

**ОРТА ЖӘНЕ ОРТА БІЛІМНЕН КЕЙІНГІ БІЛІМ БЕРУ:
ОҚЫТУ МЕН ТӘРБИЕЛЕУДІҢ ӨЗЕКТІ МӘСЕЛЕЛЕРІ
СРЕДНЕЕ И ПОСЛЕСРЕДНЕЕ ОБРАЗОВАНИЕ:
АКТУАЛЬНЫЕ ВОПРОСЫ ОБУЧЕНИЯ И ВОСПИТАНИЯ**

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**EXPERIENCE OF TEACHING CREATIVE WRITING IN SECONDARY
SCHOOL: ANALYSIS OF PEDAGOGICAL PRACTICES**

Abstract

This study focuses on the role of teachers in integrating creative writing into English Foreign Language Classrooms among 9-11 graders of secondary schools within the Urdzhar district of Abai region. The aim of the study is to discern teachers' perceptions of creative writing; pedagogical challenges encountered in teaching process and explore views on developing this aspect of writing. The research methods include the use of a mixed approach, including qualitative and quantitative data analysis. The questionnaire was administered online via Google Forms to a random sample of teachers and one hundred teachers participated in the study. The results indicate that while most teachers define creative writing as a diverse array of written expression, a significant proportion seldom integrate it into their educational practices, underscoring the necessity to reinforce this facet within school curricula. In conclusion, the study highlights the importance of integrating creative writing into the learning process and suggests strategies to address the identified challenges.

Key words: creative writing, EFL, teachers' perception, pedagogy, secondary school teacher.

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**ЖАЛПЫ БІЛІМ БЕРЕТІН МЕКТЕПТЕ ШЫҒАРМАШЫЛЫҚ ЖАЗУДЫ ОҚЫТУ
ТӘЖІРИБЕСІ: ПЕДАГОГИКАЛЫҚ ТӘЖІРИБЕНІ ТАЛДАУ**

Аңдатпа

Бұл зерттеу Үржар ауданының орта мектептерінің 9-11 сынып оқушыларының білім беру процесіне шығармашылық тұрғыдан жазуды үйретуде мұғалімдердің рөлін қарастырады. Зерттеудің мақсаты-мұғалімдердің шығармашылық жазуға анықтама берулері, олардың оқу процесінде кездесетін қиындықтарды және жазудың осы аспектісін дамыту үшін ұсыныстарды қарастыру. Зерттеу әдістері деректерді сапалық және сандық талдауды біріктіретін аралас тәсілді қолдануды қамтиды. Сауалнама Абай облысы Үржар ауданының орта мектеп мұғалімдері арасында кездейсоқ іріктеу және Google Forms арқылы жүргізілді. Зерттеуге барлығы жүз мұғалім қатысты. Нәтижелер көрсеткендей, мұғалімдердің көпшілігі шығармашылық жазуды жазбаша көріністің бір түрі ретінде анықтағанымен, мұғалімдердің едәуір бөлігі оны өзінің педагогикалық практикасына сирек араластырады, бұл жазудың осы түрін білім беру бағдарламаларында бекіту қажеттілігін көрсетеді. Зерттеу шығармашылық жазуды оқу процесіне енгізудің маңыздылығын көрсетеді және анықталған мәселелерді шешудің стратегияларын ұсынады.

Түйін сөздер: шығармашылық тұрғыдан жазу, ағылшын тілі, мұғалімдердің көз қарасы, педагогика, орта мектеп мұғалімі

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ОПЫТ ПРЕПОДАВАНИЯ КРЕАТИВНОГО ПИСЬМА В СРЕДНЕЙ ШКОЛЕ: АНАЛИЗ ПЕДАГОГИЧЕСКИХ ПРАКТИК

Аннотация

Это исследование посвящено роли учителей в интеграции творческого письма в образовательный процесс учащихся 9-11 классов средних школ Урджарского района области Абай. Цель исследования заключается в определении творческого письма в контексте представления учителей, проблем, с которыми они сталкиваются в процессе обучения и рассмотреть предложения для развития этого аспекта письма.

Методы исследования включают в себя использование смешанного подхода, объединяющий качественный и количественный анализ данных. Анкетирование было проведено при помощи Google Forms среди учителей средних школ Урджарского района путем случайной выборки. Всего в исследовании приняли участие сто учителей.

Результаты показывают что, хотя большинство учителей определяют творческое письмо как вид письменного самовыражения, значительная часть учителей редко интегрирует его в свою педагогическую практику, что подчеркивает необходимость закрепления этого вида письма в образовательных программах. В исследовании подчеркивается важность интеграции творческого письма в учебный процесс и предлагаются стратегии для решения выявленных проблем.

Ключевые слова: творческое письмо, английский язык, восприятие учителей, педагогика, учитель средней школы.

Introduction. Creativity is becoming a pivotal skill within the competency framework of 21st century school learners, as it has a positive effect on the brain's ability to adapt to the challenges and pressures associated with being creative, as Morgan elucidated his exposition on Gardner's stance [1, p. 134].

Furthermore, creativity not only enhances writing proficiency, but also plays a key role in the development of other aspects of learning, such as critical thinking, problem - solving and innovation. Therefore, encouraging creativity in the educational process is an important element in the formation of competent and flexible personalities ready for successful adaptation in a rapidly changing world. However, despite all the benefits, Wu and Albert state that creative writing often remains less priority in the educational process [2, p.212]. Nevertheless, the abundance of modern studies in this area suggests the reconsideration of the pedagogical role of creative writing in teaching process.

Research in this field focuses on two main directions: the investigation of students' perception towards the introduction of creative writing into the educational process and its impact on academic performance. i.e., Febriana et.al examine the use of creative writing in English language teaching to foster the writing activities of students in the eleventh grade [3]. Another group of researchers with Mardiningram explore the benefits of creative writing in the English Foreign language (EFL) classroom through the students' perceptions [4]. Similarly, Dr. Kumar explores the effectiveness of creative writing for school learners [5].

Conversely, studies also delve into teachers' experiences in imparting creative writing instruction. Abteew assessed EFL teachers' perception of written assignments and their performance [6]. Certain investigations, such as Heravati et al., adopt a dual perspective, scrutinizing the issue from both student and teachers points to elucidate effective methodologies and strategies for fostering creative writing and achieving desired outcomes [7].

This research aims to investigate teachers' experiences and outlooks regarding the integration of creative writing into English as a Foreign language (EFL) lessons of 9-11 grades in the Urdzhar district of Abai region. The study attempts to define the concept of creative writing from teachers' perspective; determine pedagogical challenges and explore perceptions surrounding creative writing education of 9-11 grades learners within secondary schools of the Urdzhar District. Through this endeavor, the article seeks to contribute to potential enhancements to creative writing pedagogy in the local educational context.

Basic provisions. The demand for creativity in the 21st century emphasizes the development of learners' creative abilities. Creative writing has a positive effect on the brain's ability to adapt to new conditions and also contributes to the development of critical thinking, finding solutions to problems, and developing innovative potential. However, despite its obvious benefits, creative writing remains lower priority in EFL classrooms.

Research in this field examines two main areas: the first is related to the role of creative writing in learner development, and the second is to the experience of teachers in including creative assignments in the EFL curricula.

This study aims to analyze the experience of secondary school teachers in introducing creative writing assignments, identifying the difficulties they face, and formulating recommendations to promote creative writing in EFL education.

Materials and Methods. The survey employed a mixed-methods approach, incorporating both qualitative and quantitative techniques, to investigate teachers' perception towards integration of creative writing into EFL lessons among 9-11 grades of secondary schools. The survey questionnaire consisted of 10 questions, designed to include a combination of open-ended, Likert-scale, and multiple-choice questions. This approach is aimed to gain a comprehensive understanding of teachers' perceptions and practical experiences in teaching creative writing in secondary schools in the region.

Qualitative data analysis involves thematic coding to identify common themes and patterns in responses, while quantitative data was analyzed using statistical techniques to examine the distribution of responses and identify correlations or trends [8, p.18].

Instruments

The survey questionnaire was administered via Google Forms to a random sample of teachers across Urdzhar district to collect relevant data for this study. Random sampling methodology provides opportunity for random selection of research participants from the realistic population as a whole, facilitating the generalization of collected data to the entire population [9, p.12].

Participants

One hundred teachers participated in this survey, representing various secondary schools of Urdzhar District. Figure 1 demonstrates the distribution of teachers by their qualification categories. Notably, 20 % of participants do not hold any qualification category; while 15 % indicates the lowest percentage of teachers possessing the category of “Moderator-teacher”. 25 % of respondents identified as “Researcher-teacher”. The highest number of participants is classified as “Expert-teacher”. The absence of corresponding colour for “Master-teachers” in following pie-chart highlights the fact, that no master-teachers took part in this survey. This distribution serves as the basis for further interpretation of collected data.

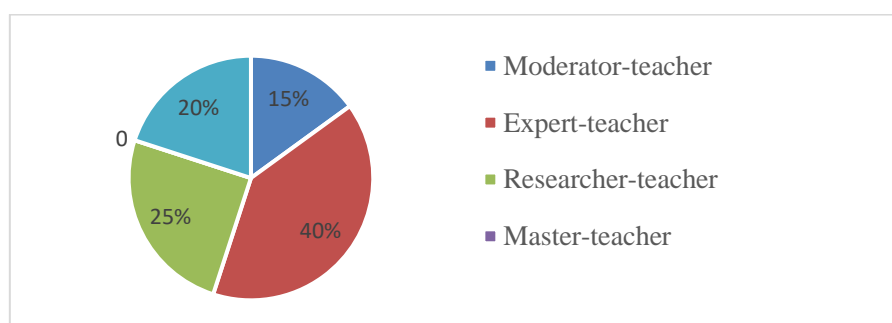


Figure 1. Distribution of Teachers by Qualification Categories

Results and Discussion. Analysis of the responses provided by participants has facilitated the identification of correlations and overarching trends in the interpretation of the research findings. Consequently, certain findings have been consolidated and subsequently scrutinized by combining

“teachers without qualification category” with “Moderator-teachers” into Group 1, owing to the coherence observed in their responses within participants. Similarly, “Expert-teachers” and “Researcher-teachers” have been grouped into Group 2 due to descendible congruence in their responses.

Concept of creative writing

Upon reviewing the responses to the initial question, recognizable pattern across Group 1 and Group 2 has been observed. This pattern has enabled the consolidation of all into two delineations encapsulating how teachers conceptualize creative writing within the context of their work experience in Secondary schools of the Urdzhar District (Table 1). Notably, “teachers without qualification category” refrained from responding to this question. Consequently, the Table 1 has been constructed based on the inputs provided by “Moderator-teachers”, “Expert-teachers” and “Researcher-teachers”

Table 1. Definition of Creative writing in perception of teachers of the Urdzhar District

<i>“Teachers without qualification category”</i>	<i>“Moderator-teachers”</i>	<i>“Expert-teachers” and “Researcher-teachers”</i>
-	Creative writing defines as written forms of expression including compositions such as essays and more spontaneous writings as free writing.	Creative writing defines as written forms of expression, such as various types of essays, poems, short stories, letters, journal entries, blogs and products of free writing, demanding the utilization of rich vocabulary and imagination to manifest thoughts and ideas.

Furthermore, Table 2 depicts strategies employed by secondary schools’ teachers to integrate creative writing into their short-term lesson plans. Evidently, various assignments and techniques are utilized for this purpose, with the preference towards free writing among the majority of teachers (65%). Noteworthy methods include the “brainstorming” technique, utilization of sample texts, role-play writing, and writing essay. Conversely, methods such as “plot matrix” method, collaborative creative writing, and visual stimulus writing are less preferred for utilization during the lessons.

Table 2. Assignments and techniques of incorporating creative writing into lesson plans

<i>Assignments and techniques</i>	<i>Percentage</i>	<i>Responds</i>
Free writing	55%	55
Plot matrix method	5%	5
Brainstorming technique	65 %	65
Using sample texts and analysis	35 %	35
Collaborative creative writing	30 %	30
Role-play writing	40 %	40
Visual stimulus writing	25 %	25
Writing essay	40 %	40

The data from Table 2 highlights the diverse strategies employed by secondary school teachers to integrate creative writing into their pedagogical practices. The findings emphasize the importance of offering a range of creative writing techniques to cater to the diverse needs and preferences of senior school learners while promoting creativity and literacy skills in their classrooms.

The synthesis of information presented in Tables 1 and 2 facilitates the inference that the definition of creative writing among school teachers aligns with the frame work proposed by Ken Hyland. He underscores creative writing as writings that cover variety of texts serving numerous purposes, including and not limited to novels, short stories, poems, essays, screen writing, playwriting, blogs and creative non-fiction [10, p.229].

Challenges in teaching creative writing the classroom

The pie chart 2 illustrates the distribution of responses regarding the frequency of integrating creative writing into educational settings. Minority (5 %) of participants indicated that they never incorporate tasks on creative writing into their classroom practices. Majority of respondents (50%) reported rarely integrating creative writing activities into their teaching routines. 25 % of respondents indicated that they incorporate creative writing techniques approximately once in an academic term. Finally, 20 % of participants stated that they engage students in creative writing exercises on a monthly basis. (Figure 2)

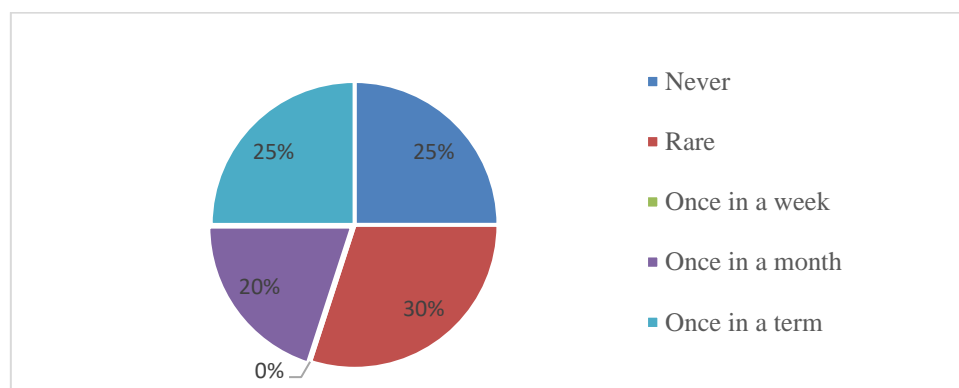


Figure 2. Frequency of integrating Creative Writing into curricula

The pie chart presents a nuanced picture of a varying degree of integration of creative writing within classroom settings. Analysis of collected data demonstrates a notable proportion (55%) of respondents encounter challenges in incorporating creative writing tasks. This suggests a relatively low level of integration within this subset of teachers. Nonetheless, a significant segment (45%) of respondents integrates creative writing into their pedagogical practices on a regular basis. This suggests more consistent and regular incorporation of creative writing practices within these classrooms.

Table 3. Challenges and Solutions

Group 1		Group 2	
Time-management during the lesson	Extra-classes or courses on creative writing	Different level of language skills	Methodological support for teachers (workshops/ courses)
Grammatical and lexical literacy	Popularization of CW skills through contests (writing essay competition)	Poor ICT and Internet	Provide classrooms with new equipment
-	-	Learners' motivation/ Grammatical and lexical literacy	Popularization of CW skills through contests and educational events

In the concluding part of the study, Table 3 illustrates the interpretations derived from teacher's responses regarding encountered challenges and proposed remedial strategies in the realm of their experiences of teaching creative writing. The tabulated data encapsulates a comprehensive analysis representing responds of Group 1 and Group 2. Thus, teachers of Group 1 underscore the time-consuming nature of implementing creative writing initiatives. This finding resonates with prior research by Sultan, Qalbi, and Nappu, which also identified time management as a critical challenge in teaching creative writing. Additionally, this group of teachers emphasize the significance of fostering grammatical and lexical proficiency among senior grade learners, given their observed difficulties in writing grammatically correct sentences, utilizing complex grammatical structures and structuring the ideas [11, p. 379], which also aligns with challenges mentioned by Group 1. Conversely, responses from

teachers of Group 2 demonstrate a broader spectrum of issues they faced in their pedagogical endeavors. Alongside grammatical and lexical literacy, which align with the challenges mentioned by teachers of Group 1, these respondents highlight issues such as different level of language skills, poor technical equipment of classrooms and Internet access, and lack of learners' motivation towards writing. The issue of student motivation has garnered attention in extant literature, as motivation is the primary concern to leads successful learning achievements [12]. The research that conducted by Pratiwi et al. examines the pervasive impact of writing anxiety on students' motivation and learning performance [13]. Similarly, the significance of ICT is underscored in the work of Rocha and Casanova who examine the efficacy of digital approach in teaching creative writing to 11th-grade English Foreign Language learners [14].

As prospective solutions to the aforementioned challenges, teachers of two groups advocate for the popularization of creative writing among learners. They suggest organization competitions and Olympiads centered on creative writing within school and district level as one of possible solutions. Another option is providing extra classes specialized on developing both creative and academic writing for learners. Implicit in these suggestions is the notion that learners would evince heightened attentiveness towards the mechanical aspects of as well as creative aspects of self-expression and upon perceiving the practical utility of creative writing skills within both educational and real-life contexts. Utilizing creative writing in real-life context would positively effect on growth on internal motivation of learners. Notably, the teachers of Group 2 underscore the necessity for methodological intervention aimed at enhancing teachers' proficiency in employing creative writing techniques in the classroom. They identified an urgent need for training sessions designed to equip teachers with competencies in integrating and adapting tasks and activities on creative writing within the pedagogical framework. This recognition reflects a professional commitment to advancing educational practices by providing educators with the requisite knowledge and skills to effectively cultivate creativity among students. Addressing the issue of technical supply and substandard internet in the schools necessitates a comprehensive strategy, including the replacement of outdated equipment with modern alternatives. This strategic approach underscores a scholarly commitment to leveraging technological advancements to facilitate equitable access to quality education and promote digital fluency in the educational landscape. The proposals presented by teachers underscore a multifaced approach to addressing educational challenges, emphasizing the promotion of creative writing skills alongside methodological support for teachers, technological upgrades for improved infrastructure and popularization of utilization of creative writing in real-life context.

Conclusion. This research has provided valuable insights into the teachers' perceptions, challenges and strategies surrounding the integration of creative writing into English as Foreign Language (EFL) lessons of 9-11 grades in the Urdzhar District. Despite recognition of creative writing skills importance, the study reveals existing challenges and disparities in the implementation of creative writing instructions, highlighting the need for concerted effort to address these obstacles and enhance pedagogical practices.

Firstly, the study underscores the diverse conceptualization of creative writing among teachers, ranging it from basic forms of expression to more complex genres. This diversity reflects the multifaced nature of creative writing and highlights the need for tailored approaches to instruction that cater to the varying needs and preferences of students. Additionally, the study identified a range of pedagogical strategies employed by teachers to integrate creative writing into curricula, with notable emphasis on free writing and brainstorming techniques. However, the findings also point to certain challenges, such as time management, learners' grammatical and lexical proficiency, lack of motivation, insufficient technical infrastructure in schools, which hinder the effective implementation of creative writing instructions.

Moreover, the research highlights the importance of addressing these challenges through collaborative efforts and innovative solutions. Teachers advocate for the popularization of creative writing through competitions, specialized classes, and methodological intervention aimed at enhancing

teachers' proficiency in employing creative writing techniques. Furthermore, the study emphasize the critical role of technological advancements in addressing issues related to technical supply and substandard internet access in schools. By replacing outdated equipment with modern alternatives and leveraging digital tools effectively, educators can create a supportive learning environment that fosters creativity and digital fluency among students.

In conclusion, the findings of this study contribute to our understanding of the complexities surrounding creative writing instruction in the EFL context and provide valuable insights for educators, policymakers, and researchers alike. Moving forward, it is imperative to prioritize the integration of creative writing into educational curricula and to provide adequate support and resources to facilitate its implementation effectively. By doing so, we can empower learners with the necessary skills and competencies to thrive in an increasingly interconnected and innovation-driven world.

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