SOME PECULIARITIES OF TEACHING WRITING

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Мақолада чет тили ўқитишнинг комуникатив методига таяниб талабаларда ёзма нутқ кўникма ва малакаларини ҳосил қилиш, чуқурлаштириш масалалари ёритилган.

В статье посвящена проблеме формирования и развития навыков письменной речи студентов на основе коммуникативного метода обучения иностранному языку.

This article discusses some peculiarities of teaching foreign languages in national groups of student's i.d. in teaching English to Uzbek students. It's known that the English language belongs to German family of languages and the Uzbek to Turkish family of languages. So, it is obvious, there are differences in the language structures to which the teachers who work in a national group should draw their attention and try to clarify the difficulties in a foreign language teaching and to find out the ways of overcoming them. This will help the teacher to maintain students` motivation and interest in learning a foreign language.

In the process of forming communicative speech habits and skills we should focus our attention on the two main points:

1. Acquiring knowledge on the language structures;
2. Forming speech habits and skills.

Acquiring knowledge means to get information on phonetics, orthography, grammar and lexis of the target language. And forming speech habits and skills can be carried out in the process of training communication on the basis of different life situations. In other words students' train speaking, listening, reading and writing with the aim of forming corresponding speech habits and skills. Gained knowledge on the language structures and formed speech habits and skills will help the students to implement theoretical knowledge into practice.

Here two approaches are differentiated: conscious and intuitive. Most teachers state the productivity, effectiveness and economy of the conscious approach. In the Intuitive approach getting knowledge and forming speech habits can be reached by repeating the language structures and words many times. It is not effective in teaching English as a second language in national groups, because it needs much time and energy and besides this teaching a foreign language in national groups lacks real speech atmosphere which is very important in intuitive approach.

If we look back to the history of a foreign language teaching we can see different view points on this problem. In his time a well known scientist-linguist V.Humboldt stated the importance of giving much information on the language structures in teaching to it. And this view dominated in language teaching till the end of the XIX th century. Then there appeared new view points in foreign language teaching which influenced on the aims of teaching and they brought some corrections into it, and much attention began to be given to practical use of the language. Foreign language teachers focused their attention on using speech patterns. And this stipulated the formation speech habits and skills of speaking, listening, reading and writing.

Now integration processes can be seen through out of the world and there opened great possibilities to learn and implement into practice experiences in the field of teaching foreign language in different countries.

In teaching writing it is expedient to differentiate writing and written speech. Writing includes calligraphic and orthographic rules and demands corresponding habits of using them. Written speech is the product of individual lmental activity. It

includes communicative purpose the result of which is a written text.

In compiling the effective methods of teaching written speech such components of the communicative competence as linguistic, psycho logic, social and professional should be taken into consideration.

Speaking and writing are the components of speech. So they have some similarities and dissimilarities. In oral speech the speaker can use extra linguistic means (mimes, gestures) which make the speech more effective. Elliptic sentences are also characteristic for oral speech. But when speaker expresses his thoughts in the written form he can not use such extra linguistic means and has to use full forms of the sentences.

If the speaker controls his speech by hearing it himself, the writer uses kinesthetic forms of control. And besides this one can speak and take part in communication without knowing the written form of speech. So, written speech needs special training. Three stages are differentiated in existing human speech:

Stage 1. It is based on motivation, because every thought is motivated.

Stage 2. It is the stage of formation. In this stage a thought takes lexical and grammatical shape in inner speech.

Stage 3 It is the stage of realization. In this stage the thought goes out and is used in the process of communication either orally or in the written form.

We think special attention should be paid to the second stage where the grammaticalization of thought takes place. Here the speaker (or writer) expresses his thought by the means of a foreign language. That is why much depends on his linguistic competence, experience and knowledge on orthography. This shows that in teaching to written speech we should first form writing habits and skills in our students. Only on the basis of such habits and skills we can improve written speech of our students.

In written communication writer needs to use his background knowledge on orthography and calligraphy automatically, because he can not recall all the orthographic rules while writing, fluency is needed here. In written speech he usually focuses all his attention on the content of speech. This means that orthographic speech automatisms are very important in forming written speech habits and skills.

In conclusion we would like to stress out the importance of different approach to writing and written speech in teaching a foreign language, because they both have specific features. But at the same time it is impassible to form and improve written speech without writing habits and skills. They are in such mutual relation as if two sides of one coin.

Realizing writing as a process we should improve our students' descriptive, narrative and argumentative habits of writing.

A special questionnaire is also helpful in improving writing habits and skills because answering questions in the written form may help students overcome passivity and motivate them for writing.

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