТВОРЧОГО НАПИСАННЯ ТЕКСТІВ, ТИПОВІ ТРУДНОЦІ ТА ШЛЯХИ ЇХ ПОДОЛАННЯ

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Стаття присвячена питанням формування іншомовної комунікативної компетенції студентів у написанні текстів. Підкреслюється важливість розвитку творчих навичок письма у викладанні англійської мови залежно від кількості аудиторного часу, необхідного для письма, вимог навчальної програми, і потреб учнів. Зосереджено на можливих причинах, які могли б мати студенти, щоб бути втягнутими в процес написання. Як показує практика, застосування сучасних технологій збагачує зміст освітнього процесу, підвищує мотивацію студента для вивчення англійської. Йдеться про два загальних підходи до написання і надається широкий спектр заходів, які можуть бути використані для мотивації написання. Приклади, наведені у цій статті, будуть корисні при вивченні письмовій діяльності.

Ключові слова: мотивація, навички письма, критичне мислення, для ефективного спілкування, загальні підходи, знання і практичний досвід.

ОСОБЕННОСТИ ТВОРЧЕСКОГО НАПИСАНИЯ ТЕКСТОВ, ТИПИЧНЫЕ ТРУДНОСТИ И ПУТИ ИХ ПРЕОДОЛЕНИЯ

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Статья посвящена вопросам формирования иноязычной коммуникативной компетенции студентов в области письма. Подчеркивается важность развития творческих навыков письма в преподавании английского языка в зависимости от количества аудиторного времени, необходимого для письма, требования учебной программы, и потребностей учащихся. Акцентируется внимание на возможных причинах, которые могли бы иметь студенты, чтобы быть вовлеченными в процесс письма. Как показывает практика, применение современных технологий обогащает содержание образовательного процесса, повышает мотивацию студента для изучения английского языка. В статье идет речь о двух общих подходах к письму и предоставляется широкий спектр мероприятий, которые могут быть использованы для мотивации письма. Различные примеры, представленные в этой статье, будут полезны при изучении письменной деятельности.

Ключевые слова: мотивация, навыки письма, критическое мышление, для эффективного общения, общие подходы, знания и практический опыт.

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