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**O. Gladka**

**USING SCAFFOLDING STRATEGY FOR TEACHING CREATIVE WRITING**

*The article deals with scaffolding strategy for teaching creative writing in the English classroom. The importance of using the creative writing technique, which is* *an effective means of optimization and intensification of the process of foreign language study, for forming students' communicative competence in writing is highlighted.*

*It is supposed that an elaborated scaffolding strategy might help lecturers to organize the educational process with maximum capacity and successful results. A variety of techniques such as intensive usage of graphic organizers ("Plan Think Sheet", "Mind-map", "Concept Map", "Clustering", "Spider Map", "Cycle", "Chain of Events", "Web"), "Teaching by Example", "Sentence Stem Completion" / "Close procedures", “Stream of Consciousness”,* *Genre scaffolding techniques are recommended to empower learners' creative abilities to write and express themselves on any topic using the wide range of writing techniques with the relevant structure and vocabulary.*

 ***Key words:*** *a scaffolding strategy, creative writing, a foreign language, a student.*

Nowadays modern multicultural global space puts forward new demands to University graduates. The emphasis is shifted from comprehension of facts and fossilized set of skills to abilities to think critically, use the acquired knowledge, apply it to new situations, come up with the solutions on the basis of the creative approach. All the above-mentioned sets new goals for educators: how not only to teach the basic concepts, but also develop creativity and nonstandard thinking.

The student-centered approach accepted in education at all levels demands techniques and strategies capable of simplifying the material for study, splitting it into smaller, easy to understand blocks, personalizing and adopting it to students' practical needs. Thus, the idea of scaffolding, i.e. "a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process" [1] acquires vital importance in the process of teaching foreign language skills, and can be used particularly widely while teaching creative writing skills.

 The usage of the creative writing technique is a necessary condition of forming students' communicative competence in writing. It is an effective means of optimization and intensification of the process of foreign language study. Writing creatively has a huge impact on students' personality: their way of thinking, creative approach to task completion, fantasy. The phased work on a creative text draft influences positively both the development of motivation to education and students' creative skills, their ability to solve future professional tasks in an unordinary way.

 However, for educators teaching creative writing can be quite problematic and challenging without a developed and detailed scheme of actions. Thus, an elaborated scaffolding strategy might help teachers to organize the educational process with maximum capacity and successful results.

 No matter what the type of a writing piece is (an autobiography/memoirs, a journalistic essay, a literary stylization, a short story, a drama piece, a poem, lyrics, an ad text, etc.), there is always a step-by-step technique to reach the goal.

 The foremost scaffolding technique which is the key to a successful creative writing piece is using a great variety of graphic organizers that are able not only "to push" students to start writing but are also helpful at any stage of the writing process. Here the task of the educator is to teach the students to apply widely and purposefully such graphic organizers as "Plan Think Sheet", "Mind-map", "Concept Map", "Clustering", "Spider Map", "Cycle", "Chain of Events", "Web". Such aids help to visualize the topic, connect the elements with each other, enhance the writing piece with visual elements, track correlations between observations, facts and general ideas.

 To get over the fear to write something imperfect a student must be encouraged to start with the “Stream of Consciousness” technique which expresses an individual’s sensory impressions and thoughts seemingly as they happen, without revision.

Another important technique is "Teaching by Example" which involves demonstration and study of both brilliant and poor examples of a writing piece on a given topic and can be done either with the whole group or independently. Analyzing the sample pieces students obtain new ideas for writing, become aware of the framework of the task, learn how to eliminate structural mistakes. This technique might be used alongside the above-mentioned graphic organizers and demands substantial guidance from teachers.

 Using the technique of "Sentence Stem Completion" / "Close procedures" (a type of exercises in which texts with missing elements - words, phrases, sentences - have to be completed) students clearly realize the demands to the task and learn more effectively how to organize their own writing in the appropriate way.

 A “Genre scaffolding technique” that is aimed at using models or samples to discover and then imitate language features which are commonly used in a particular genre might be also beneficial for both students and teachers.

 No written piece sounds creative without the usage of a wide range of figures of speech, poetic and stylistic devices. Thus, at the preparatory stage it is strongly recommended to teach students to make use of similes, metaphors, rhetorical questions, alliterations, assonance, personification, onomatopoeia, irony, hyperbole, exaggeration, etc. These creative writing techniques might help a student to highlight a point, achieve dramatic effect, aid the description of lifeless objects, render the ideas in minor colorful details.

 To sum up, teaching creative writing skills is one of the primary tasks on the way of forming students' communicative competence. However, as well as developing any language skill this process demands a properly designed scaffolding strategy which includes the extensive use of graphic organizers, "Teaching by Example", "Close procedures", “Stream of Consciousness”, Genre scaffolding techniques which empower learners' abilities to write and express themselves on any topic using the wide range of writing techniques with the relevant structure and vocabulary.

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**Гладка О.В.**

У тезах розглядається питання використання стратегії скафолдінгу для навчання креативного письма на заняттях з іноземної мови та важливість використання технології креативного письма як ефективного засобу оптимізації та інтенсифікації процесу вивчення іноземної мови для формування письмової комунікативної компетентності. З’ясовано, що ретельно розроблена стратегія скафолдінгу дозволяє викладачам із максимальною ефективністю та результативністю організувати навчальний процес в умовах університету. Для розкриття творчого потенціалу студентів та їх здібностей висловлюватись на запропоновану тему, послуговуючись широким спектром технік письма, у рамках стратегії запропоновано використання графічних організаторів ("Plan Think Sheet", "Mind-map", "Concept Map", "Clustering", "Spider Map", "Cycle", "Chain of Events", "Web"), а також "Teaching by Example", "Sentence Stem Completion" / "Close procedures", “Stream of Consciousness”“Genre scaffolding technique”.

**Ключові слова:** стратегія скафолдінгу, креативне письмо, іноземна мова, студент.