



Creative Writing in the Fairy Tale Genre as A Direction for Foreign Language Development in Students' Writing

**Amanov Alisher
Kakhramonovich**

Tashkent State Transport University
Assistant of the Department of foreign languages

**Shavkatov Shaxruz Shuhrat
o'g'li**

Student of aviation engineering faculty

ABSTRACT

The article provides several tactics that can enhance the efficacy of instructing language faculty students in the art of creative writing. Effective teaching of oral expression in fairy tales involves consideration of the genre's imaginary narrative composition and the theoretical principles that underpin it. The primary aim is to narrate a tale inspired by folklore and fantasy, but utilizing current vocabulary and allusions. Participating in these activities serves as a way to express oneself and enhances the creative skill of verbal experts.

Keywords:

fairy tales, personalities, assignments, monotonous, essay, article, themed pieces, report, abstract, imaginative pieces.

Introduction: Folktales have always held significance in fostering children's imagination and creativity. These books are brimming with enchanting realms, captivating personalities, and absorbing narratives that offer a delightful and thought-provoking experience for youthful readers. In addition, fairy tales can be a valuable resource for acquiring a foreign language, as they provide captivating subject matter and creative ideas for written assignments in an educational setting. This article delves into the advantages of using creative writing in the fairy tale genre as a means to enhance foreign language skills among students. To excel in writing fairy tales, students need to utilize a diverse set of vocabulary, grammatical structures, and literary techniques that can improve their proficiency in the language. Students can enhance their language skills by studying fairy tales and scrutinizing them for novel terms, idioms, expressions, and sentence structures. Encouraging children to write their fairy tales can enhance their imaginative, creative, and

critical thinking abilities, which in turn can help in developing their communication and language expression skills.

Literature review: Furthermore, the genre of fairy tales presents a valuable collection of cultural allusions that aid students in comprehending the cultural background of the language being studied. Folklore stories derive from the customs, principles, and convictions of the individuals who crafted them, thereby mirroring their distinct cultural essence and perspective. Through the exploration of fairy tales via reading and writing activities, students can expand their understanding of the traditions, rituals, and icons specific to the culture being studied. This, in turn, facilitates a comparative analysis between their culture and the one being studied, fostering an aptitude for intercultural comprehension.

Additionally, fairy tales provide an enjoyable and captivating avenue for encouraging students to enhance their language proficiency through writing. In contrast to the monotonous and challenging

academic writing exercises, the act of writing in the genre of fairy tales offers students an opportunity to unleash their imagination and creativity while subsequently cultivating a greater passion and drive toward language acquisition. Furthermore, by sharing their experiences with their peers and soliciting constructive criticism, students can significantly improve their self-esteem and interpersonal abilities, while cultivating a greater appreciation for individual differences and a strong sense of belonging within the group.

Nowadays, teaching and practicing writing in a second language is a crucial component of foreign language learning across various age groups and educational institutions, ranging from elementary schools to language faculties within higher education institutions. This piece of writing deals with the issue of enhancing the written proficiency of students in foreign languages, with an emphasis on creative writing as one of its significant components. The issue at hand is significant because there is a persistent need in society for exceptional and innovative specialists. Despite having a language degree, it is common for graduates to lack developed creative skills. Enhancing creative writing skills is considered a strategy for augmenting the inventive aspect of a prospective professional along with other proficiencies. Diverse forms of written communication fall under the umbrella of creative writing, such as personal accounts (diaries, memoirs), reflective pieces (essays, articles), themed pieces (reports, abstract), and imaginative pieces (fable, fairy tale, poem). This piece of research is mainly concerned with the written art of creating fairy tales. The fairy tale possesses distinctive qualities that are valuable for both scientific and educational purposes. Folklore narratives contain universal symbols that offer insight into the shared subconscious of a specific culture. The study of fairy tales ought to hold a prominent position in language schools. By having knowledge of the fairy tale genre and advancements in fairy tale research, students can broaden their intellectual capacity and enhance their communication skills. Folklore stories are

present in various cultures, but the classification and recognition of fairy tales as a distinct genre emerged significantly later, largely attributed to the fame of the Grimm brothers. Fairy tales may have their roots in mythological stories that featured legendary figures possessing extraordinary abilities. Over the years, the definition of "fairy tale" has undergone significant transformations. Initially, the term carried an adverse implication due to its link with fabricated accounts. Only after the introduction of French fairy tales, stories from the Arabian Nights, and collections of fairy tales by Bechstein and the Grimm brothers did people start to view fairy tales in a positive light. For a considerable period, it was difficult to provide a precise meaning for the term "fairy tale." Various fairy tale scholars have attempted to provide their definitions, often influenced by their distinct perspectives and stances. Before delving into the definition of this phrase, it may prove beneficial to examine the word's etymology. An illustration of this is observed in the German language where the term Märlein, meaning "fairy tale", is derived from the Middle German word "mere". It was subsequently influenced by the noun "mare" with the addition of a suffix that connotes smallness, and its implied interpretations encompassed "account", "narration", or "gossip". A similar trend can be noticed in English as well where the term "fairy tale" is derived from the word "tale" which originally referred to simply spoken or written words and anything after the story. Until now, all explanations of the phrase "fairy tale" have uniformly identified it as a creative account that blends imaginative elements, and mirrors the societal ideology of the author.

Research Methodology: The practice of exploring and scrutinizing fairy tales flexibly can greatly assist in the craft of writing. "Under this discipline, a fairy tale proves to be an effective genre that requires effort in narrating and deciphering a piece of literature. " Undoubtedly, writing is an intriguing and vital responsibility. However, we consider retelling and interpretation as one of the primary forms of conveying the message of the text. Providing

the student with the chance to act as the author and recreate their artistic piece is another important aspect to consider. To achieve this end, I created an innovative seminar called "Modernizing Fairytales" (Moderne Adaption von Märchen). This workshop aims to enhance the abilities of individuals in writing foreign languages, with a specific focus on creative writing. Furthermore, the workshop facilitates the student's exploration of self-awareness and self-assertion and elevates enthusiasm toward creative writing, which is vital in cultivating a future professional's imaginative aptitude, considering the lack of adequate opportunities for practical application in universities, dominated by theoretical subjects. During the initial phase of the workshop, the group becomes familiar with the notion of a fable. By considering numerous theories, one can extrapolate the distinct attributes of a folk tale, such as its well-defined form and structure. Additionally, the inclusion of fantastical elements and the implicit acceptance of these as plausible realities are integral components of the genre.

A feature that amuses through written or spoken words.

A restricted amount of performers.

The purpose of a didactic function is to convey specific values.

The concept of one-dimensionality implies that the distinction between the mystical realm and the tangible world is indistinct.

Superficiality refers to the absence of elaborate descriptions regarding characters, location, and time, where the emphasis is primarily given to the action taking place.

In the abstract style of writing, details regarding the location and timeframe are ambiguous, and multiple characters are not portrayed acting simultaneously. This is conveyed through the use of distinctive opening and closing phrases and clichés.

One may experience a disconnect from reality which can lead to a lack of enchantment and wonder as well as a feeling of mundaneness in everyday life.

The distinctiveness and adaptability of forms.

Words and signs can represent different meanings. For instance, arrows can depict the characters' desires. Some symbols hold specific connotations.

Numeric values such as three, seven, and twelve hold significant symbolic implications.

Certain character types that evoke empathy or aversion include those who are impoverished, unintelligent, starving, feeble, and youthful, such as Cinderella and Little Red Riding Hood's Wolf. Conversely, characters who are malevolent, avaricious, and elderly may also elicit these emotions.

Imaginary entities or characters: incredible.

Various items such as a talking mirror and various characters like a dwarf and fairy are involved.

Typically, the conclusion is a positive one.

In the subsequent phase, the participants are presented with a fable to peruse and scrutinize. During this phase, the students engage in talks centered around the subsequent subjects:

The genesis of the fairy tale.

All the information is available about heroes and their deeds.

The classification, physical characteristics, and purpose, if any, of living organisms such as animals and plants.

Any magical objects in possession.

Language characteristics, such as the use of various verb tenses and the inclusion of grammatical structures, play a significant role in the composition of written or spoken communication.

A variety of explanations regarding their characteristics. Instances are transcribed in written form.

The characteristics of style found in fairy tales include recurring rhythms, dialogue, and common phrases like *Es war einmal ein Mädchen.*, analogies, wise sayings, and more.

Analysis and results: In the third phase, the fairy tale plot is fashioned by considering the number of paragraphs, the organization of rational and story shifts, and the tempo of

events - whether sped up or slowed down. An invitation is extended to students to create a narrative utilizing V. Y Propp's organization of unchanging factors [4]. The commonly utilized cards of Propp are typically employed. During the fourth stage of the workshop, participants will be split up into pairs and tasked with creating a contemporary rendition of the original piece. This new version should consider aspects such as language, stylistic attributes, and layout requirements. During the fifth phase, the crowd is presented with an assortment of current renditions of the fable and judged based on predetermined standards.

1) The modern heroes' conformity to the archetypes of their predecessors.

Matching of supporting characters and visual representations.

Adherence to the consistent elements (features) and adherence to the established structure of the initial storybook.

The structure of the text, including the arrangement of paragraphs and logical segments, is referred to as organization.

When referring to stylistic conformity, we are mainly focused on reproducing certain standard expressions rather than replicating the original style entirely through skillful imitation. As the fairy tale has a contemporary style, the attendees of the workshop are permitted to employ present-day vernacular. Upon reaching the ultimate stage, there is a tally of points, subsequently identifying the top performers. The work of the workshop participants is reflected in the final two stages. The students engage in a collaborative discussion where they share their thoughts and findings, analyzing the benefits and drawbacks of each, which they subsequently consider while preparing future papers. Traditionally, the group is asked to assess the workshop's work in three aspects: its theoretical and practical importance, as well as the level of emotional gratification it provides. Typically, a three-level grading system is adopted, with 1 indicating a low level, 2 reflecting a moderate level, and 3 representing a high level. It is worth mentioning that the workshop consistently receives excellent feedback from attendees, with students expressing high levels

of contentment. This indicates that the workshop is an essential practice. The participants acknowledge that their work not only teaches them the theoretical aspects of fairy tales and the cultural aspects of foreign language tales but also imparts the fundamental techniques and components used in their creation. The form of the fairy tale assists individuals in cultivating their abilities to craft a literary composition. During the workshop, students value the chance to exchange ideas and communicate their thoughts. To sum up, it should be highlighted that the combination of theoretical understanding and hands-on experience gained through creating fairy tales can enhance and refine the written foreign language abilities of language students. In addition, the skills developed through creative writing can be useful for future education professionals and in industries where advanced foreign language writing abilities are needed, such as advertising, literature, and journalism, which require a creative approach.

Conclusion: To sum up, fairy tale creative writing is a constructive path to enhance students' foreign language proficiency in writing. Teaching using fairy tales can be a powerful tool to enhance language proficiency, cultural awareness, and motivation among students, ultimately promoting their academic and personal development. A wise suggestion would be to motivate and assist our students in composing their original fairy tales, providing them with ample avenues for their imagination and creativity to thrive in the captivating realm of narrative.

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