

THE BASIC PRINCIPLES OF WRITING PROCESS FOR PRE-INTERMEDIATE AND INTERMEDIATE PUPILS

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Abstract: *this article is about learning to write correct, effective, and understandable English is a challenge faced by many ESL students. Writing in a new language requires a firm grasp of vocabulary, grammar rules, and the alphabet. Learning English writing skills will take time, practice, and dedication . Just as the nature of and expectation for literacy has changed in the past century and a half, so has the nature of writing. Much of that change has been due to technological developments, from pen and paper, to typewriter, to word processor, to networked computer, to design software capable of composing words, images, and sounds. These developments not only expanded the types of texts that writers produce, they also expanded immediate access to a wider variety of readers. With full recognition that writing is an increasingly multifaceted activity, we offer several principles that should guide effective teaching practice.*

Keywords: *activity, writing, effective, methodology, teaching, improve, level, skill.*

**ОСНОВНЫЕ ПРИНЦИПЫ ПРОЦЕССА ПИСЬМА ДЛЯ
УЧАЩИХСЯ ДОШКОЛЬНОГО И СРЕДНЕГО ЗВЕНА**

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Аннотация: *эта статья о том, как научиться писать правильно, эффективно и понятно по-английски, что является проблемой, с которой сталкиваются многие студенты ESL. Письмо на новом языке требует твердого словарного запаса, знания грамматических правил и алфавита. Навыки изучения английского языка потребуют времени, практики и самоотдачи. Как характер и ожидания грамотности изменились за последние полтора столетия, так и характер письма. Большая часть этих изменений произошла из-за технологических достижений, от ручки и бумаги до пишущей машинки, текстового процессора, сетевого компьютера, разработки программного обеспечения, способного составлять слова, изображения и звуки. Эти события не только расширили типы текстов, которые производят писатели, они также расширили непосредственный доступ к более широкому кругу читателей. С полным признанием того, что письмо становится все более многогранным видом деятельности, мы предлагаем несколько принципов, которыми следует руководствоваться в эффективной практике преподавания.*

Ключевые слова: *деятельность, письмо, эффективность, методология, обучение, совершенствование, уровень, мастерство.*

*Words are the most powerful drug used by mankind.
(Rudyard Kipling)*

Nowadays the English language is taught as a compulsory subject in all institutions in Uzbekistan. Teaching and learning English has some specific peculiarities and is required a special teaching program and methodology. Studying of scientific-methodological sources, analyzing of current curriculums and texts-books show that the English language plays a great role for students in being a high qualified specialist.

In recent years language researchers and practitioners have shifted their focus from developing individual linguistic skills to the use of language to achieve the speaker's objectives. This new area of focus, known as communicative competence, leads language teachers to seek task-oriented activities that engage their students in creative language use. In the process of learning English as a foreign language, writing is considered as one of the most essential skills. In addition to being a communicative skill of vital importance, it is a skill which enables the learner to plan and rethink the communication process. Therefore, teaching writing skills should be taught gradually starting from instrumental skill to content-based writing. Teaching writing should be started from beginning level. Most school textbooks are focused on teaching writing separately without integration of other skills. In other words, our research pursues as its major aim to help foreign students improve their writing skills with the integration of other skills from the beginning level. The significance of our article can be proved that we tried to find optional methods of improving writing skills from the beginning level and we applied them in practice.

Learning to write correct, effective, and understandable English is a challenge faced by many ESL students. Writing in a new language requires a firm grasp of vocabulary, grammar rules, and the alphabet. Even many native English speakers often experience confusion over some of the written language's complexities such as the difference between "their," "there," and "they're." Learning English writing skills will take time, practice, and dedication . Just as the nature of and expectation for literacy has changed in the past century and a half, so has the nature of writing. Much of that change has been due to technological developments, from pen and paper, to typewriter, to word processor, to networked computer, to design software capable of composing words, images, and sounds. These developments not only expanded the types of texts that writers produce, they also expanded immediate access to a wider variety of readers. With full recognition that writing is an increasingly multifaceted activity, we offer several principles that should guide effective teaching practice. Though poets and novelists may enjoy debating whether or not writing can be taught, teachers of writing have more pragmatic aims. Setting aside the question of whether one can learn to be an artistic genius, there is ample empirical evidence that anyone can get better at writing, and that what teachers do makes a difference in how much students are capable of achieving as writers [1].

Often, when people think of writing, they think of texts finished pieces of writing. Understanding what writers do, however, involves thinking not just about what texts look like when they are finished but also about what strategies writers might employ to produce those texts. Knowledge about writing is only complete with understanding the complex of actions in which writers engage as they produce texts. Such understanding has two aspects. First is the development, through extended practice over years, of a repertory of routines,

skills, strategies, and practices, for generating, revising, and editing different kinds of texts. Second is the development of reflective abilities and meta-awareness about writing. This procedural understanding helps writers most when they encounter difficulty, or when they are in the middle of creating a piece of writing.

As the case with many other things people do, getting better at writing requires doing it a lot. This means actual writing, not merely listening to lectures about writing, doing grammar drills, or discussing readings. The more people write, the easier it gets and the more they are motivated to do it. Writers who write a lot learn more about the process because they have had more experience inside it. Writers learn from each session with their hands on a keyboard or around a pencil as they draft, rethink, revise, and draft again. Thinking about how to make your writing better is what revision is. In other words, improvement is built into the experience of writing. Most writing teachers teach students how to edit their writing that will go out to audiences. This is often considered a late stage in the process of composing, because editing is only essential for the words that are left after all the cutting, replacing, rewriting, and adding that go on during revision. Writers need an image in their minds of conventional grammar, spelling, and punctuation in order to compare what is already on the page to an ideal of correctness. They also need to be aware of stylistic options that will produce the most desirable impression on their readers. All of the dimensions of editing are motivated by a concern for an audience.

Although writing is one of the important skills for communication, most of the time, students work individually without interacting with one another, so that if they are given time to communicate with their classmates about their products, incorporating speaking into writing-focused-class offers learners opportunities not only to express their own opinions but also to ruminate upon what they have written or what they are going to write by exchanging ideas. The result of this will be a comprehensive improvement in their language skills [2]. Most writing classes, as both teachers and learners tend to stereotype, are thought to consist of sentence writing or drills that focus on spelling and grammar, controlled composition, and translation tasks from Uzbek or another language into English. Grammar accuracy is regarded as an important aspect of language learning. Without it, students may have difficulties in getting their messages across. However, it may be useful to both teachers and students focusing on the process of writing, and not just on the product itself. Besides, most of the time in writing class, students work individually without interacting with one another, thus, if they are given time to communicate with their classmates about their products orally, learners will be able to express their own opinions and exchange ideas. The result will be a comprehensive improvement in their language skills.

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