

METHODOLOGY FOR TEACHING WRITING

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Annotation: In this article discusses about methodology for teaching writing and gives some important facts

Keywords: speech, teaching writing, methodology, written speech, reading

Аннотация: В этой статье обсуждается методика обучения письму и приводятся некоторые важные факты.

Ключевые слова: речь, обучение письму, методика, письменная речь, чтение.

Written speech appeared with the aim of fixing oral speech. What is the purpose of teaching writing at present ? It is important to mention that learning to write can be seen not only as the goal of language acquisition, but also as a means. In the second case, with the help of reading, the tasks of mastering the means of the language and the technical side of written speech are realized as well as the tasks of controlling the learning of research and auditing. Until 1970, in the English-language methodology, learning to write in a foreign language was seen as a means, not an end. For example, a letter was required to write answers to grammar exercises or questions to texts. N.D. Galskova also talks about a similar trend in our country, where teaching writing as a goal was included only in schools with in-depth study of the language. However, the situation gradually changed. In the USA, the so-called "Guided writing" has become widespread, which is a transitional moment from controlled practice to a more free style. Of course, the students were limited to questions, but the answers to them already constituted a kind of discourse. In the 1980s, the era of "expressive writing" began in the United States - i.e. letters for the purpose of expressing an individual's personal experience or feelings. In this regard, in teaching writing, such genres as a personal diary, history were used. At the beginning of the 21st century, writing began to be seen as a social communicative

act, thus making the teaching of writing the goal of language acquisition [Reid, 2001: 28].

Some methodologists say the following about this issue. In the event that writing is considered as an independent activity, the goal of teaching writing is considered as follows. One of the methodologists writes that the goal of teaching writing is to teach students to write in a foreign language those texts that they can write in their native language. The curricula of schools of various types require the development of skills to use writing as a means of communication. It is formulated as the goal as “the formation of skills and abilities to express thoughts in writing, depending on the content of the statement. R.P. Milrud focuses on the competency-based approach, highlighting as the goal of teaching written speech the formation of students' written communicative competence, which includes the possession of written signs, the content and form of a written work of speech [Milrud, 1997: 5]. As already mentioned, in the process of development of methodology as a science, writing was assigned different roles. So in different periods, various approaches to teaching this type of speech were popular. I.L. Bim gives the following concept to the term approach - this is the basic category of methodology that determines the strategy for teaching the language and the choice of a teaching method that implements such a strategy [New Dictionary of Methodological Terms and Concepts].

In the English-language methodology of the well-known dichotomy, the process of oriented and product-oriented writing is used. A.V. Kashcheeva says that this division arose as a result of research in the field of discourse. The terms “process” and “product” in teaching methods arose due to different points of view on what discourse is, the result in the form of a text, or the cognitive process of creating meaning [Kashcheeva, 2013: 191]. In the dictionary, the following definitions were given to these approaches: Product-oriented writing is an approach to teaching expressive written speech, in which the product of speech activity plays the most important role - a written statement, a text, and the form and organization of written discourse are an object of mastery. A distinctive feature of this approach is the fact that the development of expressive written speech is closely linked with the receptive

form of written communication - reading. Process-oriented writing is an approach to teaching expressive written language, which is based on the study of the psycholinguistic process of generating written messages. This approach is based on observational data on writers (native speakers), on the results of surveys at different stages of the creation of written works. It is not the speech product that comes to the fore - the text, but the complex, creative process of speech production in writing.

The first approach is better studied in the methodology. It implies that the mastery of writing includes the stages of analysis of written works, imitation (at this stage, students perform various exercises, for example, filling in gaps or arranging and rearranging sentences, expanding a paragraph) and independently writing a text in accordance with the structure being trained. The main criteria for evaluating writing in this approach are linguistic correctness and normativity, compositional harmony, and stylistic consistency. Using this approach seems to be the best way to prepare for exam tasks in which students need to be able to create certain types of text. Due to the fact that in the second approach, writing is considered as a process, the stages identified in teaching writing are distinguished by the types of processes that writing includes. They consider such stages as planning, programming the content of a written message, realizing the intention of a written statement, designing in speech structures, first in internal and then in external speech, control and editing of what is written.

The process of writing is not linear, that is, being, for example, at the control stage, the writer can return to previous steps. Robert Parker Jr. describes this division in detail in his article, comparing the two approaches. He says that when teaching writing as a process, the teacher deviates from generally accepted norms. Little importance is given to the structure and literacy of the letter, the main goal is to convey the author's own thoughts and experiences. The author can choose any form to express his ideas. When teaching writing as a product, it is important for the teacher that students follow the established rules and norms. Most often, the purpose of such a letter is to create essays or reports on general topics in accordance with the topic chosen by the teacher [Parker, 1972: 1328]. The author tends to the first

approach, while highlighting the possibility of a phased use of these approaches in training, moving from process to product, respectively. D. Horowitz does not share his opinion. He believes that learning to write as a process has a number of disadvantages that should be taken into account when choosing this approach. The most important shortcoming of this approach, Horowitz highlights is the fact that with process-oriented writing, students do not get the skills to write academic works, such as essays or reports. As a second argument, he presents the indisputable fact that learning must be individualized, and this approach may not be suitable for some students. One of the arguments in favor of this approach is most often the possibility of independent choice of topic. Horowitz is skeptical of this idea, since most often the list of topics from which students can choose is pre-selected by the teacher. The last in the list of shortcomings, the author notes that in this approach, students do not have a clear idea of what criteria their work will be evaluated by, as a result, disagreements may arise in the control process [Horowitz, 1986: 141-143].

J. Horvath writes in detail about other approaches [Horvath, 2001: 8]. In his work, he summarizes the views of several authors. So in 1983, Robert Kaplan put forward a contrastive-rhetorical approach. This approach was formed earlier than the process-oriented approach, and was a step towards the beginning of the latter's research. In accordance with it, the main goal of teaching writing was to master the structure of various types of texts. In the process of writing, students reproduced individual paragraphs and paragraphs in order to practice their writing.

In the seventies, the emphasis shifted from structure to content, giving way in the eighties to the Cognitive theory of writing processes developed by Hayes and Flower. They contrast this approach with the theory of the stages of writing, which singles out:

- the pre-literate stage
- the stage of writing
- rewriting.

Their theory focuses on the processes involved in written speech activity, such as planning, translation and verification [Flower, Hayes, 1981: 368-369]. In 1987,

Bereiter and Scaradamaliala put forward the so-called two-process writing theory. The idea of this theory was that in writing one can single out two processes or skills that are arranged hierarchically in complexity: knowledge retelling and knowledge transformation [Grabe, Kaplan, 2014: 126].

In the nineties, on the basis of the process-oriented approach, a post-process approach appeared. The difference of this approach was that, in accordance with it, in the process of teaching writing, attention should be paid not only to the cognitive component in the form of a certain format and the individual component in the form of students' personal interests, but also to the social component, i.e. potential reader [Matsuda, 2003: 70].

Thus, we can conclude that the dichotomy of writing as a “product” and writing as a “process” is one-sided and there are a significant number of other approaches to learning. There is no consensus among methodists which one is preferable to use. We can assume that the teacher can use elements of approaches in his work, depending on the individual characteristics of students and the goals that need to be achieved at a particular stage of learning.

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