
WRITING IS ONE OF ESSENTIAL PART IN TEACHING FOREIGN LANGUAGES

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Abstract:

The article under discussion depicts methods of teaching writing in teaching foreign languages. The author of the article suggests several interesting activities which facilitate and motivate learning of foreign languages.

Keywords: teaching, activities, techniques, content, writing, readers.

Writing as a skill is very important in teaching and learning a foreign language, it helps pupils to assimilate letters and sounds of the English language, its vocabulary and grammar, and to develop habits and skills in pronunciation, speaking, and reading. Being able to read and write in one's mother tongue and also in a second language is considered to be indispensable for a literate person in the modern world. Writing, next to reading, speaking, and listening, is one of the four language skills. Learners of English as a foreign language are expected to acquire these skills together with knowledge of language structures and their use. Moreover, mastering writing is a necessity for passing the leaving examination as well as sought after international examinations successfully.

Teacher's "feedback plays an important role in teaching writing as it helps students to reflect on their shortcomings and reshape their text. Undeniably, writing is the most exacting and neglected out of the four language skills. Not only because of the possible wrong spelling, collocations, word order, register, layout, incorrectly used tenses or grammar structures but also because of apprehension about the final outcome, incoherence and students' reluctance to write. To promote more writing goes hand in hand with promotion of reading and raising fondness of written texts. Another point is the competition between the form and the content. If we pay too much attention to form we may lose interesting content. In conclusion, students should be encouraged to write to be able to transform their thought processes into written form because from my point of view writing should not only be a practical task but also a work with students' imagination.

Main techniques for getting started writing process

Regardless of the type of writing tasks the teacher might favor assigning, a good place to begin class work is to explore the prewriting stage, the stage prior to actual production of a working text. The teacher should be to expose students to a variety of strategies for getting started with a writing task and to encourage each student to try to discover which strategies work best for him or her. Several techniques for generating ideas are the following:

1. Brainstorming. This is often a group exercise in which all of the students in the class are encouraged to participate by sharing their collective knowledge about subject. One way to structure teacher to suggest a broad topic, such as for choosing a particular academic major, and have students call out as many associations as possible which the teacher can then write on the board. The result would be far more material generated than any student is likely to think of on his/her and then all students can utilize any or all of the information when turning to the preparation of their first drafts.

2. Listing. Unlike brainstorming, as described above, listing can be a quiet essentially individual activity. Again, as a first step in finding an approach to a particular subject area (such as the use and abuse of power, to cite an example), the students are encouraged to produce as lengthy a list as possible of all the subcategories that come to mind as they think about the topic at hand. This is an especially useful activity for students who might be constrained by undue concern for expressing their thoughts grammatically correct sentences, because lists do not require complete sentence

3. Free writing. Suggested by Elbow for helping native speakers break through the difficulty of getting started, free writing is also known by various other terms, such as "wet ink" writing and "quick-writing". The main idea of this technique for students to write for a specified period of time (usually about 5 minutes) without taking their pen from the page. As Rico puts it, "Don't stop for anything. . . . Never stop to look back, to cross something out,. . . to wonder what word or thought to use ... If you get stuck it's fine to write 'I can't think what to say. . . as many times as you like ."Be free from the necessity of worrying about grammar and format, students can often generate a great deal of prose which provides useful raw material to use in addressing the writing assignment at hand. For EFL students, this technique often works best if the teacher provides an opening clause or sentence for the students to start with. The free writing generated after the students copy this sentence and continue to write down whatever comes into their heads can be kept private or shared with other students.

4. Clustering. Another technique for getting many ideas down quickly, clustering begins with a key word or central idea placed in the center of a page (or on the blackboard) around which the student (or teacher using student-generated suggestions) jots down

in a few minutes all of the free associations triggered by the subject matter—using simply words or short phrases. Unlike listing, the words or phrases generated are put on the page or board in a pattern which takes shape from the connections the writer sees as each new thought emerges. Completed clusters can look like spokes on a wheel or any other pattern of connected lines, depending on how the individual associations are drawn to relate to each other. By having students share their cluster patterns with other students in the class, teachers allow students to be exposed to a wide variety of approaches to the subject matter, which might further generate material for writing

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