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Development Of Creativity Skills In Writing, As An Important Tool For Expressing Thoughts

(With The Examples From Korean Material)

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ABSTRACT

Information technology is developing day by day, but at the same time, learning activities directly related to individual values and ethical issues are practically excluded from the curriculum. Writing ethics should not be seen only as part of the educational content presented in the curriculum, but should be practiced more extensively, viewed as an integral part of complex thinking, social and personal ethics.

When teaching writing in Korean, the emphasis is on the fact that the written text has special differences, its own special grammatical constructions, endings and vocabulary.

Korean scholars have conducted a study, the results of which showed that the development of skills in working with the written test has a significant impact on student performance. The authors argue that by developing certain "guiding questions", students' writing skills can be significantly improved.

KEYWORDS

Writing style, writing ethics, "creative criticism".

INTRODUCTION

Today, in our country, there is an active process of implementing the program for the realization of the Action Strategy in five priority areas of the Republic of Uzbekistan in 2017-2021, including the sphere of social

development, the development of science and continuing education.

In this regard, special attention is paid to advanced pedagogical and information technologies. Methods for the development

of written language are among the most relevant for the modern development of teaching a foreign language.

MAIN PART

It is a known fact that writing is one of the four main functions of the language. If we study Korean language textbooks for foreigners, we can see that the purpose of such textbooks is primarily to develop speaking skills. In the content of paragraphs, writing is the last task, and is usually the most difficult for students. Often, these tasks do not require special creativity from students, in most cases they are aimed at revising grammatical material. Unfortunately, tasks for the development of academic writing are very poorly developed. Most of the students, despite a fairly high level of speaking skills, have serious problems with the written style, which in Korean has many specific elements¹.

According to Lee Eun Song, the rapid development of technological civilization has brought new knowledge and information to our society. Using and generating knowledge effectively requires a variety of abilities, but the most important is writing ethics.

Information technology is developing day by day, but at the same time, learning activities directly related to individual values and ethical issues have been excluded from the curriculum. Rather than treating the ethics of writing as just a part of the educational content presented in the curriculum, it should be practiced more extensively, seen as an integral

part of complex thinking, social and personal ethics. Despite the current era of production and information generation, ethical behavior should not lose its importance. Unfortunately, the 2011 curriculum and textbooks did not incorporate the concept of writing ethics. As a result of the critical revision of the curriculum and textbooks, the concept and category of writing ethics have been taken into account, but they are very confusing².

It is known that writing skills are formed in childhood. S.V. Ardasheva points out in her writings that the acquisition of writing skills by children remains one of the most difficult stages for young learners in school. Although for the last few decades the methodology and practice of teaching writing in school have been significantly improved, at present, the difficulties of mastering writing skills remain a topical issue to many first and second grade students. Failure to do well in school often causes this group of children to have a negative attitude towards learning, to any type of activity, can lead to difficulties in communicating with others, with successful children, with teachers and parents, and conflicts with them. Therefore, the problem of difficulties in the formation of writing skills should be considered not only as a school problem, but also as a psychological, pedagogical and social problem. Eventually, the need to solve the issue makes us turn to the search for its theoretical and practical solution³.

According to the research of I. B. Korotkina, writing is the most complex and slowly

¹ Wan Hyon. Academic Writing Methods: Korea Foreign Language University. - Seoul, 2019. - P. 67.

² And Eun Son. Research on identifying aspects and rethinking the ethics of writing. – Seoul, 2011. - P. 63-64.

³ Ardasheva, S.V. The development of inter-analytic interaction in teaching writing: Author's abstract. Dis. Psychologist. N.: North Caucasus. State Tech. University. Stavropol, 2002. - P. 4-5.

developing set of competencies, therefore, each of the sections of rhetoric and composition use pedagogical approaches that make it possible to effectively develop the corresponding competencies. In teaching academic writing, three sets of active competencies are developed simultaneously: methods of putting forward and substantiating one's own ideas and hypotheses, non-linear text construction, searching and selecting the necessary information are metalinguistic competencies methods of argumentation and discussion of the text with colleagues - communicative; presentation of results in the form of convincing, logically ordered text - discursive. Didactic approaches to teaching writing are aimed at motivating personal work on their own text and creating a discussion environment in which the ability to convince and defend one's position by methods of scientific argumentation develops; hence - the priority of the personal approach and methods of facilitation, in which the teacher and students become equal participants in the educational process⁴.

Chu Wong conducted a series of studies that analyzed Korean textbooks in five components: subject, purpose, reader, strategy, problem context through different examples. When studying the effectiveness of organizing Korean textbooks aimed at improving writing skills, the need to systematize the details and components of academic writing for foreigners studying Korean was revealed. Analysis of the topics of paragraphs in Korean textbooks showed that 70% of all topics are related to everyday life,

which makes it difficult for users to accumulate sufficient knowledge about society. Furthermore, due to the absence of assignments on abstract topics, it is almost impossible to develop academic writing skills⁵.

In addition, the analysis of the target components showed that 46% of the tasks in the Korean textbook are of a communication nature, as a result of which the students will not have problems in oral communication, but they will have great difficulties in reading and writing texts of an abstract and scientific nature. Moreover, the study found that 64% of Korean textbooks do not include a Reading section, which results in students not learning how to organize text or analyze what they read. As for "Writing" section, more than 50% of the aforementioned textbooks do not contain any clear tasks for developing writing skills at all.

Jung Soo Ji's study shows that in teaching writing it is emphasized that Korean written text has special differences, its own special grammatical structures, endings and vocabulary. Accordingly, all informal components of oral speech are excluded, which include not only a particular lexical markers, but also specific syntactic elements⁶.

In his turn, Lee Chi Young conducted an analysis, the results of which showed that the development of skills in working with the written test has a significant impact on student performance. The author argues that by developing certain "guiding questions", students can significantly improve their writing skills⁷.

⁴ Korotkina I.B. Theory and practice of teaching academic writing in foreign and domestic universities: Author's abstract. Dis. ... doct. of pedagogical sc. (Dsc.) - M.: Institute of Education Development Strategy of the Russian Academy of Education, 2018. - P 4.

⁵ Chu Yun. Learning Writing Components in Korean Textbooks: Yonse University. - Seoul, 2015. - P. 76.

⁶ Jung Soo Ji. Methods for the effective use of oral and written style. - Seoul, 2017. - P. 93.

⁷ Lee Chi Won. Influence on the formation of writing skills for assignments that include guiding questions:

Similar "guiding questions" can be found in other assignments, for example, assignments for the TOPIK⁸ writing section.

Write an essay with 150-300 letters

150-300 자의 글 을 쓰 십시오

'여행'

Journey

1. 여러분 은 여행 을 좋아 합니까? Do you love to travel?

2. 특별히 좋아 하는 장소 가 있습니까? What places do you like most?

3. 왜 그 장소 를 좋아 합니까?⁹ Why do you like those places?

In T.S. Kim's study there is a text reading analysis development that includes writing skills development.

Let's study an example from an essay by Korean writer 전해린 Jeon Hyerin:

먼 곳에 의 그리움

Longing for the far lands

그것이 헛된 일임 을 안다.

그러나 동경 憧憬 과 기대 없이 살 수 있는 사람 이 있을까? 무너져 버린 뒤에도 그리움 은 슬픈 아름다움 을 지니고 있다.

I know this is all in vain. However, is there someone who can live without

expectation and attachment? Even after everything collapses, longing has a sad beauty.

나는 새해 가 올 때 마다 기도 드린다. 나 에게 무슨 일 이 일어나게 해 달라고 어떤 엄청난 일, 무시 무시 하도록 나를 압도 시키는 일, 매혹 (魅惑) 하는 일, 한 마디 로 '기적' 이 일어날 것을 나는 기대 하고 있다. 올해 도 마찬가지다. 모험 끝에는 허망 이, 여행 끝에는 피곤 만 이 기다리고 있는 줄 은 잘 안다.

I pray whenever the New Year comes. I am looking forward to something extraordinary, something that can enchant and overwhelm me, charm and miracle. Yes, the same goes for this year. I understand that at the end of the adventure there is emptiness, and after the journey, fatigue comes.

그리움 과 먼 곳 으로 훌훌 떠나 버리고 싶은 갈망. 바하 만 의 시구 처럼 '을 털고 나부끼는 머리 를 하고' 아무 곳 으로 떠나고 싶은 것이다.

Longing and desire to go to distant lands. Like the poetess Bachmann, " with her hair fluttering..." , I want to go anywhere.

Assignment number 1: Answer the questions in writing:

1. 이 수필 에서 필자 가 가고자 하는 '먼 곳' 이란 어디 인가요?

Where is the place the author wants to go to?

University of National Education of the Republic of Korea. - Chonju, 2014. - P. 92.

⁸ TOPIK – Test of proficiency in Korean.

⁹ TOPIK. 10th edition: beginner level, vocabulary and grammar. - P. 13.

2. 여러분 도 먼 곳 을 그리워 하고 꿈꾸는
것인가요?

*Do you also dream and yearn for the distant
lands?*

3. 본 수필 의 중심 생각 이 무엇 인가요?

What is the main point of this essay?

Assignment number 2: Complete the construction of the "semantic dependency tree".

의미의 관련성 표

Semantic Dependency Table¹⁰

새해 New Year	
계획 Plans	
꿈 Dreams	현실 Reality
먼 곳 Faraway lands	낯익은 곳 Familiar places

Yu.D. Apresyan¹¹ notes that by constructing such trees and assigning certain metrics to the branches, in accordance with the degree of concept affinity, we can come closer to the solution of the context problem. It is assumed that there are many semantic trees that characterize common linguistic connections. Then, when identifying the contextual meaning of a certain word or group of words within a particular text fragment, semantic

trees are built for this fragment. In these trees, metrics are taken from common linguistic trees. If a word or group of words have more than one meaning, the branches of the tree with the highest weight may indicate the preferred context meaning¹².

This approach can be designated as psycholinguistic or receptively oriented, due to various solutions to the question of whether the features of the text are its immanent, internally determined properties or the result of the interpretation of the text by the recipient who perceives it, the result of the mental characteristics of the perceiving subject.

I.B. Antonova conducted a study of the tactics of writing an essay in the learning process, within the framework of this study, a comparative analysis of the three tactics was carried out, which made it possible to state the following:

- Writing is a way of organizing the mental activity of students, the material expression of which is a correctly formed statement (from the point of view of the used language means and the logic of the flow of thought);
- Due to the specifics of the memory of an adult, the writing technique contributes to an easier and more durable memorization of linguistic means of expressing a speech utterance;
- The ability to evaluate the result of an already created linguistic work in the form of a written composition, its correction by the teacher, and especially self-correction

¹⁰ Kim T.S. Analysis of special literature in the specialty: Tashkent State University of Higher Education. - Tashkent, 2020. - P. 83-84.

¹¹ Apresyan Yu.D. Ideas and methods of modern structural linguistics. - M.: Education, 1966. - P. 263.

¹² Semenov, Yu.A. Semantic networks. https://book.itep.ru/10/sem_net.html.

and self-editing, increase the linguistic correctness of the created text¹³.

According to V.N. Nazarova productive learning is a set of pedagogical techniques aimed at developing the skills and abilities of creativity in students in expressing their thoughts in written speech, based on their own understanding of facts, phenomena, and descriptions of events. The technique of teaching students academic writing in English was carried out according to a certain structure: introduction, development of the main ideas (body) and conclusion. Each part of the letter, consisting of linguistic functions, features of the structures of the language, was systematized according to a specific purpose using descriptions, formulations, definitions, classifications and comparisons¹⁴.

Kim Seong Gyun concludes in his research that the teacher's actions can be aimed not only at increasing the motivation of writing, but also at developing writing skills by encouraging students to create a "space for writing." This technique contributes to the realization of the value of "creativity" and "individuality". The organization of the "Written Space" activity is proposed through the development of the "Book Creation" activity. The author emphasizes that teaching writing involves creating conditions for the development of methods for student self-regulation. So in the design of the Space for Writing process, it is necessary to introduce the criterion of

"creative criticism" and allow students to have a "writing community"¹⁵.

Jang Hyo Mil notes in his writings that there is a need for systematic research on the development of writing skills in Korean. These skills are essential not only for communication, but also for office work and academic writing¹⁶.

CONCLUSION

In the age of intensive development of technological civilization and transformation of society, the requirements for the effective use and generation of knowledge are increasing. Therefore, different abilities and skills are required from members of our society, but the most important is the ethics of writing.

We agree with the opinion of I.B. Korotkina that didactic approaches to teaching writing are aimed at motivating personal work on their own text and creating a discussion environment in which the ability to convince and defend their position by methods of scientific argumentation develops; hence - the priority of the personal approach and methods of facilitation, in which the teacher and students become equal participants in the educational process.

Productive learning, which is a set of pedagogical techniques aimed at developing the skills and abilities of students' creative potential in expressing their thoughts in

¹³ Antonova I.B. Methodological efficiency of using writing as a means of teaching argumentation in a non-linguistic university (English): Author's abstract. dis. ... doct. of pedagogical sc. (PhD). - M.: Moscow Order of Friendship of Peoples State Linguistic University, 1994. - P. 9.

¹⁴ Nazarova, V.N. Pedagogical conditions for productive teaching of students of the language faculty to academic writing in English: Author's abstract. dis.

Rostov-na-Don: Taganrog State Pedagogical Institute, 2007. - P. 14.

¹⁵ Kim Son Gyon. Methods for teaching writing through Space for Writing. Chuncheon. 2012. - P. 132-133.

¹⁶ Chang Hyo Mil. Book Style Research for Korean Writing: Chung Ang University. - Seoul. 2018. - P. 97.

written speech, based on a critical approach to the perception of facts, phenomena, descriptions of events, is extremely relevant for educational content.

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