



UDK: 372.881.111.1

Shuxrat AKRAMOV,
Toshkent davlat pedagogika universiteti dotsenti
Email: interfutbolful@gmail.com

O'zDJTU f.f.d., professori A.S.Lixodziyevskiy taqrizi asosida

INSIGHT INTO DEVELOPING WRITING SKILLS

Annotation

The author analyzes the micro and macro skills of writing, the types of writing tasks to assess learners, as well as the modern and innovative methods and technologies of improving and developing writing skills.

Key words: method, technology, writing skill, micro and macro skills, assessment, task, essay, letter.

АНАЛИТИЧЕСКИЙ ВЗГЛЯД НА РАЗВИТИЯ НАВЫКОВ ПИСЬМА

Аннотация

Автор анализирует микро и макро навыки письма, типы заданий для оценивания навыка письма у учащихся, также как и современные и инновационные методы и технологии улучшения и развития навыков письма.

Ключевые слова: метод, технология, навык письма, микро и макро навык, оценивание, задание, сочинение, письмо.

YOZUV KO'NIKALARINI RIVOJLANTIRISH ASOSLARI TAHLILI

Annotatsiya

Muallif yozish malakasining mikro va makro ko'nikmalari, o'quvchilarni baholash uchun vazifalar turlarini, shuningdek yozuv malakasining zamonaviy va innovatsion metod va texnologiyalarini tahlil qiladi.

Kalit so'zlar: metod, texnologiya, yozuv malakasi, mikro va makro ko'nikma, baholash, vazifa, insho, xat.

Introduction. As long as with speaking writing skill is referred to productive skill, but differs from speaking by a higher degree of accuracy, precision and normative form. As opposed to oral speech writing is restricted to verbal and graphical means of expression and devoid of prosodic elements. Therefore, writing also requires teaching specific language units, which provide cohesion and coherence of written speech. In language teaching writing is used to perfect spelling, grammar, the choice of vocabulary and thus may be considered as means for teaching a proper and correct language in communication. As opposed to speaking, reading and listening writing in our teaching methodology was considered exceptionally as the means of teaching a foreign language, but not as the aim, a separate skill. We had to think about a new approach to teaching and assessing writing.

Literature review. The fluency in the target language means the development of communicative competence [1] among the students. Communicative competence is the synthesis of an underlying system of knowledge of linguistic structures and functions in a specific communicative context, which enables the learners to use the language efficiently. A speaker needs to use a language correctly by mastering its four competencies: linguistic, sociolinguistic, discourse, and strategic competence [3]. Learners' fluency and accuracy in language use determine their language level. However, being fluent and accurate in language use depends on the development of learners' language skills [1; 2, 8; 10]. This enables a necessary requirement for the improvement of the major 4 language skills (i.e., reading, listening, speaking and writing) of the students in EFL classroom by implementing efficient language teaching methodology in the learning-teaching process.

To practice speaking in the class, there is necessity for situations where students can cooperate with each other. Implementation for example, games in the classroom creates such situations. Lengeling and Malarcher [6] pointed out that games create a situation in the class where creative and spontaneous use of language. These types of interactive situations, where students are able to practice and improve sub-skills of speaking, are organized through involving the students in different collaborative exercises [2]. Speaking contexts organized by games in the classroom, support the practice of the communicative function

skill, which is one of the four criteria of basic speaking skills. This practice in the lesson assists to support micro-skills, such as explaining, requesting, giving directions or instructions and description [4]. Improving and practicing language skills are main requirement of a language teaching classroom. For instance, [5] did the research to facilitate speaking and listening skills through game-based tasks in a situational context in a girl's school. It was explored that learners in the experimental group accomplished better in speaking than in listening and changed the perception towards game-based teaching. Urrutia León & Vega Cely [9] did the action research to investigate the development of speaking skills through games in a school in Bogota and claimed that learners gained confidence in speaking by overcoming fear of making errors and perceived speaking as a natural process when they were playing. Several studies didn't consider games as a waste of time, but considered playing games as a advantageous task that leads children towards cognitive, perceptual, affective, behavioural, motivational and development [7].

Research methodology. The principles of the new-generation methods of teaching foreign languages. We actively began to perfect our methods. In doing that we tried, on the one hand, to preserve the worked out integrated approach towards teaching foreign languages, on the other hand, to broaden and enrich it with the methods of our foreign colleagues (methods used in Cambridge University Press and Oxford University Press textbooks). The new approach took into account the following principles:

Task focus. The materials emphasize encouraging students to do things with language and learners to learn through practice.

Authenticity focus. The materials emphasize three types of authenticity: The authenticity of text. Aural and written sources are natural and typical of the texts in question. Students are anxious to deal with 'real' material and feel a great deal of pride and accomplishment when they are finally able to do so. The authenticity of goal. The emphasis in the materials is on encouraging students to express their own ideas. The authenticity of task. Students are involved in purposeful activity in the classroom which recreates the realities of communicating in the world outside the classroom. Meaning and form focus. Learners are given a systematic introduction to and an opportunity to reflect

upon different aspects of the language. Strategy focus. The material aim is developing the cognitive strategies of the learners, so that they know how to learn in a systematic way. Educational focus. The materials emphasize the gradual development of four worlds in the student: the world of language, the world of knowledge and content, the cognitive and learning world, the social and interpersonal world. The learner develops as an individual in terms of all four worlds as the curriculum proceeds. Thematic focus. The chosen themes and topics match the interests

of students and are in harmony with the cultural norms of our society. As a general principle we suggest a gradual widening of thematic focus from the individual to the local, national and international environment. Skills focus. The emphasis throughout is on the integration of skills rather than the treatment of skills in isolation. Writing evaluation system. We introduced a new system of evaluation within the frame of the existing five scale marking scheme (see Figure 1). Figure 1.

Written production	Overall written production
C2	Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.
C1	Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion. Can employ the structure and conventions of a variety of written genres, varying the tone, style and register according to addressee, text type and theme.
B2	Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesizing and evaluating information and arguments from a number of sources.
B1	Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence.
A2	Can write a series of simple phrases and sentences linked with simple connectors like 'and,' 'but' and 'because'.
A1	Can give information in writing about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words and basic expressions. Can write simple isolated phrases and sentences.
Pre-A1	Can give basic personal information in writing (e.g. name, address, nationality), perhaps with the use of a dictionary.

Creative writing involves personal, imaginative expression in a variety of text types. Key concepts operationalized in the scale include the following:

► aspects described, from simple everyday information, through a variety of subjects related to fields of interest to engaging stories and descriptions of experience; ► types of texts: from diary entries and short, imaginary biographies and simple poems, to well structured and developed descriptions and imaginative texts; ► complexity of discourse: from simple words and phrases, through clear connected text, to following established conventions of the genre concerned in clear, well-structured, smoothly flowing text;

Creative writing	Definition
C2	Can write clear, smoothly flowing and engaging stories and descriptions of experience in a style appropriate to the genre adopted. Can exploit idiom and humour appropriately to enhance the impact of the text.
C1	Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind. Can incorporate idiom and humour, though use of the latter is not always appropriate. Can write a detailed critical review of cultural events (e.g. plays, films, concerts) or literary works.
B2	Can write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned. Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest. Can write a review of a film, book or play.
B1	Can clearly signal chronological sequence in narrative text. Can write a simple review of a film, book or TV programme using a limited range of language. Can write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest. Can write accounts of experiences, describing feelings and reactions in simple connected text. Can write a description of an event, a recent trip – real or imagined. Can narrate a story.
A2	Can write about everyday aspects of his/her environment e.g. people, places, a job or study experience in linked sentences. Can write very short, basic descriptions of events, past activities and personal experiences. Can tell a simple story (e.g. about events on a holiday or about life in the distant future). Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. Can write short, simple imaginary biographies and simple poems about people. Can write diary entries that describe activities (e.g. daily routine, outings, sports, hobbies), people and places, using basic, concrete vocabulary and simple phrases and sentences with simple connectives like 'and,' 'but' and 'because'. Can write an introduction to a story or continue a story, provided he/she can consult a dictionary and references (e.g. tables of verb tenses in a course book).
A1	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do. Can describe in very simple language what a room looks like. Can use simple words and phrases to describe certain everyday objects (e.g. the colour of a car, whether it is big or small).

Analysis and results. Written reports and essays cover more formal types of transactional and evaluative writing. Key concepts operationalized in the scale include the following: ► content: from familiar subjects of interest and routine factual information, to complex academic and professional topics, distinguishing one's own viewpoints from those in the sources; ► type of texts: from short reports and posters, to complex texts which present a case, or give critical appreciation of proposals or literary works; ► complexity of discourse: from linking sentences with simple connectors, to smoothly flowing expositions with effective logical structure. It is in writing that grammar instruction is most useful. The grammatical forms which are most useful and most learnable are those which control sentence-level functions such as question form, negation, relative clause formation and other structures involved in subordination and coordination. These features are more important than correct usage of articles or other non-sentence-level features. Focusing on paragraph features such as tense continuity across clauses, parallel structure, and connectors, will help students in reading comprehension as well.

Conclusion and recommendations. Development of writing ability takes lots of practice. Start with simple, structured exercises and allow students to develop confidence as writers before you give them longer free writing tasks. As in other skills,

development of writing can be enhanced through the use of appropriate visuals. Writing assignments should be carefully structured. They should also be practiced and reviewed often and used as a basis for more complex writing assignments. Paragraph writing exercises can be based on models which the students first complete, and then expand or build on. An example of this is given in figure Students first complete a paragraph based on a diagram, and then use another diagram to write a paragraph in similar style. If development of skill in writing longer compositions is a goal of your writing program, work gradually toward this goal. Compositions are very time-consuming to correct and should be limited in length and scope. Following are the structural errors most often found in student compositions: 1. Subject-verb agreement 2. Articles 3. Word order problems: adverbs, wh-clauses. 4. Present perfect tense 5. Verb + Verb-ing (gerunds) vs. Verb + to 4- Verb (infinitive) 6. Passive Voice 7. Spelling. The objectives for the development of writing skills: 1. Students will be able to summarize material which they have read. 2. Students will be able to take notes on lectures or readings. 3. Students will be able to compose coherent paragraphs on familiar topics. 4. Students will be able to write short letters in standard format. 5. Students will be able to write for a variety of purposes, depending on the needs of their specialty area.

REFERENCES

1. Avinash, M., & Samson, R. (2016). Use of puzzle solving games to teach English. *Indian Journal of Science and Technology*, 9(15), 1-5. <https://doi.org/10.17485/ijst/2016/v9i15/86940>
2. Bisai, S., & Singh, S. (2019). Bridging the divide: Collaborative learning and translanguaging in multilingual classrooms. *FORTELL*, 39, 46-57. https://www.fortell.org/wp-content/uploads/2020/12/issue-39_july_2019__30_june_2019_-46-57.pdf
3. Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1-47. <https://doi.org/10.1093/applin/I.1.1>
4. Goh, C. C. M., & Burns, A. (2012). *Teaching speaking: A holistic approach*. Cambridge University Press.
5. Hymes, Dell. (1973). On communicative competence. In J. B. Pride & J. Homes (Eds.). *Sociolinguistics: Selected Readings* (pp. 269- 293). Penguin.
6. Lengeling, M. M., & Malarcher, C. (1997). Index cards: A natural resource for teachers. *English Teaching Forum*, 35(4).
7. Reinders, H. (2016). Digital games and second language learning. In S. Thorne & S. May (Eds.), *Language and technology*, *Encyclopedia of language and education*. Springer https://doi.org/10.1007/978-3-319-02328-1_26-1
8. Sasikala, P. (2014). Effectiveness of language games in learning English grammar at the secondary level [Unpublished doctoral dissertation]. Avinashilingam Deemed University for Women. <http://hdl.handle.net/10603/77080>
9. Urrutia León, W., & Vega Cely, E. (2010). Encouraging teenagers to improve speaking skills through games in a Colombian public school. *Profile Issues in Teachers' Professional Development*, 12(1), 11-31. <https://revistas.unal.edu.co/index.php/profile/article/view/13831>