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MODERN APPROACHES TO TEACHING THE FEATURES OF EFFECTIVE WRITING IN ENGLISH

Ушбу мақола ёзиш кўникмаларини шакллантириш муаммоларига бағишланган. Муаллиф ёзиш ёзиш кўникмасига мисол келтиради, ёзма нутқга ўргатиш усуллари билан таништиради. Бу босқичларни ижодий ёзиш, ёзма хабарларни танқидий баҳолаш деб номлайди.

Статья посвящена проблемам формирования иноязычной коммуникативной компетенции учащихся в области письма. Автор приводит определения письменной речи, знакомит с подходами в обучении письменной речи, называет этапы обучения креативному письму, критерии оценки письменных сообщений, ведет речь о коммуникативных письменных заданиях.

The article is devoted to building up communicative competence in writing. The author defines effective writing, describes approaches to teaching writing in English, she considers the phases of creative writing, discusses the problems of communicative tasks and criteria for assessment of written papers of students.

Калит сўзлар: ёзма нутқ, ёзма хабарнинг, ёзиш фаолиятининг натижалари, танқидий хат, ёзишни ўргатишга ёндашув, ёзма хабарларнинг баҳолаш мезонлари параметрлари.

Ключевые слова: письменная речь, процесс порождения письменного сообщения, результат письменной деятельности, креативное письмо, подходы к обучению письму, параметры критериев оценки письменных сообщений.

Key words: written speech, the process of creating a message, the result of writing, creative writing, approaches to teaching writing, assessment criteria of written messages.

We teach children how to read books but not how to read their
Own writing...Unless we show children how to
read their own writing, their work will not improve.”

— **Donald Graves, *A Fresh Look at Writing***

Writing is a complicated speech ability. It allows to provide communication of people by means of system of graphic signs. It is a productive kind of activity at

which the person writes down the speech for transfer to another. A product of this activity is speech work or the text intended for reading. The letter, as well as speaking, is characterized by the three-part structure: incentive and motivational, analytical-synthetic and executive. In incentive and motivational part there is a motive which acts in the form of requirement, of desire to enter communication, to transfer something in writing, to report any information. The writing has a statement plan. In analytical-synthetic part the expression is formed, realized: there is a selection of the words necessary for drawing up the text, distribution of subject signs in group of offers, allocation of a predicate or rod part in the semantic organization of communications between offers. The executive part of written language as activity is realized in fixing of a product by means of graphic signs — the written text. Distinguish written language and the letter. In linguistics the letter is understood as graphic system as one of plan forms a expression. Under written language — book style of the speech. In psychology the letter is considered as difficult process in which there is a ratio of speech sounds, letters and speech movements made by the person. Written language is process of expression of thoughts in a graphic form. In a technique the letter is the object of mastering graphic and spelling systems of a foreign language for fixing of language and speech material for his best storing and as the assistant in mastering oral speech and reading as the letter is closely connected with them. Base of written language is oral speech. Really, oral speech, in particular speaking, it is connected with the letter mechanisms of generation of the statement that is traced from a plan (what to tell) through selection of the necessary means of language (how to tell what are necessary words as to combine them in statements) before realization of an intention: orally — in speaking and in writing — on the letter. In both cases the understanding of the message other people as a result will take place. Mainly five features of effective writing are distinguished. 1) Focus is the topic/subject established by the writer in response to the writing task. The writer must clearly establish a focus as he/she fulfills the assignment of the prompt. If the writer retreats from the subject matter presented in the prompt or addresses it too broadly, the focus is weakened. The writer may effectively use an inductive organizational plan which does not actually identify the subject matter at the beginning and may not literally identify the subject matter at all. The presence, therefore, of a focus must be determined in light of the method of development chosen by the writer. If the reader is confused about the subject matter, the writer has not effectively established a focus. If the reader is engaged and not confused, the writer probably has been effective in establishing a focus. 2) Organization is the progression, relatedness, and completeness of ideas. The writer establishes for the reader a well-organized composition, which exhibits a constancy of purpose through the development of

elements forming an effective beginning, middle, and end. The response demonstrates a clear progression of related ideas and/or events and is unified and complete. 3) Support and Elaboration is the extension and development of the topic/subject. The writer provides sufficient elaboration to present the ideas and/or events clearly. Two important concepts in determining whether details are supportive are the concepts of relatedness and sufficiency. To be supportive of the subject matter, details must be related to the focus of the response. Relatedness has to do with the directness of the relationship that the writer establishes between the information and the subject matter. Supporting details should be relevant and clear. The writer must present his/her ideas with enough power and clarity to cause the support to be sufficient. Effective use of concrete, specific details strengthens the power of the response. Insufficiency is often characterized by undeveloped details, redundancy, and the repetitious paraphrasing of the same point. Sufficiency has less to do with amount than with the weight or power of the information that is provided. 4) Style is the control of language that is appropriate to the purpose, audience, and context of the writing task. The writer's style is evident through word choice and sentence fluency. Skillful use of precise, purposeful vocabulary enhances the effectiveness of the composition through the use of appropriate words, phrases and descriptions that engage the audience. Sentence fluency involves using a variety of sentence styles to establish effective relationships between and among ideas, causes, and/or statements appropriate to the task. 5) Conventions involve correctness in sentence formation, usage, and mechanics. The writer has control of grammatical conventions that are appropriate to the writing task. Errors, if present, do not impede the reader's understanding of the ideas conveyed (10, 36-41).

Harmoniously developed expert has to combine all-professional and special knowledge with good knowledge of humanitarian disciplines. Development of foreign-language written language as it promotes personal development of the student, increase of its competitiveness is of great importance. Written language which researchers call "algebra of the speech", its highest and most difficult form, acts as the indicator of cultural development (3, 45). Many researchers note deterioration of written language in English. So, the analysis of written works of students showed that the huge number of spelling and punctuation errors is in most cases noted. Moreover, decline in the ability of students is observed to write the connected, logically built, competent written texts (9, 8-9). Training of foreign-language written language of students of faculties of "Foreign language" assumes formation and improvement of knowledge and abilities in the following subject domains: - spelling: types of syllables, ways of graphic transfer of sounds in isolation and combinations of sounds; - ways of transfer of proper names, place names, lexicon which has not equivalent in a foreign language; - filling of authentic

forms and forms of statements; - registration of business cards; - submission of biographic data; - writing of the paragraph: types, structure of the paragraph; principles of construction; - writing personal, missives and electronic messages: rules of their registration; structural organization of the text of the letter; - writing of the summary; - writing of the essay. Training of students of written language is realized in the course of mastering by them a set of the corresponding knowledge, speech skills and communicative abilities necessary for creation of the written text serving as a means of communication. As shows the analysis of results of checks of student's works, the level of training of students in this plan most often happens very low.

Now constantly the international cooperation which in education is shown in creation of joint educational institutions, in development of joint courses, in participation in the international projects by training extends. Before graduates of the Russian higher education institutions great opportunities in respect of passing of training abroad, carrying out scientific researches on the specialty with attraction of foreign-language materials, works in foreign firms that demands from the modern expert of possession of both oral, and written forms of foreign-language communication open. In this regard, the higher school is urged to provide training of specialists, combining professional and cross-cultural communicative competence. Written language more and more gets into interpersonal and professional cross-cultural communication, into process of training in foreign languages that it is also possible to explain with increase of a role of information communication technologies in all spheres of human activity. What is the written language and whether it is necessary to train, for example, in the letter by hand? Now young people own typewriting and easily use the computer keyboard, but cases when it is necessary to write by hand remains very much (examinations, compositions in a class, record at lectures, performances, notes, cards, etc.). From the definitions of written language given below it is possible to allocate the key moments formulated by both English-speaking, and Russian researchers who meet that written language is, first of all, expression of the thoughts for the purpose of information transfer to other people in the form of the written message."Effective writing involves conveying a message in such a way as to affect the audience as the writer intends"(7, 211). "... any piece of writing is an attempt to communicate something: that the writer has a goal or purpose in mind; that he has to establish and maintain contact with his reader; that he has to organize his material and that he does this through the use of certain logical and grammatical devices"(6, river 14). "Written language represents communicative ability to combine words in writing for expression of the thoughts according to requirements of communication" (3, 142)." Written language is a type of speech activity which aims at information transfer in writing according

to a communication situation" (4, 133). Doesn't raise doubts that fact that written language gains the increasing value, i.e. the role of written communication increases in receiving and information transfer which is shown in mastering abilities to express the thoughts in writing. However there is a contradiction between requirements of programs of school and higher education institution, between modern requirements to the level of training of students and really reached results in formation of this communicative ability. Therefore, an important methodical task is specification of the contents of programs, manuals in the field of foreign-language written language for the purpose of observance of didactic continuity of training between school and higher education institution, strengthening of communicative function of this kind of activity, reduction in compliance of the purposes of training of foreign-language written language in modern requirements of domestic programs and to the international requirements. Training of productive written language as the purpose of training is present at programs for all types of educational institutions, at all grade levels to a foreign language. Problems of training in English in the field of the letter in not language higher education institution include abilities to write the essay or reports on known subject, reasoning the point of view, to conduct business correspondence in English. Foreign training of students, graduate students and young scientists assume ability to make entries in a foreign language: to make and fill in the questionnaire, to answer questions, to write the application for a admission for an study or work, to write the short or extended autobiography, to make personal or business letters, using not only the corresponding grammar structures, but also a necessary form of speech etiquette of native speakers, including a form of business etiquette. Recently methodologists speak about need of training in speech etiquette on classes in a foreign language much. Most often it concerns oral speech, and the area of expression of politeness in written language time is unfairly ignored. At the Munich University, at Institute of English philology professor Paula Mayer carried out the experimental analysis of business letters in English which authors were both native speakers, and foreigners. The result struck the researcher with difference of a choice of strategy of politeness by representatives of English culture from a choice of those representatives of other culture. Though in general, the contents of letters of not native speakers indicated their awareness on various types of strategy of politeness, their formulations were less formal and more rectilinear, than in group of native speakers. Not native speakers avoided those formulas of politeness which actively used native speakers and vice versa, used those forms which weren't used by British. These data convincingly show that letters in the business sphere even if in them there are no grammatical mistakes, can negatively be perceived because of incorrectly chosen politeness strategy. There are at least two approaches in training of written language: 1) concentration on process of generation of the written text

and 2) concentration on result of written activity (1) writing-for learning and (2) writing-for-writing. We always have to realize on what we focus attention: on training in process of the letter or on a letter product, whether we want to train pupils in various genres of written messages or to teach them to the creative letter. Anyway we have to want to create a letter habit. (to build a writing habit). When we concentrate attention on a product, we more are interested in the purpose of the letter and the end result, and it is connected with a choice of a genre of the written message. The second approach assumes emphasis at various stages of process of the letter: pre-writing phases, editing, re-drafting, producing a finished version. That is, such approach demands from trainees to consider the letter as serious laborious work. In many textbooks it is possible to meet step-by-step instructions for trained on work on creation of the competent, structured written message. The following instruction can be an example: Activities for putting together a good piece of work in writing a) Check language use b) Check layout and punctuation c) Check spelling d) Check for unnecessary repetition e) Decide on the information for each paragraph f) Note down various ideas g) Select the best ideas for inclusion h) Write a clean copy of the corrected version. If to compare the letter and, for example, reading as two fundamental language abilities, it is necessary to notice that both of these abilities are quite difficult reached. However, as L. G. Kuzmina (after Schultz), "claims if we first of all expect pleasure from reading, the letter is rather interfaced to big diligence and efforts" (2, page 14). To motivate trained to make these efforts and to give them joy of creativity in the course of the letter, it is possible to use the potential of the creative letter. The most important when training in the creative letter in English the following stages are represented: (2, page 15) 1) to Express the purpose of writing of the message 2) to Consider the potential recipient of the message 3) to Organize material 4) to Transfer information 5) to Exchange ideas, thoughts 6) to Inform sense to the reader 7) to Observe sequence of a statement of thoughts 8) to Use semantic sheaves 9) to Use various grammar and lexical structures 10) to Avoid spelling and punctuation errors 11) to Follow halts of etiquette of the written message in English-speaking culture. The creative letter can be used at any grade level. At first it is possible to offer students different types of support in the form of visual and acoustical presentation: subjects, pictures, photos, audiotexts, songs, tool pieces of music, video movies, and also graphic presentation: instructions, verses, stories, ready models of written language. It is gradually possible to accustom them to drawing up letters, stories on behalf of any hero either what - or a subject about stories of his life, what written continuation - or the interrupted history or the known literary work, to writing of mini-compositions or essay according to the chosen quote or article. Also for creative written works business texts of information character can be used. Questions of personal character,

for example are raised for students: What does this information mean to me?; How does this situation differ from the situation in my country (family, school)?: What would I do if I were them? Why? Written creative tasks possess the huge training potential and can be used on each class in a foreign language. The teacher selects and applies them in educational process, proceeding from the purposes of training and level of the communicative abilities which are trained. It isn't necessary to forget three major conditions at introduction on occupations of the creative letter: training purposes, principles, methods and ways of training, and also educational control, i.e. assessment of level of proficiency in this speech ability. Understands its compliance as level of proficiency in foreign-language written language of L. G. Kuzmin not only to standard language and speech parameters, but also the ethical, communicative and social-cultural requirements necessary and sufficient for realization of effective communication on the letter (1, 57). As criteria of an assessment of written messages it is possible to offer the following parameters: 1. The contents (compliance to the set subject, situations, extent of disclosure of the main idea, the argument) 2. Organization of the text (sequence, logic, structuring, composition) 3. Style and register (official/informal style, adequate register) 4. Language registration (variety of lexical-syntactic and grammar structures, spelling and grammatical correctness) 5. Connectivity (communication inside and between offers, harmony of parts of the text) 6. Arrangement of parts of the text (fields, new paragraph, volume) 7. General impression (interest of the addressee in the written text, a positive effect). Domestic and international experience in development of modern forms of control of foreign-language activity shows that it has to have complex character and consist of the communicative focused control tasks(5, 60).

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