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CREATIVITY IN THE ENGLISH CLASS:ACTIVITIES TO PROMOTE EFL LEARNING

Usmonova Hilolaxon Hoshimjon kizi

ANNOTATION: *This article introduces a pedagogical intervention that includes a set of creative activities designed to improve the oral and written production of students in the English classroom, especially those who have shown a lack of interest or attention. It was observed that participants initially seemed careless about studying the language.*

KEY WORDS: Activities, creativity, teaching, English, strategies.

INTRODUCTION

Just as writers face writer's block and comedians "die" on stage, teachers can expect to confront moments when a crippling lack of classroom interest or general lack of attention threatens to throw the learning process off course. In order to enhance the performance of English as a foreign language (EFL) for teachers faced with such a situation, creative activities that were regarded as useful were collected in this pedagogical reflection. Being an English teacher is indeed a challenge to take on in any educational context.

When I was a novice teacher, I struggled to design activities that were both enjoyabl and fruitful and that fully engaged my students' creativity. For this reason, I implemented several strategies such as creative writing exercises as well as oral interaction activities that demanded a greater degree of creativity to reinforce the quality of teaching. Such creative activities will be presented in this text since they were used in order to stimulate learning and developing a more appropriate foreign language experience.

There is a need to be aware of innovative and powerful strategies for the improvement of learning a foreign language in an academic setting. In order to be fully prepared and confident in the classroom, teacher-researchers should look for what is suitable in their particular educational context. Educators should consider potential and creative teaching options to overcome students' learning challenges such as their lack of interest and attention in the subject.

I start by presenting an assortment of theories based on creativity and its usefulness in developing the instructional strategies. Then, I describe the setting and the participants. In addition to that, I include the methodology as well as the description and reflection obtained in the process and, finally, I put forward the respective conclusions.

Teachers take on a role of authority in the eyes of the students, which greatly influences pupils' learning process (Burns & Richards, 2009). In my view, teaching is quite a demanding job that requires expertise and thorough knowledge of different activities to win students over. When starting out as a teacher, it is common to feel lost and nervous; however, I did not let it discourage me. For this reason, I used my creativity to its maximum potential to engage in appropriate activities and carry out helpful strategies.

My instructional activities are meant to help teachers increase their effectiveness as they make the transition from being a college language student into this phase of their teaching career. As teachers, we have to be aware that our pupils are promised a well-rounded education in the English field, which covers the four skills: reading, writing, speaking, and listening. Therefore, teachers are meant to let students receive the full spectrum of the language benefits emphasizing

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approaches that could help students learn in a creative,innovative way.

In my teaching career, I have observed that pupils are usually taught with a traditional method where the teacher uses a marker and writes the lesson on the board. In regard to that tradition, I stress that fact that educators have to be quite prepared to teach, rather than just cover the units of an English book with its requirements. It is important for teachers to give students a sense of what to expect in the course while making the class fun, entertaining, and beneficial for the learners.

Throughout this article, I intend to provide helpful strategies, which instructors may rely on to use in the classroom where they will be teaching. By sharing the activities I propose in this pedagogical experience, I expect students to find them fruitful and consequently educators may practice them in their educational context.

I also intend to share the activities since I want to strengthen English teachers' views on howto carry out their tasks in a more innovative, creative way, distancing themselves, if possible,from just explaining on the board or following a grammar book. Having different activities near at hand will probably benefit teachers while they embark on this difficult, but rewarding task, especially those practitioners who will be confronting several students to please.

In order to present the most suitable activities that I have collected throughout my experience as an educator, I will discuss the theory I found to be most pertinent for the development of these instructional strategies.

CONCLUSIONS

By stimulating creative strategies in the classroom, I ensured English learning had a purpose in every activity. I was able to expand my knowledge with the students' contributions and learned that these activities have helped participants to expand their creativity. Hence,these techniques could surely be repeated in any group of students the teacher will be confronting.

With the instructional use of creativity in the English class, many insightful, accessible activities emerged and I could observe that pupils experienced new learning techniques to tell more about themselves. Participants at first were reluctant to participate, but later responded positively to the methods. The classes and the students' contributions provided for a vivid and imaginative experience. They also were a challenge, confronting students with the need to follow English language rules.

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