

The Impact Of Design Thinking Technology On The Development Of Creative Writing Competence Of Philology Students

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Abstract

Due to the changes taking place in all aspects of life, especially in the field of education, it has become necessary to prepare a generation capable of acquiring knowledge with different thinking styles. This generation should focus primarily on developing thinking skills and creativity, without depending on the teacher. This includes writing, which is a creative communicative process that involves thinking. In the writing process, which includes cognitive stages on the topic, most students do not have their own ideas and cannot find ideas for writing. On the other hand, when students encounter problems in writing lessons, they cannot stimulate their imagination. As a solution, the design thinking strategy that is the basis of this study can solve students' thinking problems and activate creativity. As a process aimed at developing a person's creative confidence, Design Thinking is used to discover possibilities and new ideas (Spencer, J. & Julian, A. 2016).

Introduction

Design Thinking process is considered a paradigm shift for solving existing problems in various fields (Dorst, 1997, p.131). Design Thinking helps to chart a path for a targeted procedure to achieve new, significant results that positively affect its user. Design thinking provides its users with greater confidence in their creative abilities and helps them reach new opportunities to design and create anything, no matter how difficult, valuable and useful. Design thinking is considered a path to creativity because it is seen as a way for students to develop and express their ideas freely (Dunne and Marin, 2006). Ambrose and Harris argue that the process of design thinking requires significant intellectual abilities from students. Therefore, this intellectual process should be guided in a way that allows the student who is writing a creative work to find a solution to the problem at hand (2010). It is based on the needs of its users because it enhances the student's brainstorming and modeling, and also develops outside-the-box thinking that takes simple ideas and turns them into

valuable solutions (Morris and Warman, 2015).

Method

Design thinking is a strategy that helps students develop the ability to solve complex problems in creative writing. It is a heuristic process that encourages progress through trial and error, risk-taking, and experimentation. By encouraging the free and unfettered exploration of ideas, design thinking seeks to explore all the possibilities of writing, while unrealistic or problematic solutions are quickly discarded, allowing practical alternatives to grow and develop (Adas, D. & Bakir, A. (2013). In design thinking, the collaboration of different minds works better to solve a particular problem. This means that the process benefits from multiple perspectives, rather than from individual perspectives. Consequently, multiple perspectives strengthen and support students' creativity and intellectual abilities. In design thinking, the student believes that he or she is capable of change, and an optimistic approach emerges, fostering a sense of wonder.

Discussion

Developing creative writing skills is an important aspect of students' language proficiency. However, the various elements involved in creative writing, such as critical thinking, emotional sensitivity, and imagination, can be challenging. Encouraging students to develop these skills can make the writing process easier. Essentially, creative writing is the ability to express and use imagination in a well-structured sentence. By applying design thinking strategies to students' creative writing, they not only develop their writing skills, but also their problem-solving, creative thinking, and collaboration skills. This process encourages students to think more creatively and innovatively. It is a human-centered, creative, and iterative process that encourages innovation. Design thinking-based learning is based on constructivist theory (Van Gompel, 2019). Consisting of stages such as empathy, description, ideation, prototyping, and testing, it is very effective for developing creative writing competence in philology students, that is, the integration of intelligent writing and content into new ideas and knowledge (Jones et al., 2010).

Applying this strategy to students' creative writing can help make the learning process more effective and engaging. Here are some suggestions on how to apply design thinking strategies to the creative writing process:

1. Empathize

Conduct research: Students should identify the target audience for their writing and understand their needs. Research the audience's opinions by conducting interviews, surveys, or observations on the topic.

2. Define: Students should identify a problem or theme that they want to address in their writing. This problem will be the central idea that guides the creative process.

3. Ideate: Brainstorming sessions: Students can hold brainstorming sessions to come up with new ideas together. There should be no restrictions here, any idea is welcome.

4. Prototype: Writing drafts: Students should write down their ideas in their initial form. This could be short stories, poems, or essays. Showing writing: Sharing drafts with the group and getting feedback.

5. Test: Getting feedback, testing written works, i.e. reading them in front of an audience and getting feedback. This allows the student to improve their work. Based on the feedback received, the work is revised and improved. This creative strategy, which is interpreted as the ability and willingness to create new things and adapt to new situations, is important in its stages in developing writing skills.

For language learners, the process of mastering the visual aspect of writing, requiring careful thought and all-out concentration, is important. In a process where students encounter many setbacks and problems while writing, creative writing emerges as an important and valuable technique for improving their writing skills. Creative writing is the process of teaching students to express their ideas, hopes, and imaginations through the language they possess, developing their language skills, expressing their thoughts, and expressing their opinions, thus improving their vocabulary and providing impressions. Creative writing helps students formulate their own thoughts and stimulates the imagination of students (Maley, A.2009). It is the process of teaching students to express their ideas, impressions, feelings, hopes, and imaginations through the language they possess. As language skills develop, the skills of improving the structure, word choice, and sentence variety of writing by expressing their thoughts and opinions will improve. It also allows students to communicate their thoughts and stimulate the imagination of

students. Generally speaking, creative writing is a form of self-expression that can take the form of personal essays, essays, articles, short stories, or poems that allow the use of imagination and creativity. It is often used to express feelings and experiences and is an activity that provides a number of benefits.

Creative writing should be encouraged for students for the following main reasons:

1. To stimulate imagination: to help students learn to think
2. To teach persuasion: when students write about some actions or beings (at a simple level), they are trying to convince the reader that something is possible and to convince him that it is possible.
3. To teach discipline: letting the imagination run wild may not seem like a way to encourage discipline. It is a disciplinary exercise that takes what the writer sees in his head and puts it on paper, making it feasible and enjoyable for others.
4. To use as therapy: many times students have difficulty expressing their thoughts. In creative writing therapy, they can put things that bother them in a third-person perspective, which helps them to be separate,
5. Developing Grammar Skills: Helping students practice good grammar and spelling skills without having to go through a class. They will learn how to use commas, separate adjectives, and use full stops to end a thought and start a new paragraph.

Result

Creative writing is the ability to express ideas, thoughts, and feelings in a fluent manner, aiming to create something unique, novel, or different from what already exists, in a clear and engaging written form (Nightingale, P. 2000). Design Thinking technology provides students with benefits such as expressing themselves through writing, developing a sense of pride, personal satisfaction and self-confidence, increasing environmental awareness and

imagination, and creating an active human being. The art of creative writing is fascinating with its originality and innovative ideas. To create a piece that resonates with students, creative writing requires imagination and creativity, which is necessary to convey a clear message. Teachers who use creative writing classes also have the following important advantages:

1. The teacher's power as a role model and co-author is invaluable.
2. Creative writing is one way to keep teachers engaged and alive, as it helps keep the primary source alive and well.
3. Creative writing, in general, affects the energy level of the writer, making it more fun to be around teachers who use it. This inevitably affects their relationships with students.
4. An experimental stance towards writing in general is seen as a reflection on the teaching of writing. Thus, creative writing teachers should be good teachers of writing in general (Maley, 2009).

Senel (2018) confirms that creative writing is not only an effective method for students, but also for teachers in writing courses. For students, it provides them with many opportunities to improve their academic performance. When students feel proud to present their original ideas, it can be a motivating factor among them. When there is motivation to write, teachers' satisfaction with writing lessons is higher. When students and teachers are highly motivated, writing lessons are more interesting, academic success is increased, and negative factors such as anxiety, fear of failure, and reluctance to write can be prevented.

Conclusion

Developing the writing competence of philology students through Design Thinking technology teaches them to organize their thoughts in a logical, systematic and coherent way, which helps them effectively

communicate ideas to others. The more writing materials students create with their own words, the more they learn, and this increases the students' confidence in their knowledge and improves their language skills. Thus, creative writing mainly refers to an aesthetic function. An in-depth study of creative writing and its functions through Design Thinking technology shows that this process is useful in learning sentence structures and finding innovative ways of self-expression and semantic use, and develops students' language skills to an extraordinary extent. It is important to note that the design thinking process helps students think like designers. Therefore, it is distinguished by the perspective of thinking as a process, in its nature, that is, empathy as a process is at the heart of this process, which helps everyone in design thinking to be creative and generate innovative ideas. MacFadyen (2014) states that "divergent and convergent thinking use design thinking to 'identify' potential solutions to problems of all levels", which means that the door is open to going beyond the ideas that everyone immediately responds to; although, the most valuable ones are the simple ones that solve the problem. According to Brown, "the willing and even enthusiastic acceptance of competing constraints is the foundation of design thinking" (2009). Thus, a design thinker is someone who is instinctively motivated and is not afraid to step outside their comfort zone to develop and improve their own path.

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