

DEVELOPING STUDENTS' LEXICAL LITERACY THROUGH CREATIVE WRITING ACTIVITIES IN PRIMARY SCHOOL

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Abstract

This article analyzes the role and significance of creative writing activities in developing lexical literacy among primary school pupils. It examines the concept of lexical literacy, identifies the main types of creative writing activities, and highlights their organization in the educational process. The article also provides recommendations for improving the development of pupils' vocabulary, the correct use of word combinations, and their ability to construct coherent texts. The findings indicate that systematic and purposeful creative writing activities contribute significantly to the enrichment and active use of pupils' vocabulary, the development of their written speech, and the improvement of their overall language competence.

Keywords

lexical literacy, creative writing activities, primary education, vocabulary, speech development, text construction, essay, retelling, story.

Introduction

In the modern education system, one of the important challenges is ensuring the development of pupils' speech culture and lexical literacy. In the Republic of Uzbekistan, particular attention is being paid to improving the quality of education and upbringing, developing pupils' independent thinking, enabling them to express their ideas freely and accurately, enriching their vocabulary, and fostering coherent and expressive speech.

Lexical literacy refers to an individual's ability to possess a sufficient vocabulary, understand the meanings of words correctly, and use them appropriately and according to linguistic norms in both oral and written communication.

Primary education is a decisive stage in the development of language and speech. The lexical skills formed during this period directly influence pupils' ability to think, reason, express opinions, and demonstrate creativity at subsequent stages of education. Creative writing activities, including essays, retellings, stories,

continuing fairy tales, and composing narratives based on pictures, are effective means not only of applying grammatical knowledge but also of using and expanding vocabulary in practice. Therefore, the purpose of this study is to provide a scientific and methodological justification for ways of developing pupils' lexical literacy through creative writing activities in primary school.

Review Of The Relevant Literature

Issues related to language and speech development have been extensively studied in pedagogy and teaching methodology. Many scholars and methodologists, including K. D. Ushinsky, M. R. Lvov, A. Avloniy, S. Matjonov, and others, have emphasized the important role of vocabulary work in developing the speech of primary school pupils.

They identify three main areas of lexical development:

1. Vocabulary enrichment – learning and acquiring new words;
2. Vocabulary clarification – understanding shades of meaning and working with synonyms, antonyms, and polysemous words;
3. Vocabulary activation – actively using acquired words in oral and written speech.

The third area, vocabulary activation, is directly connected with creative writing activities. In the process of expressing their own ideas, pupils are encouraged to use familiar words in practical contexts. This contributes to the transformation of passive vocabulary into active vocabulary.

Research Methodology

The following research methods were used in the study:

- analysis of scientific and methodological literature;
- observation of primary school lessons;
- comparative analysis of pupils' written works, including essays and retellings;
- pedagogical experimental work.

The study was conducted among pupils in Grades 3 and 4. A comparison was made between the experimental and control groups. In the experimental group, creative writing activities were organized systematically and purposefully in close connection with vocabulary development.

Main part

1. Characteristics of Lexical Literacy

Lexical literacy refers to a pupil's ability to:

- understand the correct meaning of words;
- use words appropriately within a text;
- apply synonyms, antonyms, homonyms, and figurative expressions;

- construct grammatically and stylistically appropriate word combinations and sentences.

The vocabulary of primary school pupils is often limited to the scope of their everyday communication. During creative writing activities, pupils are encouraged to go beyond their existing vocabulary, search for new words, and use dictionaries or seek assistance from the teacher. This naturally contributes to the enrichment of their lexical resources.

2. Types of Creative Writing Activities and Their Connection with Vocabulary Development

a) Storytelling Based on Pictures

Pupils attempt to express the events and situations depicted in a picture through words. In this process, the teacher may provide a list of supporting words, particularly adjectives and verbs, in advance. This helps improve the quality and expressiveness of pupils' descriptions.

b) Creative Retelling

A creative retelling is based on a given text, but pupils are allowed to express their own attitudes and add supplementary details. During this process, they assimilate words and expressions from the original text, transform them, and incorporate them into their own speech.

c) Short Essays

Essays written on topics such as *"My Family," "The Arrival of Spring,"* and *"My Favorite Book"* encourage pupils to select words independently. This provides an opportunity to demonstrate and develop their active vocabulary.

d) Continuing a Fairy Tale or Story

This activity develops children's imagination and creativity while also encouraging them to express their ideas in a rich and coherent language.

e) Activities Involving Synonyms and Epithets

Using synonyms, epithets, and figurative expressions to enrich a text helps pupils replace ordinary words with more expressive and imaginative language. This develops their stylistic sensitivity and enhances the artistic quality of their written speech.

3. Methodological Conditions for Developing Lexical Literacy

The experimental work demonstrated that creative writing activities produce effective results when the following conditions are observed:

1. Systematic organization – lexical activities and creative writing should be conducted continuously throughout the lessons;
2. Preliminary vocabulary preparation – new words and expressions related to the topic should be introduced before the writing activity;

3. Individualized approach – pupils' individual vocabulary levels and learning needs should be taken into account;
4. Positive motivation – pupils' creative efforts should be encouraged, while mistakes should be corrected tactfully rather than criticized harshly;
5. Visual and contextual work with texts – examples from literary works should be used to develop pupils' sense of language and expressive awareness.

4. Results of the Experimental Work

The systematic implementation of creative writing activities in the experimental group demonstrated the following improvements:

- an increase in the richness of vocabulary used in written works;
- a reduction in the repetition of the same words;
- improvement in the use of descriptive language and expressive means;
- increased ability to express ideas coherently and logically.

In the control group, these improvements were observed to a lesser extent. These findings confirm the significant role of creative writing activities in developing pupils' lexical literacy.

Conclusion

The study demonstrates that creative writing activities are among the effective methods for developing lexical literacy in primary school pupils. Through the creative writing process, pupils not only acquire new words but also learn to use them in practice and develop the ability to express their ideas independently, fluently, and coherently.

Based on the findings, the following recommendations were developed:

- organize purposeful vocabulary preparation before each creative writing activity;
- regularly work with synonyms, antonyms, epithets, and other expressive language devices;
- enrich pupils' vocabulary through systematic engagement with literary texts;
- establish a structured system for analyzing written works and guiding pupils' creative exploration.

The systematic implementation of these recommendations in educational practice can contribute to improving primary school pupils' speech culture, lexical competence, and written literacy.

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