

The Importance of writing in English Language Classes

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Abstract: Writing is a complex language skill. It allows using a system of graphic signs to ensure communication between people. This is a productive activity in which a person records speech for transmission to others. The formation of writing skills is especially important when teaching students a foreign language in primary school. The formation of writing skills in students plays an important role in the formation of other abilities, literacy, reading, listening, and speaking skills. This article discusses the importance of teaching writing to schoolchildren in the educational process.

Introduction

"It's time to establish a new system for teaching foreign languages in our country, which will be a solid foundation for the future. Since we have set ourselves the goal of building a competitive country, from now on, graduates of schools, lyceums, colleges and universities must have a perfect knowledge of at least 2 foreign languages. This strict requirement should become the main criterion for the activity of the head of every educational institution," President Shavkat Mirziyoyev insists.

Writing plays an important role in teaching a foreign language. At the beginning of training, mastering graphics and spelling is the goal of mastering the technique of writing in a new language for students. Further, writing is considered as an important skill in learning a foreign language.

The process of learning English is time-consuming and progressive, and it can be faced a number of difficulties. This process consists of developing certain skills. According to the general basis, they are divided into productive and receptive types. Receptive skills are listening and reading. For this, students do not need to perform the language, only they receive, absorb and understand the information. These skills are sometimes called passive skills. Speaking and writing skills are active skills and are different from each other.

Materials and Methods

Teaching writing is important because written communication is a key life skill. Adequate writing skills give a person confidence and define his expertise in a particular language. Writing skills are specific skills that help writers express their thoughts in words in a meaningful way and engage mentally with the message. There are different definitions of writing interpreted by different linguists. Writing is an integral part of a larger activity that focuses on language practice, such as acting or speaking.¹

¹ Harmer, Jeremi. The Practice of English Language Teaching, Great Britain: Pearson Education, 2014

There are many reasons to encourage students to write both in class and outside of class. First, when teaching writing, students are given more "thinking time" than speaking. This gives them more opportunities to process the language – meaning students think a lot about the language. But as a result of observations, it was found that in secondary education it takes a lot of time, as a result, there is a lack of time for important stages such as editing the written text, commenting on it, peer evaluation.

Therefore, TBLT (task-based language teaching) was found to be more effective for secondary school students. Because in this language teaching method, the students are given the appropriate text (authentic material) and given time to study. Then a task is given to write a text (paragraph) similar to the given text.

In teaching writing, a teacher need to guide the student how to write and help them learn to write effectively. Writing as a Process Teaching Writing, planning, revising, orienting refers to the teacher guiding students through the process. Writing has been considered a very important skill in teaching and learning English as a foreign language (EFL) because it helps to strengthen vocabulary, grammar, thinking, planning, editing, revising and other elements. is a comprehensive skill.

Writing is considered a key skill in the curriculum. It should not be ignored. Writing is a complex skill. This requires a number of skills:

- the ability to form letters/find the necessary letters on the keyboard;
- the ability to find which words and phrases to use;
- the ability to use spelling and punctuation marks;
- the ability to combine words and phrases logically (communication skills)
- organizing ideas into a coherent whole, using appropriate headings, transitioning from one paragraph to another, etc.

The concept of literacy should be mentioned here. Literacy refers to the ability to read and write. The psychological content of learning to write; it consists in the formation of graphic and spelling skills and abilities to perform written tasks. The latter may be in the nature of a record of orally assimilated material or material with which students are introduced. Written tasks can be associated with written speech - a statement of their communicative intention: to report something, convey, etc. Schoolchildren perform tasks of varying degrees of complexity in accordance with the educational process, and depending on the learning process.

So, the content of teaching writing includes three components: linguistic, psychological and methodological. The technology of teaching writing. At the initial stage, the foundations of graphic and spelling skills are laid, which are so necessary for better assimilation by students of the language and speech material being studied.

Teaching writing includes: introducing students to writing letters, training students in writing letters, mastering the spelling of words that have been practiced orally and which students can read, writing sentences containing what they have learned. Learning to writing is connected with learning read skills.

Writing skills at school

When thinking about writing, it is helpful to distinguish between writing-for-learning and writing-for-writing.² In the first case, writing is used as an aid or practice tool to help students practice the language they are learning.

² Jeremi Harmer How to teach English: p:111

For example: have students write 3 sentences using the grammar topic "going to" - I am going to swim, we are going to sleep, I am going to do my homework. Writing exercises like these are designed to strengthen students' language learning. Writing-for-writing is aimed at developing students' writing skills. In other words, the main purpose of this type of activity is to improve students' writing skills. For example: good syntax, genre knowledge should be developed (standards of different types of writing: poems, fairy tales, folk tales, fairy tales, fiction, realistic fiction), how to structure text, the ability to write e-mails, letters and reports.

In general, in writing-for-learning activities, the main focus is usually on the language itself, while in writing-for-writing, we focus on the whole text, its structure, order, style, structure. we will consider such.

Results and Discussion

Three types of writing practice in the classroom:

- Guided writing exercises
- Guided writing exercises
- Free writing exercises

In guided writing activities, students only copy words. This includes letters made through dotted lines. Students only write on the dotted lines. Through this, students improve their spelling and physical skills on paper. This is the simplest form of writing. In addition, guided writing includes: copying, visual words, text and picture matching.

We can include "Filling in activity" activities in the guided writing activity: adding missing words in songs and rhymes, writing stories based on pictures, filling in the text. Another type of guided writing is Parallel Writing: this means that the teacher must provide a sample text, and then the students can create similar texts. For example: letters, invitations, e-mails, reports. Dictation is also a type of parallel writing, and according to Munden & Myhre there are some rules for it:

- introduce words before dictation or teach words that will be used recently in the text;
- use different word groups (nouns, verbs, adjectives, pronouns);
- read at a certain pace (not too slow, not too fast);
- always present words in context;
- whole sentences can be divided into parts: The old it/ loves to go swimming/ when it is hot.
- challenge the children to write as many words correctly as possible.

Free writing activities include: lists, same story with different endings, different texts, make your own book, digital story (photo story)

The problem of teaching writing

Many students think that writing skills require less than other skills, such as reading, listening, and speaking. They think that writing is difficult, boring and not important in their life. A student is usually afraid to express themselves and they are afraid of failure. Writing allows us to communicate not only with our contemporaries, but also with future generations. It allows people from the recent and distant past to talk to us. As you can see from the above points, most students often face difficulties when their teacher asks them to write. One of the reasons they find it difficult to write is that sometimes they don't know what to write due to a lack of vocabulary and ideas. This situation makes it difficult for the teacher to make the writing activity interesting.

Conclusion

In short, teaching writing is a complex process, it is considered a psycholinguistic process that depends on the student's character, mood, and ability. It is extremely difficult to teach children who have just come to school to write. Also, teaching children to write is directly connected with the process of teaching them to read. Teaching writing is a difficult process that requires physical and mental work. The process of teaching writing imposes a number of responsibilities on the teachers, the teacher should try to develop the graphic and orthographic skills of students in this process. Moreover, teacher's guidance is also crucial while teaching writing at school. Teacher's task is to consider learner's needs, interests and level while choosing writing material in order to make the lesson interesting, affective.

Literature:

1. Jeremy Harmer *How to teach English* Pearson Education Limited 2007 p:30;37;
2. Keith S.Folse *The art of teaching speaking* by the University of Michigan 2006 p:10;26
3. Jeremy Harmer *How to teach writing* Pearson Education Limited 2004
4. Г.В. Рогова, Ф.М. Рабинович, Т.Е. Сахарова *МЕТОДИКА ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ В СРЕДНЕЙ ШКОЛЕ*