

# Proceedings of International Educators Conference

Hosted online from Rome, Italy.

Date: 25<sup>th</sup> Sep., 2023

ISSN: 2835-396X

Website: [econferenceseries.com](http://econferenceseries.com)

## DIFFERENT TYPES OF WRITING IN TEACHING AND LEARNING PROCESS

Tenelbayev R.

English teacher of Chirchiq SPU

Writing as a skill is very important in learning English. It helps students to assimilate letters and sounds of the English language, its vocabulary and grammar. Writing is one of the main language skills and learning it is very important in teaching English. Nowadays the issue of increasing the efficiency of teaching English which is one of the main disciplines in the school, college, lyceums, institutes, universities' curriculums is one of the urgent issues in methods of teaching English as a foreign language. Teaching writing should be started from beginning level. Most school textbooks are focused on teaching writing separately without integration of other skills. The significance of the work can be proved that we tried to analyze types of writing skills in teaching and learning process.

The following types of writing may be suggested for the purpose.

1. Copying
2. Dictation
3. Writing sentences on a given pattern
4. Writing answers to given questions
5. Writing reports

As we can see the type of writing is constructed on the basis of the principle: from simple to the complex (or complicated).

**1. Copying.** The aim of this type of writing is to allow the pupils to practice what has been taught in listening and speaking. Writing does this because the movements of the muscles of the hand are now called in to help the ear, the eye, and the muscles and nerves of the throat and tongue. The "look" and the "feel" of the word are used to help the memory. For the better assimilation of the spelling of words, it is recommended that various associations should be established, such as:

- a) associations by similarity in spelling:



# Proceedings of International Educators Conference

Hosted online from Rome, Italy.

Date: 25<sup>th</sup> Sep., 2023

ISSN: 2835-396X

Website: econferenceseries.com

within the	<i>room</i>	<i>thought</i>	<i>night</i>
English	<i>spoon</i>	<i>bought</i>	<i>right</i>
Language	<i>moon</i>	<i>brought</i>	<i>light</i>

between English	<i>биография</i>	<i>энтузиазм</i>
and Russian words	<i>biography</i>	<i>enthusiasm</i>

b) associations by contrast in spelling:

<i>two-too</i>	} Spelling alone distinguishes these homophones.
<i>see-sea</i>	
<i>one-won</i>	

Students should also be asked to spell words by themselves. Much care should be given to the words whose spelling does not follow the rules. Copying applies equally well to the phrase pattern and the sentence pattern with the same purpose to help the memory, for pupils should not be asked to write, at least in the first two years, anything that they don't already know thoroughly through speech and reading. Every new word, phrase or sentence pattern, after it has been thoroughly learnt, should be practiced by copying. Copying may be carried out both in class and at home. In copying at home the pupils must be given some additional task preventing them from performing the work mechanically.

**2. Dictation.** This kind of writing exercises is much more difficult than copying. Some methodologists think that it should never be given as a test to young beginners. "It is a means of fixing of what is already known, not a puzzle in which the teacher tries to defeat the pupil" [6;75]. Dictation is a valuable exercise because it trains the ear and the hand as well as the eye, it fixes in the pupil's mind the division of each sentence pattern, because the teacher dictates division by division. Dictations can vary in forms and in the way they are conducted.

**a) Visual dictation** as a type of written work is intermediate between copying and dictation. The teacher writes a word or a word combination, or a sentence on the blackboard. The pupils are told to read it and memorize its spelling. Then it is rubbed out and the pupils write it from memory. [2;45].

**b) Dictation drill** aims at consolidating linguistic material and preparing pupils for spelling tests. The teacher dictates a sentence. A word with a difficult spelling either is written on the blackboard, or is spelt by one of the pupils. Then the pupils are told to write the sentence. The teacher walks about the class and watches them writing.



## Proceedings of International Educators Conference

Hosted online from Rome, Italy.

Date: 25<sup>th</sup> Sep., 2023

ISSN: 2835-396X

Website: [econferenceseries.com](http://econferenceseries.com)

He asks one of the pupils who has written correctly to go to the blackboard and write the sentence for the other pupils to correct their mistakes if they have any. The dictation drill may be given for 10-12 minutes depending on the grade and the language material. [1;98]. Here are some useful suggestions to using dictations as writing activities which can be of help for the teacher in making dictations more efficient:

1. The teacher should not use texts from the textbook for dictation as it will just be a memory test. It is better to write a special passage for dictation.

2. Dictation should progress from simple words to simple passages, then gradually increase in length.

3. As dictation is largely a listening exercise, the teacher should read the passage at normal speed, and dictate the passage in short but meaningful segments.

4. If dictation is not used as a testing device, it must be made as friendly as possible. In real life the recipient of anything being dictated has the opportunity to request that something is repeated, so why not in the classroom? It is often useful to allow students to ask questions and diagnose their own problems.

5. It is a very good idea to dictate things that might possibly be dictated in real life, e.g. messages, applications, instructions, texts on interesting topics.

**3. Writing a sentence on a given pattern.** This kind of writing exercise is more difficult because students should choose words they are to use themselves. The following exercises may be suggested:

**a) Substitution.** For example: Nick likes reading. Students should use other words instead of *reading*. Mary likes.....(skating, watching TV, playing tennis, writing letters, playing computer games, etc).

**b) Completion.** For example: Put one suitable verb form into each gap: Lucy.....in Scotland. She....a lot of letters to a pop star in California, so she must....a lot of money on stamps. She ....in her room and.... to his music all of the time. So she can't....many friends or hobbies. She should....out more and .....some friends and then she might ....the pop star. She ....try to talk to her parents again, but they might not....because they....very busy. [3;87].

**c) Extention.** For example: 1. Ann brought some flowers. The students are expected to use an adjective before *flowers*: Ann brought some *beautiful* flowers. 2. They go to the theatre. There are the following variants of extending this sentence: They go to the theatre *on Sundays*. They *always* go to the theatre *on Sundays*. They *nearly always* go to the theatre *on Sundays with their friends*.



## Proceedings of International Educators Conference

Hosted online from Rome, Italy.

Date: 25<sup>th</sup> Sep., 2023

ISSN: 2835-396X

Website: [econferenceseries.com](http://econferenceseries.com)

**4. Writing answers to given questions.** The question helps the students both with the words and with the pattern required for the answer. Usually this kind of work is done after reading the text. For example, first the task is given to the students: Read the information below and then, discuss and write answers to the questions. After reading, students should answer the questions in written form. For example: 1. What advice would you give the other three about the clothes they should bring and how they should dress? 2. What are some of the things Rennet will probably want to do? 3. What do you think may be some of the problems in getting Marcus to do what Rennet and Thanos are interested in? [7;11].

The main goal of every kind of written exercise mentioned above is to develop students' spelling in the target language and to fix the linguistic material in their memory and in this way to prepare for developing skills in writing compositions. By composition in this case we mean students' expression of their own thoughts and ideas in a foreign language in connection with a suggested situation or topic within the linguistic material previously assimilated in speech and reading.

**5. Writing a report.** A report is an informative formal piece of writing concerning a particular person, place, situation, plan, etc, it is addressed to one's superior/colleagues, members of a committee, etc. and is written in response to a request or instruction. There are various types of reports, such as:

- a) *assessment reports* which present and evaluate the positive and negative features of a person, place, plan, they also include your opinion or recommendation;
- b) *informative reports* which present information concerning a meeting that has taken place, progress made on a project, etc;
- c) *survey reports* which present and analyse information gathered from door-to-door surveys/questionnaires, including conclusions drawn from this information and suggestions or recommendations;

### References

1. Ann Raimes. Techniques in teaching writing. Oxford University Press. Oxford, 1983.
2. Bills F.L. The techniques of language teaching. Bristol, 1962.
3. Bowman B., Burkart G., Robson B. Teaching English as a foreign or second language. Washington DC, 1989.
4. Carol N. Dixon and Denise Nessel. Language Experience. Approach to reading and writing. Alemany Press, 1983.



## Proceedings of International Educators Conference

Hosted online from Rome, Italy.

Date: 25<sup>th</sup> Sep., 2023

ISSN: 2835-396X

Website: [econferenceseries.com](http://econferenceseries.com)

5. Favaro A. An English poetry contest. English Teaching Forum. Vol.26, №1, 1988.
6. <http://www.google.ru>.
7. <http://www.language.ru>.



# E- Conference Series

Open Access | Peer Reviewed | Conference Proceedings



E- CONFERENCE  
SERIES