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## New Approach to Teaching Writing in English

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**Abstract:** Writing is considered to be one of the four basic general language skills, and one of the two basic productive language skills. Teaching writing under new requirements needs new approaches. The article is an attempt to approach teaching writing in English using new criteria and renewed old ones.

**Key words:** approach, writing, level, content, absorbing, skill, topic.

In recent years, the role of writing in teaching a foreign language is gradually increasing, and, in this sense, writing is beginning to be considered as a reserve in improving the effectiveness of foreign language teaching in general. The practical importance of written speech communication in the light of modern means of communication, such as e-mail, the Internet, etc., cannot be disregarded. Writing is a form of speech communication, which is developing today on the basis of only authentic material. Foreign internships of students, postgraduates and young scientists assume the ability to make notes in a foreign language, make and fill out a questionnaire, answer questions, write an application for admission to study or work, write a brief or detailed autobiography, write personal or business writings, using the desired form of speech etiquette of native speakers, including the form of business etiquette.

Writing and written speech in the methodology of teaching a foreign language are not only used as a means of learning, but are considered more as a goal of learning a foreign language. Writing is a technical

component of written speech. Written speech along with speaking is a so-called productive (expressive) types of language activity and they are expressed in fixing a certain content of graphic signs. Psychophysical basis of writing is the interaction of motor, visual and auditory-speech analyzers. Reliance on all analyzers in training gives a much greater effect. According to psychologists, the heard material is absorbed by 10%, seen – by 20%, heard and seen – by 30%, recorded – by 50%, while spoken – by 70%, when learning another – by 90%. Psychologists believe that the basis of writing is oral speech. Both speaking and writing can be traced from the idea (what to say) to the selection of the necessary means (what words do we need, how to combine them in statements) and to the implementation of the idea by means of language (in oral or written forms) [1, p.190].

As we know, writing is closely related to reading. Both systems represent the graphic system of the language. Writing is the encoding or encryption of thoughts with graphic symbols, while reading is decoding or deciphering these symbols. If you define the goals of learning writing and writing correctly, taking into account the role of writing in the development of other skills, if you use exercises that fully meet the goals, if you perform these exercises at the appropriate stage of training, then the oral speech gradually becomes richer and more logical.

Writing in the methodical plan was considered as "Cinderella of a technique" for a long time, and it was almost completely eliminated from process of

training that, according to E.I. Passov, was a strategic miscalculation [3, p.45]. Writing performs an auxiliary role in the development of grammatical skills, when performing written tasks from simple copy out exercises to tasks that require creative approach, which supplies necessary conditions for memorization. Without reliance on the writing students find it difficult to keep in mind all of the lexical and grammatical material.

The whole system of language and speech exercises performed in writing refer to the educational, or so-called academic writing. Written statements, essays, creative dictations, making plans and abstracts for a message on a given topic, writing a personal or business writing, that is, written stories on given situations, refer to communicative writing, in other words, it is a written speech exercise on the related topic of conversation practice.

Written language is considered to be a creative communication skill, understood as the ability to express their thoughts in written form. For this, it is necessary to acquire spelling and calligraphic skills, and the ability of the composite to build and provide a written verbal product, composed of inner speech, as well as the ability to choose adequate lexical and grammatical units. Training writing skills includes various kinds of speech exercises: speech exercises to teach writing; writing and speech exercises to work with the printed text; writing and speech exercises, due to the process of reading, listening and oral communication.

Written vocal and logical exercises are aimed to work primarily with printed texts, in addition to the well-known exercise, can contain, according to E.A. Maliko [2, p.10], the following:

- rewrite the text, excluding minor words and sentences;
- make a written message to a potential, real or imaginary recipient, using the content of the writing;

- prepare oral outline using a selection of texts on a topic or issue.
- find the text and write down the necessary information;
- make a written review on a topic or issue using different sources in a foreign language;
- make an abstract on the articles of a special journal (collection);
- by analogy with the article (its structure) prepare material for the proposed publication in a special journal;
- in the process of reading literature (texts) make written notes for further work with the material.

In the perception of foreign speech by ear (listening), students can make a record: 1) make a summary of the audio text on the pre-proposed plan (keywords); 2) make a record to the printed reference signals in the process of listening to the audio text; 3) in accordance with the given communicative situation (task) to distinguish from the audio information and record it. You can use free dictation. In this case, the teacher reads the audio text by paragraphs, students write down what they remember; to facilitate the task, a plan or keywords are given in advance.

In the perception of written speech, students make a list of questions to discuss with a real or imaginary interlocutor, abstracts, pick up a written lecture on the cards, make up codograms, tables for oral communication on a certain topic (problem) or situation.

The practice of writing allows you to make the arrangement of the printed text or audio text from memory, according to the plan or make written proposals to address a specific issue or a specific problem. A series of lessons on the topic ends with a home essay (self –dictator - a written retelling of a part of the text or the whole text).

The ability to express their thoughts in a written form of a foreign language should be developed consistently and continuously. To solve this problem,

there are a number of reproductive and productive exercises. The exercises offered, for example, by the German methodist Gerhard Neiner [4, p.39], are composed in a certain sequence from simple to complex, from reproduction to making up one's own opinion, position. All exercises are performed in writing. In our opinion, such tasks are of interest, for example:

- restore the beginning and end of the story;
- rebuild the dialogue on the individual "rails" replicas;
- change the text view (message to conversation, dialog to description);
- describe the ambiguous situation in various texts and dialogues;
- explain the contradiction between text and illustrative information;
- answer the writing with a writing, telephone conversation, etc.;
- choose keywords that lead to a certain pre-known result, and others.

Modern method of teaching writing in a foreign language is often based on so-called "creative writing". Under the "creative writing" we understand the exercise of the productive nature of various degrees of complexity, diverse in form and content, often in the form of a game. Using "creative writing" teachers ask themselves specific questions: when to write, how much and for what purpose? The distinctive features of these exercises are that they are carried out necessarily in writing, in content they are creative or semi-creative speech, interesting and exciting for both students and teachers. The poems of famous poets are played, monograms are used, funny stories are written collectively, writings are written to fictional characters.

We should not forget the three most important conditions for the introduction of creative writing in the classroom: learning objectives, principles,

methods and techniques of learning, as well as learning control.

In Uzbek official textbooks on the English language at the present time students are supposed to perform a number of creative written tasks, for example, writing a letter, filling out a questionnaire. They run partly on poles, partly by analogy. Writing a letter is a very successful form of exercises that are multifunctional. To learn how to write a letter you need to start with a series of speech exercises [4-8]. First, it can be an exercise in memorizing verbal formulas, and clichés used in the letter, form the written appeal to the addressee, expressions of gratitude, acknowledgement of receipt of the writing, hope for a speedy answer, etc. followed by the display texts of the writings to identify the patterns of the different writings, separate sentences, supporting ideas, key words. Students make an analysis of the texts of writings, give a description of their authors, determine the nature of the writing (personal, family, business, problem; writing of gratitude, congratulations, invitations, etc.), analyze the means of presentation of thoughts in different style and nature of writings, means of transition from one thought to another, etc. Second, you can suggest a plan of writing, using samples of phrases and keywords. Forms of address and other clichés should correspond to the content, structure and style of a letter. Third, students are invited to make a collective writing, then thematic writings on the given situations, writings of a diverse nature (personal, family, business), a writing-response to the request or wish of the addressee, a writing of initiative or a writing-response on a specific issue based on a specific addressee. It is possible to compose letters to different recipients with different target settings, but with the same content or with changes in the same message text. It is necessary to work on drawing up questions to the addressee, to determine their place in the letter. Last, it is planned to have a collective or individual correspondence, connecting the international e-mail system.

Thus, to learn speaking students should learn how to write personal and business letters, compile questionnaires, write a brief and detailed autobiography, application for employment or study, etc. – all this is the main purpose of learning to write, performing the same auxiliary role in teaching all language skills. According To E. I. Passov [3, p.83], it is necessary to remember such reserve as homework, which, regardless of the purpose, students perform primarily in writing, starting with the recording of words and ending with a retelling or a message on the topic. Everything that should be said during the lesson should first be recorded in writing; the writing, believes E.I. Passov, is worth doing, because the time spent is always paid off.

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