

## WRITING AS A GOAL AND MEANS OF EL TEACHING AND LEARNING

**Abstract.** *The article describes writing as one of the integrated skills and its tasks and a set of exercises and as well as organization stages of teaching writing in EL teaching process.*

Writing is one of the communicative activities and it is a tool to communication in the written form with the help of graphical symbols. Writing is a type of speech activity as «a communicative skill to encode, store and send messages with the help of written symbols». The product of this speech activity is a text for reading.

Writing is characterized by the three-phase structure:

- inducement-motivation;
- analytical-syntactical;
- operation.

Under the **first phase** the motive appears as an **intention to communicate**. The author has an intention to inform somebody. In the **second phase** an utterance is **formed and pronounced**: the necessary words for producing the utterance are selected, within a set of sentences, subjective area of indicators is distributed, and the predicate or a key part of the idea organization between sentences is defined. The **third phase** of writing is decoding of the idea/message with the help of graphical symbols.

The **goal** of teaching writing is to **teach production of written texts** which students can write in the mother tongue. To produce the written text students should master mechanics of writing. That's why in domestic methodology the **two types of writing** are distinguished:

- mechanics of writing (handwriting, spelling, punctuation);
- process of expressing ideas in a graphical form.

Writing is meant as acquiring graphical and orthographical systems of EL by students for fixation speech and language material to remember it and support acquiring oral speech. **Modern approaches** to teaching writing recognize its dual purpose: as a **means** (a support skill) and as an **end** (communicative skill).

**Writing refers** to several **subskills**: putting words on paper, making sentences and linking them in paragraphs, developing essays and many others. At the **elementary and intermediate levels** it helps to think and to learn. Writing new words and structures help students remember new words; written practice helps students focus their attention on what they are learning. It is important for developing all 4 skills. Writing serves as learning and controlling means.



In writing classes a teacher should engage students with all four skills as means of getting them to practice a particular language point and as a method of testing it. Here it is preferable to use the following types of activities: note down new vocabulary, copy out grammar rules, write answers to reading and listening comprehension questions to written texts.

The teacher puts a concrete purpose for developing a writing skill, for example, practice written forms at the level of a word, sentence structure and content organization. The type of the following activities can be used to develop writing skills: writing a letter, report, narrative story, describing the picture with combining writing with other speech activities-writing a response to reading an article, writing an annotation to text, etc.

Content of teaching writing in the EL contains the following stages. At the beginning level (2-4 classes) we teach graphics in EL (handwriting), i.e. teaching to write letters (alphabet) which interrelates with teaching reading as graphic-phonemic correspondence. Pupils must acquire print hand letters. At the same time we form elementary writing skills for conducting communicative-cognitive objectives in the written form. On the material of sentences and not complicated texts pupils must write:

- holiday and birthday congratulations in cards;
- personal data: name and surname, dates, address;
- short messages and personal letters;
- a plan, questions to short texts;
- description of pictures.

The second stage (5-9 classes) at school must provide more intensive development of writing skills in different situations of communication. Topics and capacity of writing messages is broadened; the quality of produced text in the written form is improved. The samples of simple type as letters, cards, articles from newspapers and magazines are used for developing teenagers' writing skills:

- to give the information about him/herself, family, school, city/town, interests and hobby;
- to write a short commentary/letter in newspaper or journal with the norms and conventions of native speakers;
- to write personal data in questionnaire and registration document;
- to do note-taking (plan, copy out the key words, speech patterns) to use it for production of the text.

At an academic lyceum and vocational college the level of the language proficiency in writing must provide more effective using it as a means of teaching, self-learning and academic study. It demands involving the variety of official and unofficial situations, complicity of the produced texts, and high degree of autonomous activity. The lyceum and college students must obtain the following skills:

- to describe events or facts;
- to send and ask an information in the extended form;
- to express an opinion, arguments;
- to comment events and facts using argumentative statements and emotional-estimation means;
- to write a plan and notes for an oral message;
- to fix factual information during reception of oral and printed text;
- to write a summary, synopsis, annotation.
- to write a composition and essay.

In developing writing competence of school, lyceum and college learners the following sub skills of EL teaching to write for the beginning stage: handwriting and spelling. There are difficulties related to: 1) inter-language interference: similar letters of the Uzbek/Russian/English languages so the native can get confused. E.g.: Тт-Тт; Рр-Рр; 2) intra-language interference: the letters which are similar in the EL are difficult. E.g.: b-d, p-q, t-f-l. It is a very difficult process developing spelling skills in the EL. The process of developing writing subskills (handwriting and spelling) and skills (communicative) at the beginning stage may include a set of activities. *Pattern power*: Write the spelling words in which [a] are spelled these ways:

a \_\_\_\_\_; ey \_\_\_\_\_  
ea \_\_\_\_\_ ay \_\_\_\_\_



at a-e. **Meaning mastery:** Write the spelling of words that complete these sentences. **Dictionary skills:** 1) write the given spelling of words in alphabetical order; b) In the dictionary entry parts of speech are shown by using the following abbreviation: n - noun; vb - verb; adj - adjective; adv. - adverb. Classify the given words according to the parts of speech. **Word building:** A) if you change the underlined vowel in the word, you can make a new word: blend + o = blond; B) the same sounds are often spelled in different ways. Write the spelling of words that rhymes with these words. See sample. Made - aid. **Handwriting activity:** Practice writing of the given spelling of words that have at least one-two consonant blend in the word. Write each word three times, making sure you join the letters correctly: draft, stuck, blend, cliff, ... **Challenge words:** Write the correct challenge words to complete the micro-text. (key word, best word that completes the passage). **Proofreading practice:** Find the words that John spelled incorrectly, and write the words correctly at the end of each sentence.

The girl had a dream about becoming a great athlete. \_\_\_\_\_

Writing activities can be recommended:

- complete this sentence to surprise your readers by writing a short story with an unexpected ending;
- brainstorming is a good way to get ideas for a short story.
- choose a spelling word, and write what it makes you think of. Write as many ideas as you can. Remember to begin the sentence with a capital letter and end with a period.

Teaching writing proposes mastering the text format as a typical layout of the text as: a congratulation and condolences, telegrams, notes, signs, labels, captions, notices, menus, advertisements, personal or business letters, invitations, application for a job, CV (Curriculum Vitae), references, recipes, diaries, log-books, dictation, note-taking, reproductions, abstracts, summaries, reviews, reports, precis, synopsis, case-studies, projects, essay, stories, poems.

There are various **tasks, techniques and activities for developing writing** as a communicative skill at the first and second stages of schools. For organization of the work on writing an invitation we can use the letter-sample and instruction-rules. There are various tasks, techniques and activities for developing writing as a communicative skill at the first and second stages of schools. For organization of the work on writing an invitation we can use the letter-sample and instruction-rules: For writing a friendly-letter you can use the following **instruction-rules and tasks:** *In a friendly letter, you tell about yourself and what you have been doing. You can also ask your friends about themselves and what they have been doing. A friendly letter is like a friendly conversation. Write a friendly letter. Remember to write the heading, opening salutation, body, closing salutation, and signature, and to punctuate them correctly. Write an address on the envelope using the given below address as a sample.*

### 1. Reproductive using of formal supporters:

- reproduction of printed or oral text on the basis of key words or speech patterns;
- eliciting of text content in the written form on the basis of a plan or headline of the text;
- scrambled sentences for writing a text in the logical sequence.

### 2. Reproduction of the content on the basis of the text:

- questions to the text
- questions to the text;
- making a plan;
- compression or extending of the text;
- writing a headline to the text with arguments;
- transformation of a dialogue into a monologue;
- characteristics of heroes from the text.

### 3. Production on the basis of visual supports:

- describing the picture, photo; a fragment of a movie;
  - letter writing on the basis of a visual format-sample;
  - composition writing on the basis of the content of the text, the given pictures, questions or a scheme;
  - writing a review on the text, book, film on the basis of a format-sample.
- ### 4. Production on the basis of the language and life experience:
- letter writing;
  - composition and essay writing;



- announcement writing;
- writing a review on the text, book, film.

As we see, this system of speech exercises for developing writing skills is built on the basis of two principles: from reproduction to production of the texts; from verbal and visual supports to production without supports.

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