

## COMPREHENSIVE APPROACHES TO TEACHING WRITING IN ENGLISH LESSONS

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### Annotation

This article discusses the integrated approaches to teaching writing in the English classroom and planning writing instructions and provides methodological recommendations for improving students' writing skills. The article looks at approaches to integrating writing lessons into English lessons and their benefits and provides guidelines for the development of writing in students.

**Keywords:** integrated approaches, writing skill, written speech, scaffolding, calligraphy, graphics, punctuation, spelling, written statement of thought, writing technique, learning stage.

Today, the role and influence of English are increasing both in the world and in Uzbekistan. In the recent proclamation to the nation on December 29, 2020, President of the Republic of Uzbekistan Shavkat Mirziyoyev addressed Oliy Majlis and suggested that foreign language learning be defined as a priority for 2021, which the state emphasizes around the world.<sup>1</sup> English, on the other hand, is becoming more and more important and is the most widely spoken foreign language. Writing is one of the essential language skills in learning and teaching foreign languages. It is the art of expressing our views, ideas, and thoughts. Nowadays it is important to be able to write in English. Mastering writing is important, as it is required in almost all professions that require documentation, especially at this time. It is necessary to enter any modern workplace with good writing skills. Today's business world demands and expects potential employers with good writing skills and they are viewed as customers of the corporate world. Therefore, equipping yourself with good writing skills is important to get appointed and get known for more job opportunities.

As we know, communication consists of spoken and written language. In oral speech, communication occurs through components such as understanding after listening and speaking. Writing is how language is carried out through components



such as reading and writing. At the same time, writing is an inseparable part of written speech. By writing as part of the language activity, information is exchanged. Writing is the most difficult skill to learn and teach in the ESL classroom. Writing plays an important role in English lessons. With the help of a letter, information, information is transmitted to another person or people. Through writing, we can preserve information for longer periods, even centuries, and pass it on to the next generation. Without writing, we would not have been able to preserve scientific and historical heritage, would not have been able to learn about the achievements of past centuries, the history of the peoples of the world, etc. As you can see, writing is a language activity and should be studied. Scientifically, writing is a productive language activity that consists of encoding information and information through writing. In addition, writing is a goal and a means of education and training. So far, in almost all foreign language curricula for educational institutions of various types, writing has been defined not as an end, but as a means of education. Since the late 20th century, new curricula have defined writing as both a goal and a means of teaching foreign languages. At all levels of education, writing had an auxiliary meaning and served as a teaching tool to develop and improve speaking, listening, and reading skills and abilities.

Writing is used as a medium of instruction and plays a different role at different levels of education. For example, the main task of the first level of education is to learn to write, since calligraphy and letter-sound coordination are developed during this period. These skills are a prerequisite for the development of reading literacy. In the second stage of training, work on the letters is transferred to work on spelling, which is associated with the accumulation of language material. At the same time, written language is developing as a means of developing oral language skills. In this phase of the training, writing and speaking skills are improved. Work on spelling continues, and skills for writing thoughts are developing. Based on the writing technique, the written representation of thoughts, difficulties arise in writing lessons, which are divided into extra-linguistic and linguistic difficulties.<sup>1</sup>

Additional language difficulties include student readiness, student writing; readiness to react to writing; availability of writing material (notebook, pen, book); the willingness of a teacher, teacher to teach writing; knowledge of the teacher, the teacher about teaching methods of writing lessons, methods of carrying out written work; Structure of exercises, written work according to the level of knowledge of pupils, students. Speech difficulties include the ability to correctly block capital



letters; the ability to correctly write combinations of letters; the ability to write words without mistakes, knowledge of their meaning and meaning; - the ability to form grammatically correct sentences from words.

It is important to say that the content of writing instruction means what is to be conveyed through writing and what is to be done with it. In writing classes, students learn to form words from letters and combinations of letters, form sentences from words, and express their thoughts in writing. Linguists call the spelling of letters and combinations of letters graphic, the correct spelling of words - spelling, the correct placement of punctuation marks, and punctuation marks, calligraphy. All this together with the written representation of thoughts by them is content. They can be simplistically divided into two types: 1) instructional graphics, spelling, and punctuation can be built into the writing technique; 2) written statement. Providing students with the ability to correctly express their thoughts in English is the main goal of writing classes and is carried out in four phases:

Level 1: Oral development of words and patterns on the chosen topic in the classroom (audience). Level 2: Studying the spelling of words and patterns learned orally and completing written assignments given at home. Level 3: Conduct oral speech exercises on the selected topic. Stage 4: Write a thought on a chosen topic

There are two types of exercises used to teach writing: teaching writing techniques and writing thoughts. Also, the exercises are divided into two types: speaking or preparatory and speaking exercises. With the correct spelling of letters, combinations of letters, words, and sentences, sentences are used from words in practice exercises, in word processing exercises for text shortening, and for creating a plan for writing a presentation. Thought presentation exercises are speaking exercises. These include essays, presentations, letters to foreign friends, writing an annotation, and a written presentation of a topic. The preliminary exercises consist mainly of rewriting pattern-based exercises to expand or simplify sentences. Another type of preparatory exercise is aimed at developing the ability to express information in one's own words. Language exercises to develop writing begin with writing exercises. When creating a letter, exercises, written work, dictation, statements, pictures, a story, an essay, writing a letter, and others are used. The following types of instruction writing should be provided for in ESL classrooms:

a) Get to know the students. Teachers in ESL classrooms must have a good understanding of their students' level before choosing the best writing approach in the classroom. Intermediate proficiency students may use a process or process genre



and process product approach. With some scaffolding and teachers and peer review, the writing can be improved. In the meantime, as mentioned earlier, very weak students can use a product-based approach so that the students mimic and become familiar with the model and, with some scaffolding, produce an almost similar text. The studies mentioned above show that the selection of the approaches was correct so that a positive result can be seen.

1) Knowledge of the methodology. Proper application of an approach is critical when teaching ESL students to write to see improvement and better writing outcomes. This can be seen in the studies above when the researchers have clearly described the methods in each research. Goals cannot be achieved without proper planning. As an ESL teacher, it is important to be familiar with each approach to teaching writing before deciding which one to choose to teach your students to write. Therefore, planning lessons with an appropriate approach and material selection based on the needs of the students is essential to be successful.<sup>1</sup>

2) Scaffolding.<sup>2</sup> In most research, scaffolding plays an important role in motivating students to write. Teachers should build scaffolding into writing classes to help students regardless of their skill level. Scaffolding during class or through feedback during the writing process is essential. Peer reviews are also important for scaffolding writing courses. Teachers should combine teaching approaches to writing with scaffolding for student writing, as each approach has its shortcomings. More research should be done on other approaches to teaching writing so that teachers in ESL classrooms have broader options for use in ESL writing classrooms. In short, the teacher plays a crucial role in teaching writing skills. In addition to content knowledge, it is necessary to apply the right pedagogical approaches to teaching writing based on the needs and levels of the students.

Today, the attitude towards writing and teaching students how to express their thoughts in writing has changed drastically. Writing as a learning objective is present in programs for all types of educational institutions at all stages of foreign language learning. The growing role of writing in foreign language teaching is also linked to the use of creative, interactive forms of language work. The development and improvement of written communication skills at a high level of complexity is one of the most important requirements in modern foreign language teaching.



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