

TEACHING WRITING TO EFL LEARNERS AT THE INITIAL STAGE¹Serdalievа Bakhitli, ²Dospanova KamilaKarakalpak State University, English teacher¹, Karakalpak State University, 3rd year student²**ABSTRACT**

The present article examines teaching writing to learners as one of the main stages of the methodology of teaching English as a foreign language. It also describes some kinds of written tasks that contribute to the formation and development of writing skills and abilities.

Key words: *Teaching English as a Foreign Language, teaching writing, kinds of writing tasks, communicative competence*

In teaching English language as a foreign language, the process of teaching writing plays a significant role.

Writing is one of the types of language activities in which, in accordance with the learning situation, the written form of expressing thoughts, feelings, motives is realized. Writing has always been seen as an important skill in EFL classes. It is the area in which learners are expected to be offered adequate time to develop their writing skills. This is certainly an important element of learning English as a foreign language.¹

When teaching writing skills several tasks are solved:

1) Firstly, teaching writing is teaching a complex productive type of language activity, which results in the development of learners' ability to build an independent written utterance.

2) Secondly, the improvement of writing skills contributes to the development of other skills and abilities, such as reading, listening and speaking.

3) Thirdly, written language throughout the entire learning process acts as an objective fixer of the level of learners' language competence.

Teaching writing as a type of language activity includes: teaching written language, i.e. graphic and spelling systems of the language for recording individual words, phrases, sentences, the formation of skills to fix oral speech using graphic signs and teaching the actual writing skills, i.e. the ability to combine words in writing to express their thoughts in accordance with the needs of communication, the formation of communication skills.²

Writing can have an independent meaning, but can also be considered as a means of teaching other types of language activities.

Let us consider in more details the 2 components of teaching writing:

1. Teaching written language
2. Teaching writing skills.

Learning to write begins with the first lessons in EFL and comes down to mastering the writing technique. Acquaintance with the alphabet takes place during the introductory phonetic course.

¹Cheung, Y. L. (2016). Teaching Writing. In W. A. Renandya, & H. P. Widodo (Eds.), English Language Teaching Today: Building a Closer Link Between Theory and Practice. New York, NY: Springer International

²Gardezi A.M. Teaching foreign learners to write. / Problems and prospects for the preparation of foreign learners in universities: materials of the International Scientific Methodological Internet Conference. - Kh:KHNADU, October 24, 2013, 2013. -- 364 p.

To use writing for better language acquisition, learners must master all of the components of learning to write: graphics, spelling, and writing.

Getting acquainted with the sounds of the English language, learners learn to write correctly uppercase and lowercase letters denoting these sounds, and correlate them with the printed image of these letters.

When teaching English graphics, it is recommended to use exercises in drawing letters and exercises in sound-letter ratios.

At the end of the introductory phonetic course, learners should not only know the English alphabet, the names of letters perfectly, but also master the features of the designation of English sounds, depending on their environment. A little later, they get acquainted with the morphological principal, the main principle of English spelling, in which each morpheme in the letter retains a single spelling, although it is pronounced differently.

The spelling rules are given to learners as they become familiar with the corresponding words or grammatical forms and as needed, i.e. spelling usually does not stand out as an independent area.

Recording is an educational activity that usually acts as a learning tool, but at the initial stage it can also act as a learning goal. Learners should be able to copy the notes made by the teacher from the board, write down the teaching material verbatim under dictation, write down only the main information from the material perceived by ear, write down their own statements when answering questions and completing various kinds of tasks.

The second component of teaching writing is teaching writing skills.

Writing skill is the most difficult one among other language skills. First of all, this is due to the lack of a direct connection between the speaker and the listener, to the fact that writing skill is more carefully organized.

In fact, achieving good composition is a complex and difficult task for both native speakers and non-native speakers of the English language. Even if one writes in his or her own language, discipline is requisite for precision and form; hence going through multiple revisions of drafts is the norm rather than exception. This difficulty in achieving the mastery of words, even if one is familiar with these words, was pointed out by Widdowson.³

When teaching writing, it is important to define learning objectives. The goals are very diverse, as they are determined by the communication needs of learners, taking into account age, social status, form of education, the presence or absence of a language environment.

The most common exercises in teaching writing are dictations, written retelling and essays.

Dictations, in addition to traditional ones, can be free and creative. In free dictation, learners write down the content of the paragraph close to the text they listened to. During the creative dictation, learners, having written down the beginning of the text under dictation, add it at their discretion. The texts of the dictations are compiled on the basis of the studied lexical and grammatical material.

A transitional type of written work from self-dictating to narration is a written retelling of the studied text.

At the initial stage, essays are based on the material of the topic covered and are small in volume. This is most often a narrative, although descriptions are not excluded ("Portrait of a friend"), and then reasoning

³Yusupova, M.S. Effective ways of teaching writing at the lessons of English as a foreign language / M.S. Yusupova. - Text: direct // Young scientist. - 2017. - No. 22 (156). - S. 497-499. - URL:<https://moluch.ru/archive/156/44248/>

("What books do I like to read and why", "What films do I like to watch and why"). One can also write essays on a painting, on an excursion, etc. Writing an essay is preceded by preparatory work on the choice of language material, drawing up a plan, and at the initial and middle stages - oral pronunciation of the text of the essay.⁴

In addition to the listed types of written work, it is necessary to teach learners to write letters of a private everyday nature. The main content of the letter should include elements of narration, description and reasoning.

Learners should be able to write a private letter, draw up a plan, abstracts, synopses, write a letter, annotation, resume, essay, term paper and thesis.

For a large number of specialists, the ability to conduct business correspondence, to master the structure and lexical and grammatical features of such types of business writing as diplomatic, commercial, industrial is very relevant. In this regard, the linguistic basis of teaching writing should be texts of different genres with their own specific characteristics - linguistic and extralinguistic.

Thus, teaching written language and writing skills to foreign learners at the initial stage is a long and laborious process necessary for the successful training of future foreign specialists.

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