

## INTERACTIVE STORY-BASED WRITING TASKS: BOOSTING CREATIVITY AND TEXT ORGANIZATION SKILLS IN PRIMARY EFL STUDENTS

Author: **Ashurov Abdulatif Tuxtasunovich**

Master's 1st Grade, Angren University

Email: [abduljun@mail.ru](mailto:abduljun@mail.ru)

**Abstract.** This article explores how interactive story-based writing tasks enhance creativity and text organization skills among primary EFL learners. Drawing on classroom observations, qualitative analysis, and digital storytelling activities, the study demonstrates that story-based tasks significantly motivate young learners, support coherent narrative construction, and encourage imaginative thinking. Digital tools—such as StoryJumper, Book Creator, and online story generators—provide visual scaffolds that help students plan events, develop characters, and sequence ideas logically.

**Keywords:** interactive storytelling, writing skills, creativity, text organization, primary EFL learners, digital tools.

**Annotatsiya.** Ushbu maqolada boshlang'ich sinf EFL o'quvchilarining ijodkorligi va matnni tashkil etish ko'nikmalarini rivojlantirishda interaktiv hikoya asosidagi yozma topshiriqlarning o'rni tahlil qilinadi. Sinf kuzatuvlari, sifat tahlili va raqamli hikoya yaratish jarayonlariga tayangan holda, tadqiqot shuni ko'rsatadiki, bunday topshiriqlar o'quvchilarning motivatsiyasini oshiradi, izchil hikoya tuzishiga yordam beradi va tasavvurini faollashtiradi. StoryJumper, Book Creator kabi raqamli vositalar o'quvchilarga voqealar ketma-ketligini rejalashtirish, qahramonlarni rivojlantirish va g'oyalarni mantiqan tartiblash uchun vizual qo'llab-quvvatlash imkonini beradi.

**Kalit so'zlar:** interaktiv hikoyalash, yozma ko'nikmalar, ijodkorlik, matnni tashkil etish, boshlang'ich EFL o'quvchilari.

**Аннотация.** В данной статье рассматривается роль интерактивных заданий на основе сторителлинга в развитии творческих способностей и навыков организации текста у младших учащихся, изучающих английский язык. На основе качественного анализа, наблюдений в классе и цифрового сторителлинга показано, что такие задания значительно повышают мотивацию, помогают строить связный текст и стимулируют воображение.

**Ключевые слова:** интерактивный сторителлинг, навыки письма, творчество, организация текста, младшие EFL учащиеся.

**Introduction.** Developing writing skills in primary EFL students is a gradual and challenging process, often limited by minimal vocabulary, limited exposure to written language, and low motivation. Interactive story-based writing tasks offer an engaging alternative to traditional writing exercises by integrating creativity, visuals, and narrative thinking. These tasks help young learners explore language in meaningful contexts while building essential writing skills such as sequencing, organization, and clarity.

This article examines how interactive storytelling and digital story-making tools contribute to improved creativity and text organization in young EFL learners.

**Literature Review.** Studies in early language education emphasize that storytelling is a natural way for children to express ideas and understand narrative structures. Digital and interactive storytelling extend this process by combining multimodal elements—images, audio, movement, and written text.

**Methodology.** This study employed a qualitative research approach, drawing on classroom observations, learners' written drafts, teacher reflection notes, and completed digital story projects. The participants were 25 primary EFL students aged 7 to 10.

The instructional implementation involved multiple story-based activities. Students first engaged in guided storytelling sessions to become familiar with narrative structure, characters, and sequencing. This was followed by interactive story planning using visual prompts and pictures, allowing learners to organize ideas and brainstorm content. Learners then created digital stories on tablets, integrating images, audio, and animations to enhance their narratives. Group-based brainstorming and collaborative character design encouraged discussion, idea exchange, and peer learning. Finally, students produced individual written stories based on the interactive and digital tasks. All collected data were analyzed thematically to examine how these storytelling tasks influenced learners' creativity, text organization, engagement, and language use.

Interactive story tasks provided learners with opportunities to design characters, imagine fictional worlds, and construct original plots. The use of visual supports and digital animations stimulated imagination, particularly for students who found it challenging to generate ideas independently. Many learners produced more elaborate and creative stories than expected, incorporating descriptive details, dialogue, and humor, reflecting heightened imaginative engagement.

Story-based writing required learners to organize events in a logical sequence, including a clear beginning, middle, and end. Visual story maps, online templates, and digital sequencing tools aided students in structuring their ideas coherently. Final stories demonstrated improved chronological order, clearer topic development, more

coherent paragraphs, and smoother transitions between events, indicating enhanced text organization skills.

Students exhibited higher motivation when tasks involved creating stories with colorful backgrounds, stickers, characters, or digital avatars. The interactive nature of the activities reduced writing anxiety and encouraged learners to approach writing with enthusiasm, fostering sustained engagement throughout the process.

During the storytelling process, learners experimented with new vocabulary, descriptive adjectives, and narrative phrases. Many students showed notable progress in spelling and sentence formation as they revised their digital stories, demonstrating growth in written language competence alongside creativity and organizational skills. The findings of this study suggest several practical strategies for EFL teachers:

**Incorporate visual story planning:** Utilize storyboards, pictures, and interactive maps to support narrative structuring.

**Conclusion.** Interactive story-based writing tasks play a powerful role in developing creativity and text organization skills among primary EFL learners. By combining imagination, visual support, and structured narrative planning, such tasks help young students build stronger writing habits, greater confidence, and deeper engagement with English. This approach aligns with modern pedagogical trends and promotes meaningful literacy development.

## REFERENCES

1. Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge University Press.
2. Craft, A. (2005). *Creativity in Schools: Tensions and Dilemmas*. Routledge.
3. Crespo, S., & Arizpe, E. (2008). Storytelling in the classroom: Promoting literacy and language learning. *Language and Education*, 22(3), 207–222.
4. Ellis, G., & Brewster, J. (2014). *Tell it Again! The Storytelling Handbook for Primary English Language Teachers*. British Council.
5. Gao, Y. (2010). Creativity in EFL writing: A study on young learners. *ELT Journal*, 64(3), 257–265.
6. Hyland, K. (2003). *Second Language Writing*. Cambridge University Press.
7. Kim, H., & Gilman, D. A. (2008). Effects of multimedia-supported stories on primary learners' writing skills. *Language Learning & Technology*, 12(3), 55–78.