

## WRITING STRATEGY IN LANGUAGE TEACHING

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**Annotation:** In this work, the problem of the implementation of the requirements of the state at the lessons of the English language when teaching writing is highlighted. In fact, not enough attention has been paid for teaching a modern written speech in English for a long time. Meanwhile, the knowledge of English written language is one of the conditions for the implementation of international contacts of schoolchildren, for the use of new opportunities for work in joint and foreign companies, as well as for continuing education in higher educational institutions abroad.

**Key words:** communicative competence, speech activity, write a questionnaire, application, resume, letter, interacting with others, dialogue of culture.

According to the goals of the state educational standard, the school should form an integral system of universal knowledge, skills and abilities, as well as independent activity and personal responsibility of students, i.e. key competencies that define modern education.

The main purpose of learning a foreign language is the formation of communicative competence, which is one of the key competencies of domestic education, ability and willingness to carry out foreign language interpersonal and intercultural communication with native speakers.

With the formation of communicative competence, the graduate will learn:

1. introduce yourself orally and in writing, write a questionnaire, application, resume, letter, congratulations;
2. represent your class, school, country in situations of intercultural communication, in the dialogue of cultures, use for this knowledge of a foreign language;
3. own ways of interacting with others and distant people and events; make an oral presentation, be able to ask a question, correctly conduct an educational dialogue;
4. own different types of speech activity (monologue, dialogue, reading, writing).

Graduates must learn to communicate in oral and written forms not only with native speakers of the foreign language being studied, but also with representatives of other countries using this language as a means of interpersonal and intercultural communication; use a foreign language as a means of obtaining information from foreign language sources for educational and self-educational purposes.

The fundamental difference between the modern approaches is the orientation of the standards to the results of mastering basic educational programs. The results are understood not only subject knowledge, but also the ability to apply this knowledge in practice.

Modern society makes high demands on today's schoolchildren and future graduates who will soon enter adulthood. It needs educated, moral, enterprising people who can analyze their actions; make decisions independently, predicting their possible consequences; be distinguished by mobility; be able to cooperate; have a sense of responsibility for the fate of the country, its socioeconomic prosperity.

Written speech is the process of composing a written message from words and phrases, which involves the expression of thoughts using a certain graphical code. This is a productive type of speech activity. Writing and written speech are the goals of teaching at all stages of learning a foreign language.

In the first year of study, students have to master the writing technique, learn how to write letters and master the spelling of words. There are two versions of English graphics: printed and handwritten. At the initial stage of training, a printed or semi-printed font is offered.

When mastering spelling, students should be able to rely on rules if words are written according to rules. At the initial stage, cheating is widely used in teaching spelling. It is necessary to teach children not to sketch letter by letter, but to carefully look at the word, try to remember it and write from memory.

Here are some techniques for teaching writing to younger students.

1. Copying isolated words and whole sentences with different attitudes: underline certain letters, letter combinations, letters that cannot be read.
2. Organization of these words according to a certain attribute (alphabetically, according to reading rules).
3. Writing from memory: a. words containing this letter; b) words starting with this letter; c) monosyllabic / disyllabic / polysyllabic words; d) words that have the same sound, but different spellings; e) words for the proposed educational situation; f) rhyming words; g) international words.
4. Drafting and writing proposals.
5. Compilation and writing of a short story.

Children are acquainted with letters in elementary school. Second-graders read a letter from their imaginary English-speaking friend and write back to him, talking about their family, about a friend, about their pet, write letters to Santa Claus. At the same time, children are not introduced to the structure of the letter, they are not taught to write the address, but they focus on the address at the beginning of the letter and the signature at the end. At this stage of training, the main thing is not the design of the

letter, but its content, the ability to apply the studied grammatical structures and vocabulary.

In the third and fourth grades, students practice writing mini-essays in which they talk about their favorite season or favorite holiday, describe their room, house or apartment, their favorite cartoon character. At this age, it is still difficult for them to compose a written statement on their own. Therefore, the teacher offers them questions, a plan, or a text that they can rely on to help them. This allows students to construct a logical statement.

In the fifth grade, students are introduced to the rules for writing an address. They practice writing their address and recipient's address by writing envelopes.

Seventh graders are taught not only to correctly present the necessary information, but also to ensure that the text is a coherent and logical whole. They are taught to use a variety of conjunctions and union words, connector words, connecting both individual sentences and their parts (*so, as, however, nevertheless, because, although, on the contrary, actually, that's why*). The following words help them to present events in the correct sequence: *first, first of all, next, then, afterwards, later on, previously, just then, meanwhile, in the meantime, eventually, finally*.

An increase in interest in completing this task is served by the fact that each student decorates his pages with the help of photographs, drawings, stickers. You can continue journaling in future grades by asking the children to answer these same questions. Of course, the answers to the first questions will remain the same, but repeated answers to the remaining questions will show how children grow up, how their desires and aspirations change.

Serious and purposeful work on teaching writing letters begins in the ninth grade, since the ability to write a personal letter is necessary to complete one of the tasks of the exam. By this time, the students had already formed certain skills in this. The written assignment in the exam tests the ability of students to write a personal letter. Pupils are encouraged to read an excerpt from the letter received, and then write an answer of 80-100 words. In the letter, you must answer three questions asked by a pen pal and format the letter in accordance with the standards of written etiquette adopted in English-speaking countries.

Students receive information on how to fill out questionnaires, and practice this by filling out real life questionnaires. For example, they are asked to fill out a migration card that is received by those arriving at Heathrow Airport or Sheremetyevo Airport.

Students are explained what a personal letter is, what parts it consists of, what is included in each part of the letter. Next, students receive information about the reasons that motivate people to write letters, about the style in which letters are created. They learn to find in each paragraph a sentence that contains the main idea of the paragraph (topical sentence). Students practice how to divide writing into paragraphs.



Writing a letter will be an easy task if you know the uniform rules for writing a personal letter. These include writing the address and date, addressing, dividing the letter into logical paragraphs, each of which begins with a red line. The letter should be written in an informal style, so you can use linking words like well, so, by the way, colloquial expressions like Guess what? But when expressing your feelings and opinions, you should avoid too emotional and categorical words and expressions (for example, I hate her, she is stupid). Instead, impersonal and balanced forms should be consumed.

Important in teaching writing is the acquaintance of students with the criteria for evaluating the assignment "Personal letter". These criteria include content (informal appeal, length of the statement, link to previous contacts, gratitude for the letter received, final phrase, signature), organization (consistency of the text, division into paragraphs, appeal on a separate line, final phrase on a separate line, signature on a separate line, the author's address in the upper right corner, the date under the address), and the language design of the text (lexical and grammatical design, spelling and punctuation). Knowing the structure of the letter and the basic rules for writing it will help you complete the task as quickly as possible and save time on other tasks.

### Conclusion

Interest in writing in a foreign language is due to the ever-increasing role of foreign languages. They help to carry out intercultural interaction of people. This interaction is carried out both orally and in writing. For example, studying abroad is impossible without the ability to keep records in a foreign language, draw up and fill out a questionnaire, answer the questionnaire, write an application for admission to study, write personal letters, using the required form of speech etiquette of native speakers. In the light of the development of modern means of communication (e-mail, Internet), the practical significance of written speech communication is enormous.

The standard of secondary (complete) general education in a foreign language defines the tasks in teaching writing in the following way: "Development of the ability to write a personal letter, fill out questionnaires, forms of various types; present information about yourself in the form adopted in the country / countries of the target language (autobiography / resume); draw up a plan, abstracts of an oral / written message, including on the basis of extracts from the text. Skills development: ask about the news in a personal letter and report them; talk about certain facts / events of your life, expressing your judgments and feelings; describe your plans for the future."

In accordance with the new standards, it is necessary, first of all, to strengthen the child's motivation to learn about the world around him, to demonstrate to him that schoolwork is not about obtaining knowledge abstracted from life, but on the contrary - the necessary preparation for life, its recognition, the search for useful information and skills its application in real life. Therefore, motivation comes to the fore - an

internal psychological characteristic of a person, which finds expression in external manifestations, in a person's attitude to the world around him, in various types of activity.

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