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CREATIVE WRITING CONTEST

"*MY TEACHING PRACTICE INSIGHTS:* Literary improvisations based on favourite motives of British and American authors with the use of digital educational tools"

Dedicated to the 100th anniversary Sumy State Pedagogical University named after A.S. Makarenko

This creative writing contest focuses on exploring the intersection of literature and education, offering a unique platform for educators to share their teaching practices through literary improvisations. The primary aim of the contest is to encourage educators to delve into the literary world, specifically drawing inspiration from the favourite motives of British and American authors. Simultaneously, participants are encouraged to integrate digital educational tools into their teaching methods, fostering innovation and modernization in the educational process.

Scientific foundations of the creative writing contest

1. Literary Exploration and Trend Analysis

Participants are expected to engage in a comprehensive exploration of the favourite motives of British and American authors. This involves a deep dive into the literary works of renowned authors, identifying recurring themes, stylistic elements, and genres. The contest provides a scientific foundation for the investigation of literary trends, allowing educators to analyze and interpret the choices made by these authors. This process contributes to the broader understanding of the evolution of literature and the impact of cultural influences on literary creation.

2. Digital Pedagogy and Educational Technology

The incorporation of digital educational tools introduces a modern dimension to the contest. Educators are encouraged to utilize technology in their teaching methods, fostering a scientific investigation into the effectiveness of digital tools in enhancing literary education. This aspect of the contest aligns with the evolving field of educational technology, contributing to the discourse on the integration of digital resources to improve learning outcomes. The scientific exploration of digital pedagogy within the context of literary education can offer valuable insights into the future of teaching practices.

EVENT DETAILS

The aims of the contest are:

1) to encourage students to explore their creativity, to think outside the box and come up with unique and original ideas to express themselves through writing, to showcase their work and pursue their passion for creative writing;

2) to motivate students to experiment with different genres, styles, and forms of writing what can lead to new and innovative approaches to writing that may not have been explored otherwise;

3) as the contest is organized around a particular theme – school practice experience with all gains and failures, it is aimed to use creative writing as a way to promote a particular message to co-students;

4) to provide students with the opportunity to analyze and summarize the experience gained in the form of a scientific abstract, the aim of which is to contribute valuable insights to the chosen domain, whether it be literature or methodics;

5) to recognize and reward writers who have demonstrated excellence in their craft.

There are three **key priorities**:
1) storytelling and critical thinking ability – the story should be engaging and reflective;
2) incorporating digital educational tools;
3) drawing on your own experiences of teaching practice by:
   - showcasing what a modern English language teaching and teacher might look like and/or how we might get there;
   - smuggling the idea of using innovative technologies of foreign language teaching and digital educational tools into a story aimed at mainstream readers – this can be quite subtle;
   - using positive role models.

It is NOT enough to just raise awareness of teaching practice pains and gains, you need to show how we might solve the problems and use the positive practices.

To participate in the contest, you are to be a pre-service English teacher doing a bachelor's or master's degree programme who has already completed the teacher assistantship or observed teaching practice and thus has some school experience.

To successfully perform in the Creative Writing Contest:

1) choose a story of a British or American writer which resonates with your present state of mind and life view;

2) describe your school practice experience experimenting with the chosen author's style of writing (500 words piece of writing);

3) present or animate your unique story using digital educational tools;

4) feel free to add music, video, your own illustrations, etc.;

5) write a 2-page scientific abstract in one of the domains:
   - Literary Trend and Genre Analysis:

   generate insights into the literary trends, genres, and styles of writing employed by British and American authors; the outcomes may include a compilation of themes and motifs that

emerge as favourites among educators, providing a snapshot of the literary landscape within the educational community.

- Methodological Innovations in Teaching:

share your teaching methods, especially those incorporating digital tools; the outcomes can contribute to a repository of innovative teaching practices, showcasing how technology can be effectively integrated into teaching of English.

6) once finished, submit your story and application to gerfil@sspu.edu.ua with the subject "Creative Writing Contest".

Deadline: April 22, 2024.

TO THE CONTESTANTS:

The Art of Teaching and Writing

This contest marries love of teaching to love of literature with a piece of creative writing as a work of art being brought to life.

"Teaching, like any truly human activity, emerges from one's inwardness, for better or worse. As I teach, I project the condition of my soul onto my students, my subject, and our way of being together" (Parker Palmer, Courage to Teach). The art of teaching, then, is this: the marriage of a teacher's ability to lovingly orchestrate the subtle strings of classroom dynamics and student expectations into learning with the truth that each class session is a unique, unrepeatable incarnation of shared presence. Sometimes called the teacher's "signature" upon the teaching act (Eisner 1983), a teacher's way of knowing the threads and agencies of a class represents a kind of creative freedom in teaching best described through language of art alongside terms of science. Where the "science" of teaching describes how teaching should go, "art" suggests the unique way teaching unfolds as a teacher pursues these and other practices. In this way, every successful teacher is an artist (retrieved from: https://poorvucenter.yale.edu/Art of Teaching).

The literary world is a vast and wondrous place, brimming with stories that transport readers to different times, places, and perspectives. The written word has the power to stir emotions, challenge beliefs, and inspire change, and there are few things more exhilarating than discovering a story that truly speaks to your soul.

Creative writing is not only about writing stories or poems but also about exploring and experimenting with language, voice, and style to create a unique and memorable piece of writing. It requires the writer to be inventive, innovative, and daring, pushing the boundaries of conventional writing to create something fresh and original.

Заявка
на участь у конкурсі "MY TEACHING PRACTICE INSIGHTS: Literary improvisations based on favourite motives of British and American authors with the use of digital educational tools"

ПІБ	
Курс	
Заклад освіти	
Контактні дані: телефон, e-mail	
Назва роботи, що подається на конкурс	

Вимоги до оформлення тез

Оргкомітет приймає тези обсягом 2 сторінки, набрані у редакторі Microsoft Word у вигляді комп'ютерного файлу з розширенням *.doc, *.docx. Шрифт тексту – Times New Roman, кегель – 14, міжрядковий інтервал – 1,5, абзац – 1,25, усі поля сторінок – 20 мм. Сторінки не нумеруються, переноси слів не допускаються.

Відповідальність за зміст викладеного матеріалу несе автор тез та його науковий керівник.

Структура тез:

Перший рядок – ім'я та прізвище автора (шрифт жирний курсив, вирівнювання по правому краю). Другий рядок – науковий керівник, ПІБ (шрифт жирний курсив, вирівнювання по правому краю). Третій рядок – назва університету (шрифт жирний курсив, вирівнювання по правому краю, вказується в дужках). Четвертий рядок – назва тез (великими літерами, шрифт – жирний, вирівнювання по центру.

Посилання в тексті оформлюються у квадратних дужках за зразком [7, с. 11], де перше число означає порядковий номер у списку використаних джерел, друге – номер сторінки.

Приклади ілюстративного матеріалу виділяються курсивом. Після тексту статті робиться однопорядковий відступ і подається ЛІТЕРАТУРА, оформлена відповідно до Національного стандарту України ДСТУ 8302:2015 https://www.nas.gov.ua/publications/news/Documents/Оформлення%20джерел.pdf

Зразок оформлення тез:

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університет імені А.С. Макаренка)

ІДІОСТИЛЬ РЕЯ БРЕДБЕРІ В ЛІНГВОКУЛЬТУРОЛОГІЧНОМУ КОНТЕКСТІ

Текст тез, …..

ЛІТЕРАТУРА

1. Johnson M., Lakoff G. Why cognitive linguistics requires embodied realism. Cognitive Linguistics. 2002. Vol.13. №3. P. 245-263.