



## **IV INTERNATIONAL CREATIVE WRITING CONTEST**

### **“MY TEACHING PRACTICE INSIGHTS: Literary improvisations based on favourite motives of American and British authors (with the use of digital educational tools)”**

**Sumy State Pedagogical University named after A.S. Makarenko, Ukraine**  
(Department of English Philology and Linguodidactics),

Inter-University Research Laboratory of Modern Technologies of Teaching Foreign Languages and Cultures

**Regional English Language Office (US Embassy Ukraine), USA**

**Childhood Education International (Center for Professional Learning) Washington DC, USA**  
**TESOL-Ukraine**

**TESOL Türkiye, Turkey**

**Alecu Russo State University of Bălți, Moldova**

**Bowling Green State University, USA**

**University of Arizona, USA**

**University of Innsbruck, Austria**

**Konstantin Preslavsky University of Shumen, Bulgaria**

**Eötvös Loránd University, Hungary**

**Berdiansk State Pedagogical University, Ukraine**

(Department of Foreign Languages and Teaching Methods)

**Pavlo Tychyna Uman State Pedagogical University, Ukraine**

(Department of English and Methodology)

**Vinnitsia Kotsiubynskyi State Pedagogical University, Ukraine**

(Department of Foreign Languages)

**H.S. Skovoroda Kharkiv National Pedagogical University, Ukraine**

(Department of English Philology)

**Kyiv National Linguistic University, Ukraine**

(Department of Pedagogy and Methods of Teaching Foreign Languages), Ukraine

**Ternopil Volodymyr Hnatiuk National Pedagogical University, Ukraine**

(Department of English Philology and Methods of Teaching English)

**Hryhorii Skovoroda University in Pereiaslav, Ukraine**

(Department of Foreign Philology, Translation and Teaching Methods)

**T.H. Shevchenko National University “Chernihiv Colehium”, Ukraine**

(Department of Foreign Languages, Foreign Philology and Educational Technologies Department)

**National University “Yuri Kondratyuk Poltava Polytechnic”, Ukraine**

(Department of General Linguistics and Foreign Languages)

**Zhytomyr Ivan Franko State University, Ukraine**

Department of Intercultural Communication and Foreign Language Education

**Kryvyi Rih State Pedagogical University, Ukraine**

(Department of English Philology)

This creative writing contest focuses on exploring the intersection of education and literature, offering for pre-service English teachers a unique platform to share their experience and reflections on teaching practice through literary improvisations.

The primary aim of the contest is to motivate pedagogical students in their professional development through self-reflection and creativity, delving into the literary world, specifically drawing inspiration from the favourite motives of British and American authors. Participants are also 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. Reflective Practice in Teaching**

Reflective practice is purposeful reflection at the heart of a structured cycle of self-observation and self-evaluation for continuous learning. It's central to effective continuing professional development and becoming a more highly skilled teacher. Taking time to reflect on their teaching practice is a powerful way for pre-service English teachers to grow and improve professionally. It can also help to stay motivated and engaged in their academic studies and teaching practice, as they can see the progress they are making and the impact they are having on English learners and the society as a whole.

#### **2. 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.

#### **3. 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 motivate pre-service English teachers to reflect on their school teaching practice experience, to raise awareness of teaching practice challenges and positive practices, to help outline positive professional models, teaching career perspectives and form an effective professional development track;
- 2) to help pre-service English teachers apply social and emotional learning practices, indulge in the process of professional development and share their passion for teaching English and literature using creative writing as a way to promote a particular message to the audience;
- 3) to encourage students to explore their creativity, to think outside the box and come up with unique and original ideas that can lead to new and innovative approaches to teaching English;
- 4) to motivate students to express themselves through literary improvisations based on favourite motives of American and British authors, to experiment with different genres, styles, and forms of creative writing;
- 5) to encourage students to master digital educational tools and integrate them into their teaching practices, fostering innovation and modernization in school English teaching methodology;

6) to help students showcase achievements, to recognize and reward student writers who have demonstrated creativity, devotion to teaching English and excellence in the domains of the contest subject.

There are three **key priorities**:

- 1) 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;
- 2) storytelling and critical thinking ability – the story should be engaging and reflective;
- 3) incorporating digital educational tools.

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 in English (500 words piece of writing), add 2-3 references to the sources; present or animate your unique story using digital educational tools (if you are planning to do voiceover, then voiceover using Artificial Intelligence is prohibited);
- 3) feel free to add music, video, your own illustrations, etc.;
- 4) once finished, submit your story and application to [gerfil@spsu.edu.ua](mailto:gerfil@spsu.edu.ua) with the subject "Creative Writing Contest".

**Deadline: April 20, 2026.**

**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 III Міжнародному конкурсі “MY TEACHING PRACTICE  
INSIGHTS: Literary improvisations based on favourite motives of British and American  
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<b>ПІБ</b>	
<b>Курс</b>	
<b>Заклад освіти</b>	
<b>Контактні дані: телефон, e-mail</b>	
<b>Назва роботи, що подається на конкурс</b>	
<b>Дозвіл на публікацію роботи (так/ні)</b>	
<b>ПІБ керівника роботи</b>	
<b>Посада керівника роботи</b>	
<b>Контактні дані керівника роботи</b>	