

# CREATIVE WRITING IN THE GENRE OF FAIRY TALES AS AN ACTUAL DIRECTION OF DEVELOPMENT FOREIGN LANGUAGE WRITTEN SPEECH OF STUDENTS

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**Abstract:** the article presents some stages of work with students of language faculties that increase the effectiveness of teaching creative writing. The focus is on creative writing in the genre of fairy tales and the description of the algorithmization of this type of speech activity of students, taking into account the theoretical foundations of fairy tales. The central task is to write your fairy tale in a modern way. Such exercises are a way of self-expression, increase creativity the potential of future specialists.

**Keywords:** foreign language written speech, creative written speech, creative writing, artistic text, fairy tale, self-expression, motivation

Teaching writing and writing in a foreign language has become an integral part of foreign language education regardless of the age of students and is provided in all types of educational institutions and levels of education: from elementary school to language faculties of institutes and universities [1; 3; 6].

This article is devoted to the problem of the development of foreign language written speech of students, in particular, its components such as creative writing. This problem is relevant because the demand for specialists with great creative potential remains high in society. Nevertheless, graduates of language universities often do not have developed creative abilities. One of the ways to increase the creative component among other competencies of a future specialist is seen in the development of creative writing skills.

In the presented work, attention is focused on creative writing in the genre of fairy tales. The fairy tale is a unique material, both scientifically and educationally and educationally. Archetypes are reflected in fairy tales, carrying valuable information about the collective unconscious of a particular ethnic group. The study of fairy tales at language faculties should occupy a worthy place. The student's awareness of the genre of fairy tales, theoretical developments in the field of fairy tale research gives him the opportunity not only to expand his scientific horizons, but also can be used to develop his own communicative skills.

Fairy tales can be found among all peoples, but the concept of a fairy tale, its separation as a literary genre, occurred much later than its appearance, which is primarily due to the names the Brothers Grimm. Probably, fairy tales originated from myths that told about supernatural powers and heroes endowed with them. The meaning of the term "fairy tale" has changed a lot over time.

At first, the word had a negative connotation because it was associated with false stories. Only with the advent of French fairy tales and stories from the Arabian Nights, as well as with collections of fairy tales by Bechstein and the brothers Grimm, readers' perception of fairy tales became positive [7, p. 1]. It should be noted that a clear definition of the term "fairy tale" did not exist for a long time.

The versatile study and analysis of fairy tales is very a useful lesson in the practice of writing. Within the framework of this discipline, a fairy tale is a productive genre and involves work on the retelling and interpretation of a literary text. Their writing is undoubtedly interesting and necessary tasks, but we attribute retelling and interpretation to one of the main types of transmission of the content of the text. Another thing is to give the student the opportunity to reproduce his artistic text, to be in the role of the author himself. For this purpose, I have developed a creative workshop "Fairy Tale in a modern way". The purpose of such a workshop is development of foreign language writing skills in general and creative writing in particular. Moreover, the workshop promotes self-realization

and self-expression of the student, increases motivation in the field of creative writing, which is very important for the formation of a creative personality of a future specialist, given the fact that such opportunities are not enough for students at the university due to the large number of theoretical disciplines.

At the second stage, the group is offered a fairy tale to read and analyze. At this stage, students discuss the following issues:

- 1) the origin of the fairy tale;
- 2) heroes and everything that is known about them;
- 3) animals/plants, their description and function (if any);
- 4) magic items (if any);
- 5) language features (verb tenses, the presence of definitions of their features). Examples are written out;
- 6) stylistic features (the presence of rhythmic repetitions, direct speech, opening and ending clichés specific to fairy tales such as Es war einmal ein Mädchen..., comparisons, aphorisms, proverbs, etc.);
- 7) number of paragraphs, description of logical and plot transitions, event tempo (compression or deceleration);

At the third stage, the layout of the fairy tale plot is modeled. Students are invited to build a storyline using V.Y. Propp's classification of stable elements [4].

The well-known Propp cards are usually used. At the fourth stage, the workshop participants are divided into couples who are invited to write a modern version of the original, taking into account language, stylistic features, basic functions (layout).

At the fifth stage, there is a presentation of all modern versions of the fairy tale to the audience, which are evaluated according to certain criteria:

- 1) the correspondence of modern heroes to the prototypes of the original;
- 2) matching of auxiliary figures and symbols;
- 3) compliance with stable elements (functions), following the developed layout of the original fairy tale;
- 4) organization of the text (correspondence of paragraphs, logical parts);
- 5) stylistic conformity / skillful imitation of the style of the original (Here we are talking more about the conformity of certain typical formulations, but not about a complete copy of the style of the original. Since the fairy tale is written in a modern way, the workshop participants have the right to use modern language).

At the final stage, the points are counted, the leaders are determined. The last two stages are a reflection of the work of the workshop participants. Students exchange ideas and results, see their advantages and disadvantages, which they are taken into account in writing further works. The group is also traditionally invited to evaluate the work of the workshop on the following points:

- 1) theoretical significance;
- 2) practical significance;
- 3) emotional satisfaction.

At the same time, a three–point scale is usually chosen, where 1 is low, 2 is medium, and 3 are high. It should be noted that the workshop is usually highly rated by the participants; the students show a high level of satisfaction, which helps to conclude that this practice is of great importance. The participants note that in the course of their work they not only learn a lot from the theory of fairy tales, they learn the culturological features of foreign-language fairy tales, but also master the basic tools and materials from which they are created, i.e. the morphology of the fairy tale, which helps them to develop their own skills in creating a literary text.

Students also appreciate the opportunity to express themselves, exchange ideas during the workshop.

In conclusion, I would like to note that the theoretical knowledge and practical skills acquired during the work on creative writing in the genre of fairy tales contribute to the development and improvement of foreign language written speech of students of language faculties. Moreover, the experience gained in creative writing can be used in the future in the pedagogical and teaching activities of a future specialist, as well as in other areas where a high level of proficiency in foreign language writing is required, including creative orientation, for example, in the field of advertising, literature, journalism, etc.

### **Literature**

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