

MODERN METHODOLOGICAL APPROACHES TO THE DEVELOPMENT OF WRITTEN SPEECH SKILLS

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Аннотация: Целью данной статьи является обсуждение письма как продуктивные навыки, предлагая различных подходов, которые успешно объединить как языковой аспект, так и связанный с задачей осведомленность, которую студенты должны приобрести, чтобы успешно выразить себя в письменной форме. Письменность традиционно была областью иностранного языка, которой пренебрегали преподавание языка и, скорее всего, наименее популярный навык приобрести среди студентов. Однако в последнее время оно стало проявляться как важный элемент коммуникативной диады, который также включает в себя говорение, т.е. устное проявление социального взаимодействия и обмен информацией. Объясняя письмо с практической точки зрения, основное внимание уделяется демонстрации того, что должна быть связь между реальной жизнью потребности и обучение, как с точки зрения языка, так и с точки зрения исходя из задачи.

Ключевые слова: коммуникация, подходы, проектное обучение, многоязычное, продуктивное, исследование.

Annotasiya: Ushbu maqolaning maqsadi yozishni samarali ko'nikma sifatida muhokama qilish, o'quvchilar o'zlarini yozma ravishda muvaffaqiyatli ifodalash uchun til jihatini va vazifa bilan bog'liq xabardorlikni muvaffaqiyatli birlashtirgan turli xil yondashuvlarni taklif qilishdir. Yozish an'anaviy ravishda chet tilining til o'rgatishda e'tibordan chetda qolgan va talabalar orasida eng kam mashhur bo'lgan ko'nikma bo'lib kelgan. Biroq, so'nggi paytlarda u kommunikativ diadaning muhim elementi sifatida paydo bo'la boshladi, bu ham nutqni o'z ichiga oladi, ya'ni ijtimoiy o'zaro ta'sirning og'zaki namoyon bo'lishi va axborot almashinuvim. Yozishni amaliy nuqtai nazardan tushuntirib, asosiy e'tibor real hayot ehtiyojlari va o'rganish o'rtasida ham til nuqtai nazaridan, ham vazifaga asoslangan nuqtai nazardan bog'liqlik bo'lishi kerakligini ko'rsatishga qaratilgan.

Kalit so'zlar: aloqa, yondashuvlar, loyihaga asoslangan ta'lim, ko'p tilli, samarali, tadqiqot

Abstract: The purpose of this article is to discuss writing as a productive skill, and to suggest different approaches that successfully combine language and task awareness for students to express themselves successfully in writing. Writing has traditionally been the most overlooked skill in foreign language teaching and the least popular among students. However, recently it began to appear as an important element of the communicative dyad, which also includes speech, that is, the verbal manifestation of social interaction and information exchange. By explaining writing from a practical perspective, the focus is on showing that there must be a connection between real-life needs and learning, both from a language perspective and from a task-based perspective.

Key words: communication, approaches, project-based learning, multilingual, effective, research

In the rapidly evolving landscape of education, the development of written communication skills in English holds a crucial place. As the world becomes more interconnected, proficiency in written English is not only essential for academic success but also for effective communication in the professional realm. In response to this growing need, educators are adopting modern methodological approaches to enhance and refine students' written speech skills. This article explores in-depth some of these contemporary strategies that have proven to be effective in fostering proficiency in written English. The developing of writing as a productive language skill has always been a challenging and difficult task. The actual process of writing implies teaching students how to write with coherence, how to use the suitable grammar and lexical structures, how to employ acceptable spelling and how to correctly choose the appropriate language register. Regardless of the level, good writing involves discovery, planning, developing ideas, creativity, and revision. In order to master writing, students need to learn a variety of techniques that help them understand and approach writing tasks in order to address them successfully. As in the case of all

processes, teaching writing requires a systematic approach intended to motivate the students to express themselves in writing and make them aware of the steps involved in effective writing. There are different theories that substantiate a methodical approach to teaching writing. Walter (2004) proposes modelled writing as a technique that rests mainly on teacher demonstration comprising revising, adding, asking questions, clarifying purpose. The same author introduces shared writing as a method to activate students to get more involved in the process of writing while practicing language patterns and acquiring functional writing strategies. The “controlled” to “guided” to “free” approach is a three-phase technique introduced by Olshtain in 2001. As in the case of Walter’s approach, this method emphasizes the importance of modelling (in the controlled and guided stages), which later forms the scaffolding for free writing, a stage in which students are required to produce complete texts (paragraphs, compositions, essays) in response to a variety of stimuli (tasks). Register is also an important element to be taught alongside with language skills. Turbill, Barton, and Brock (2015) advocate the importance of developing students’ skills in tackling different types of texts. They posit that it is essential that students identify the common features of texts (type, social purpose, framework, language elements) before being exposed to different writing strategies that are based on these elements.

3. The Practice of Teaching Writing Most students need to write paragraphs, compositions, argumentative essays and reports for coursework and for exams. Applying a wide array of writing techniques should help students better understand the mechanisms of writing. A gradual approach to writing should take students on a journey that starts from simple paragraphs, centered on the idea of coherence and cohesion, to more complex productions, such as lengthy argumentations that pivot on personal opinions and demand critical thinking skills. In terms of more practical procedures, teaching writing as a productive skill involves the following steps: 1. Providing a model of the target written product; 2. Working on the model, with specific focus on meaning and form by guiding the learners to analyze the text in order to discover language, organization patterns, and register features 3. Practicing on a similar task, by imitating the form and the language (spelling, structure, vocabulary, layout); 4. Producing an answer to a new task which involves personalizing both the content and the form.

1. Integration of Technology: Modern classrooms are witnessing a paradigm shift with the integration of technology. Interactive platforms, word processors, and collaborative writing tools empower students to engage with written English in dynamic ways. Teachers can leverage these tools to create a collaborative writing environment, allowing students to receive real-time feedback and engage in peer review. Additionally, online resources and multimedia elements can be incorporated to make the learning process more interactive and engaging. The use of technology in the classroom not only enhances accessibility but also addresses the diverse learning styles of students. Visual and auditory learners, for instance, can benefit from multimedia elements that accompany written assignments. Moreover, technology facilitates immediate access to a wealth of information, enabling students to conduct research and incorporate relevant and up-to-date content into their written work.

2. Project-Based Learning: Project-Based Learning (PBL) has gained popularity as an effective method for developing written communication skills. By assigning projects that require research, analysis, and synthesis of information, students are compelled to articulate their thoughts coherently in writing. PBL not only enhances written expression but also fosters critical thinking and problem-solving skills, making the learning experience more holistic. The essence of PBL lies in its ability to simulate real-world scenarios, where effective written communication is a crucial skill. Students engaged in PBL not only learn the technical aspects of writing but also develop the ability to tailor their communication style to suit the demands of different projects. This method not only prepares students for academic writing but also for the diverse communication challenges they may face in their future professional endeavors.

3. Genre-Based Writing Instruction: Understanding the nuances of different genres is essential for effective written communication. Modern methodologies emphasize genre-based writing instruction, wherein students are exposed to various forms of written expression, such as persuasive essays, research papers, and creative writing. By immersing students in different writing styles, educators enable them to adapt their written communication to diverse contexts, preparing them for a range of academic and professional scenarios. Genre-based writing instruction goes beyond the mere teaching of grammatical rules and structure; it delves into the rhetorical strategies employed in different genres. For instance, understanding the persuasive techniques used in an opinion piece versus a research paper equips students with the tools to express themselves persuasively while also being able to critically analyze and respond to persuasive writing. This approach provides students with a versatile set of skills applicable across various disciplines and communication

situations. 4. Cultivating a Growth Mindset: A growth mindset is a powerful catalyst for learning, and it is especially pertinent in the context of developing written speech skills. Encouraging students to view writing as a skill that can be honed through effort and practice promotes resilience and perseverance. By emphasizing the process of writing rather than focusing solely on the end product, educators create an environment where students are more inclined to take risks and embrace the challenges associated with improving their written communication. In a classroom where a growth mindset is cultivated, students see challenges as opportunities for growth rather than insurmountable obstacles. This mindset shift positively influences their approach to writing, encouraging them to seek constructive feedback, engage in multiple drafts, and persist in refining their work. As a result, students develop a deeper understanding of the writing process and become more adept at self-assessment and improvement. 5. Incorporation of Multilingual Approaches: As English is often learned as a second language, incorporating multilingual approaches can be beneficial. Recognizing and valuing students' linguistic diversity while teaching English writing skills can enhance their understanding and proficiency. This approach encourages students to draw upon their native language's strengths, ultimately enriching their English writing abilities. Multilingual approaches acknowledge the diverse linguistic backgrounds of students and leverage these backgrounds as valuable resources. By tapping into students' existing language skills, educators can build bridges between their native languages and English, facilitating a smoother transition to proficient written communication in English. This approach not only fosters inclusivity in the classroom but also reinforces the idea that language learning is a dynamic and interconnected process. 6. Scaffolding and Differentiated Instruction: Recognizing the diverse abilities within a classroom, educators are increasingly adopting scaffolding and differentiated instruction techniques to cater to individual learning needs. Scaffolding involves providing temporary support and guidance as students develop their writing skills. Differentiated instruction tailors teaching methods to accommodate various learning styles, ensuring that each student receives instruction in a way that resonates with their unique strengths and preferences. This personalized approach not only enhances overall student engagement but also allows for targeted development of written speech skills. Scaffolding in writing involves breaking down complex writing tasks into manageable steps, providing support at each stage of the process. This method recognizes that writing proficiency is a gradual acquisition and allows students to build their skills incrementally. Differentiated instruction ensures that students receive tailored guidance based on their individual learning preferences. For example, visual learners may benefit from graphic organizers, while kinesthetic learners may find hands-on writing activities more effective. 7. Emphasis on Process Writing: A departure from traditional approaches that often prioritized the final product, modern methodologies place a strong emphasis on process writing. This involves breaking down the writing task into distinct stages, such as brainstorming, drafting, revising, and editing. By focusing on the step-by-step process, students gain a deeper understanding of the mechanics of writing and develop the ability to critically evaluate and refine their work. This approach instills a sense of ownership over the writing process, encouraging students to actively engage with and reflect upon their work. Process writing emphasizes the journey of writing rather than just the destination. Students are encouraged to see each stage of the writing process as an opportunity for improvement and refinement. This approach not only enhances the quality of written work but also promotes metacognition, as students become more aware of their writing strategies and develop a greater sense of self-efficacy in their writing abilities. 8. Peer Collaboration and Feedback: Collaborative learning has proven to be a powerful tool in enhancing written communication skills. Encouraging peer collaboration allows students to exchange ideas, provide feedback, and learn from each other's strengths and weaknesses. Peer review sessions not only contribute to the development of written speech skills but also foster a sense of community within the classroom. Students become not only consumers of information but active contributors to each other's learning, promoting a collaborative mindset that extends beyond the classroom. Peer collaboration in writing involves a structured process where students review each other's work, provide constructive feedback, and engage in discussions about writing choices. This collaborative approach exposes students to diverse perspectives and writing styles, broadening their understanding of effective communication. Moreover, it encourages a culture of mutual support and accountability, as students recognize the value of constructive criticism in their own writing development. 9. Authentic Writing Opportunities: Creating opportunities for authentic writing experiences is integral to modern methodologies. Authenticity in writing assignments involves connecting classroom tasks to real-world scenarios. This could include writing for a specific audience, such as

composing emails, blog posts, or business reports. By engaging in tasks that mirror real-life communication demands, students develop a practical understanding of how to adapt their written expression to different contexts, enhancing the transferability of their skills beyond the academic setting. Authentic writing tasks go beyond the confines of the classroom and expose students to the expectations and conventions of various professional and social settings. For instance, writing a business proposal not only hones formal writing skills but also introduces students to the specific language and structures used in professional communication. Authentic writing opportunities provide a bridge between academic learning and real-world application, preparing students for the multifaceted nature of written communication in their future endeavors.

10. Continuous Assessment and Formative Feedback: Shifting away from traditional summative assessments, modern methodologies favor continuous assessment and formative feedback. Regular, constructive feedback during the learning process allows students to identify areas for improvement and implement changes in real-time. This iterative approach not only refines written speech skills but also promotes a growth mindset by framing mistakes as opportunities for learning and improvement. Continuous assessment involves ongoing evaluations throughout the course, providing students with a series of checkpoints to gauge their progress. Formative feedback, delivered in a timely manner, guides students in understanding their strengths and weaknesses, facilitating targeted improvement. This approach not only reduces the anxiety associated with high-stakes assessments but also creates a culture of continuous learning and improvement.

Conclusion: In conclusion, the development of written speech skills in English is a multifaceted process that benefits from a diverse range of modern methodological approaches. By incorporating technology, embracing project-based and genre-based learning, cultivating a growth mindset, and recognizing the importance of scaffolding and differentiation, educators can create an environment conducive to fostering proficient and adaptable writers. The emphasis on process writing, peer collaboration, authentic writing opportunities, and continuous assessment further contributes to a comprehensive strategy for nurturing effective written communication skills in the 21st century. As education continues to evolve, these approaches provide a foundation for empowering students to communicate confidently and competently in written English. The dynamic nature of modern education calls for an ongoing exploration of innovative methodologies that cater to the evolving needs of students. By embracing these approaches, educators can equip students not only with the technical skills required for effective written communication but also with the mindset and adaptability to navigate the complexities of a rapidly changing global landscape. As we look toward the future, the continuous refinement and integration of these methodologies promise to shape a generation of communicators who are not only proficient in written English but also agile and resilient in their approach to the written word. Developing writing skills is a long term investment. Far from being a mere matter of transcribing language into written form, writing is a thinking process that demands a conscious intellectual effort over a considerable period of time. This article has discussed theoretical approaches to developing writing skills as an intention to offer both students and teachers of English an opportunity to clarify and deepen their theoretical understanding of writing as a productive skill while creating a fertile framework for their future journeys into the intricate realm of written expression.

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