

NEW WAYS OF TEACHING WRITING EFFICIENTLY

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ABSTRACT

Writing is one of the important means of teaching foreign language speech, an important initial stage in the development of productive communicative activity. But, unfortunately, in our general education school, teaching writing was given secondary importance for a very long time. Writing was only a means of teaching other types of speech activity, a means that allowed students to better master the language material.

Key words: writing, writing communication, types of writing, essay, summary, reflective writing, letters

By learning a second language, we learn to communicate with other people: to understand them. Talk to them, read their written messages and write your own messages. But communication is not the only reason why writing is included in a language learning program. There is another important reason: learning to write helps students learn. First of all, the vocabulary is replenished, idioms and grammatical structures are studied. In addition, when students do writing assignments, they should think about how to make a sentence correctly, how to write it, how to relate it to other sentences, etc. The very close connection between writing and the thought process makes writing one of the important components of any language course. The ultimate requirement in teaching writing is the development of students' ability to express their thoughts in writing. At the end of the writing course, students should be able to:

- Make extracts from the text;
- Make and write down the plan of the text read or listened to;
- Write a short congratulation, express a wish;
- Complete the form in writing (indicate first name, last name, age, etc.)
- Write a personal letter using the material of one or more topics covered in the lessons of oral speech, using speech clichés accepted in the country of the language being studied;
- For graduates of schools with in-depth study of foreign languages, the following requirements are put forward:
 - Description of various facts, phenomena, events;
 - Expressing one's impressions;
 - Expressing one's own opinion on this fact, event;
 - Creation of educational records, notes on the material read;
 - Writing a detailed plan of oral or written communication;

In order to create written messages, students should be able to:

- Convey the main idea, the content of the listened or read text;
- Describe, compare, contrast facts;
- Prove, argue your point of view;
- Be able to characterize, evaluate, express their own attitude to the stated facts.

The sequence of teaching writing at different stages at school "manifests itself in a gradual, step by step, complication of the subject content, volume and nature of texts produced by students, the degree of complexity of language difficulties, in a greater variety of language means used."

Academic lyceum students should be able to write not only a personal letter and message, but also an essay, showing the ability not only to describe events, facts, ask for any information, express their opinion, prove it, but also "... compare their experience with the experience of his peer-native speaker in the assessment and interpretation of the problems, events, phenomena raised in the text. " In addition to all of the above, the independence of schoolchildren in communicating in writing depends on whether they have formed:

1) General learning skills:

Copying, using text as a support for your message;

Work with reference literature, dictionaries;

Building logical and consistent statements, summarizing information, etc.

2) Compensatory skills:

Ability to paraphrase, express a complex thought in simple language;

Use text when searching for necessary information, etc.

Thus, teaching writing has certain, very clear goals: to teach students to write correctly and arrange various types of written messages, to express their point of view, to argue it. All this serves as the basis for the development of communicative competence in students.

Depending on the purpose, two types of productive written speech are distinguished:

1) Educational written speech - performing in writing a variety of language and conditional speech exercises aimed at mastering productive lexical and grammatical skills, as well as speech skills. This type of speech is not only an effective means of learning, but also an effective means of control. The exercises of the highest level here are:

-essay;

- a detailed presentation;

The same exercises are traditional for testing the formation of productive skills and writing skills.

2) Communicative written speech is "... an expressive type of speech activity aimed at generating a speech message in writing." Here the development of the ability to express your thoughts in writing is based on and with the help of educational writing, which relies on writing technique, graphic and spelling skills.

The purpose of communicative writing is to develop the ability to create various types of texts that students may need in their educational or professional activities or for personal purposes. The most important task for the teacher is to involve students in the writing process. He should interest them in writing any work, explain to them the importance and usefulness of this skill. But, in order for students to successfully complete the task, the teacher must give them the necessary knowledge and support. Below are some practical tips for teachers offered by D. Burn:

1) Teach students how to write.

Writing skills are often taken for granted, especially if the trainees are old enough to write and speak successfully in their mother tongue. But, oral skills - listening and speaking - need to be

taught using special techniques and exercises. The same with writing: to teach this skill, you need to apply special techniques and methods.

2) Provide sufficient and relevant writing experience.

There is a claim that oral capabilities are the basis for learning to listen. The same principle applies to writing: it must be represented by a wide range of written language. If students see only dialogues in their notebooks and tests in their books, they will not be able to write other types of written messages.

3) Show students how written language functions as a communication system.

Students need to know how we communicate through written language and how it differs from oral communication. In particular, they need to show that any written communication has a communicative function, whether it is addressed to any particular reader or not.

4) Teach students how to write a text.

The author has already noted earlier that writing includes the ability to organize coherent text from sentences. Most of the practical tasks should be aimed at learning the techniques that are necessary for writing various types of texts.

5) Teach students how to write different kinds of texts.

Of course, a teacher cannot require students to masterfully write all kinds of texts. In any case, they will not need many of them in the future. But at the same time, it's not enough just to try to teach them some general way of writing messages. As well as in speech, they must be able to choose the appropriate style, they must properly format the message.

6) Written assignments must be realistic and relevant.

Very often, written assignments seem unrealistic to students, as they do not give the feeling that they are being written for someone or someone. The teacher should focus on those types of written messages that are most interesting to children and they need them. For example, personal communications (notes, letters) or professional (formal letters, reports).

7) Combine writing with other skills.

Writing is sometimes referred to as the "Cinderella" of the four skills, as writing assignments are usually given at the end of a topic or as homework. The teacher must necessarily combine writing with other skills so that students see that writing is a "real" skill.

8) Use different techniques and exercises.

This is very important as students get tired very quickly doing the same type of tasks. In addition, some techniques and formats correspond to a certain level. For example, letter writing is usually learned at an early stage, as it involves the use of spoken forms of the language. In addition, the teacher cannot be completely sure of the effectiveness of any one technique.

9) Empathize with your students.

The teacher should not be the "judge", especially if writing skills are being tested or examined. The teacher should try to see not what the student could not, but what he managed to do.

As we can see, the teacher needs to give the students enough before moving on to the writing process as such.

In reality, the writing process is much more complicated, as the author constantly has to go back to the draft in order to correct something or make a new plan. In addition, it must be emphasized that the complexity of the process will depend on the type of written communication.

Having studied and analyzed a large amount of theoretical material on the methodology of teaching writing in English, I concluded that the most productive and interesting in terms of teaching principles is a process approach based on teaching writing through the study of three stages : pre-written, written and post-written. This approach is focused not only on the text, but also on the author and reader, which gives students the opportunity not only to write a paper according to a template, but to think, analyze and arrange their thoughts in a form understandable to the reader.

Another task of this article is to select the most appropriate and effective types of tasks and exercises that contribute to the formation of writing skills. They are the most interesting for students, as they are directly related to everyday life, and students see their importance, which motivates them perfectly.

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