



ACQUISITION OF WRITING IN THE EARLY STAGES OF LEARNING ENGLISH

S. U. Jumanazarov

English Teacher of Karshi Engineering and Economics Institute, Uzbekistan

A B S T R A C T	K E Y W O R D S
<p>The performance of written assignments in English is associated with very specific requirements set out in educational and methodological complexes and training programs for students studying foreign languages. This article discusses the problems faced by a teacher when preparing students, both for writing various types of letters and written statements on given topics. Based on his own experience of working with students, the author offers his practical recommendations for improving the writing skills of students studying English.</p>	<p>teaching writing, educational and methodological complexes, writing problems, improving the writing skills</p>

Every year the relevance of teaching writing and writing in English increases. This is because of the improving the writing skills excessive diploma of significance of overseas language skill ability in current society. The sensible importance of written speech conversation within side the discipline of current manner of conversation, which includes e-mail, the Internet, specially written conversation with its help, is great. The purpose of an English instructor is to create the maximum appropriate situations for gaining knowledge of the competencies of writing. To do this, within side the gaining knowledge of method, it's far vital to clear up responsibilities that consist of the formation of college students:

– Image competencies, – speech-questioning competencies, – the capacity to formulate a idea according with the task, additionally written fashion, – know-how approximately the subculture of a written work, approximately its role, – highbrow readiness to create the content material of a written work, - genuine thoughts approximately the content material of the written work. But, first of all, it's far vital to differentiate among the principles of writing and written speech. Written speech is described as speech in writing, speech constant on writing, ee-e book fashion of speech [1, p.10]. That is, written speech is the method of written expression of idea. A letter is an access from a text. The content material of coaching writing at faculty consists of numerous components. The first such aspect is pix — The totality of the entire manner of this writing. English makes use of Latin pix. The pix of the English language exist in versions:

–Published and handwritten, every of which in flip has uppercase and lowercase letters, in order that nearly each grapheme is represented via way of means of 4 variations of alphabetic units. A contrast of the typefaces of published and written fonts suggests that a few graphemes have near

correspondences, even as others have published and handwritten variations that range sharply from every other. The problems of schoolchildren in gaining knowledge of the grapheme-phoneme device of the English language are expressed in diverse graphical mistakes. The maximum usual of them are mistakes related to inadequate distinguishing of the outlines of comparable in English or in Russian because of the dearth of clean differentiated samples of the letters studied. So, college students frequently alternative visually comparable graphemes b and d, d and g (frequently beneathneath the impact of a comparable Russian grapheme) and write desk, brass, grass, tad, dress, do as opposed to desk, dress, table, grass, go. The motives for mistakes frequently lie within side the lack of ability of college students to differentiate in letters the spatial instructions of comparable factors. For example, the letters t, f, l reason problems due to the fact they constitute an extended immediately line. Students write face as lace, and take as lake. Psychologically, that is defined via way of means of the truth that it's far less difficult for college students to decide the similarity of diverse factors than variations in comparable factors; therefore, they quickly hold close comparable factors of various letters and slowly distinguish among unique, distinct factors of comparable letters.

A vital exercising that specializes in the one of kind capabilities of those letters is written speech exercises. Students have issue assimilating grapheme-phonemic correspondences in English, due to the fact there aren't any easy correspondences among graphemes and phonemes. The identical phoneme may be expressed in distinct letters, letter combos; the identical letter can carry distinct phonemes. For example, the letter "a" can transmit as much as seven phonemes; the sound |f| may be transmitted via way of means of letters and letter combos f, ph, ff, gh. The maximum common letter combos require unique interest and elaboration. To shape college students' competencies of successfully spelling the letters of the English alphabet and translating sounds and sound combos into the corresponding letters and letter combos.

One of the difficulties with the spelling of the English language is the discrepancy that exists between the sound of a word and the possible ways of its graphic representation. A striking example of such a discrepancy can be, for example, the words right and write. The difficulties of English spelling are also determined by the fact that the letter-sound and sound-letter correspondences in the same words may not coincide, as a result of which it turns out that in some cases it is easy to write a word, but it is difficult to read, and in others vice versa. For example, the words thin, this, them are easy to write down, but it seems difficult to read them. So, the letter-sound correspondences for the digraph they are two—digit and nothing in the spelling of these words indicates the sonorous meaning of the digraph th, in some cases, and the deaf - in others. When teaching schoolchildren, the listed spelling difficulties should be taken into account. Their overcoming, to a certain extent, helps to rely on certain principles: phonetic, morphological and traditional. The phonetic principle of writing is reduced to the rule "Write as you say", i.e. the basis for writing in this case is pronunciation. The main phonetic principle of spelling becomes sound analysis. Another morphological principle of writing is that one or another morpheme on a letter in related forms or words always retains a single graphic image. For example, the writ morpheme in the words write, rewrite, writer, writing, written, a single graphic image is preserved, although the sound of the morpheme may be different. The morphological principles of writing in modern English are especially pronounced in the graphic expression of the plural forms of nouns: -s, -es; 3rd person singular verbs of the present tense; past tense and past participle of regular verbs: -ed; participles: -ing; comparative and superlative adjectives: -er, -est, etc.

Despite the fact that there are quite a lot of words in the English language, the spelling of which is subject to phonetic and morphological principles, the basic principle of English morphology is still historical, or traditional. Historical spellings include those that cannot be explained either phonetically or morphologically, since they reflect the disappeared pronunciation norms, differences in spelling techniques used in the past, or in general are accidental on the writings, entrenched traditions, for example, answer, busy, one, island, listen. Traditional spellings do not represent a single group. They can be explained only with the help of the history of the language, and then not always. The spelling of words helps in many cases to determine the etymology. Certain combinations of graphemes, even before establishing any letter-sound relations, make it possible to define a word either as native English or as borrowed from other languages. For example, at the end of English words, i, ou, eu is never written if [i], [ou], [ju] is heard, but y, ow, ew is written. The assimilation of such patterns helps students to master spelling, because sound representations alone are not enough, it is necessary to know certain rules that "serve" both writing and reading. If we take into account that the assimilation of even simple words causes serious difficulties for schoolchildren at first, then it is clear that for the formation of spelling skills, long-term training is needed both in reading and writing in order to firmly assimilate grapheme-phonemic correspondences.

The next component of the content of teaching writing is writing. Before revealing the content of the training recording, it is necessary to compare the recording with the written speech. The differences between them lie primarily in the motivational sphere: if the purpose of writing is always to transfer information to another person, then writing, as a rule, does not solve the communicative task and is intended for the writer himself. Since the possession of writing is carried out through the assimilation of letters, words, phrases, sentences, super-phrasal units, then each of these units is the corresponding levels of writing. The main importance of recording at all levels is a deeper awareness of the features of the units of language and speech, and, consequently, their better memorization. However, writing can be an effective means of learning only if each written task is performed in accordance with an appropriate educational task, stimulating the active mental activity of students. Thus, writing letters, words, accompanied by an analysis of their elements, create more durable graphic images and actualizes the meaning of lexical units. If earlier writing as a type of speech activity was not given much importance, now its role is beyond doubt. Children themselves are convinced of this every day: they write letters to each other in a foreign language, exchange greeting cards, and communicate via computer networks on the Internet. But how to make the difficult and not always interesting stage of working out the spelling of the correct spelling of words fascinating, interesting? Starting a new topic, the teacher separates 5 minutes in each lesson with a spelling assignment.

The first stage is the primary presentation of vocabulary. Its purpose is to help students see what bricks words are made of.

The second stage is the representation of vocabulary. Its purpose is to teach schoolchildren to isolate familiar words on the topic from many letters, to know how they are read, their meanings, and also to be able to use them in new, already mastered speech patterns. The second stage includes 2 types of exercises. The first type of exercise is the "magic square". Students need to find, read and translate the words included in this square. The second type of exercise is to write as many sentences with new words as possible.

The third stage. Its purpose is to carry out intermediate control of spelling knowledge. Two types of exercises are offered. Exercise of the first type: write the missing letters. Suggested words on the topic with missing letters. Exercise of the second type: finish the words. Suggested words on the topic with two or three initial letters.

The fourth stage. Its purpose is to check the degree of readiness of schoolchildren for the final spelling control. Two types of exercises are offered, which are designed for average students (exercises of the first type) and those who are doing well (exercise of the second type). The exercises consist in making a word out of a set of letters. Seven letters are offered and it is necessary to correctly write a word from these seven letters.

The fifth stage. Its purpose is to control the knowledge of the spelling of the new vocabulary. There can be two forms of control: if there is not a lot of time - vocabulary dictation, if there is enough - completing a crossword puzzle. Thus, the technology of teaching writing in English lessons usually includes two major aspects: work on writing techniques and the development of skills to convey semantic information using the graphic code of the language being studied, i.e. writing skills. The main task of the initial stage of training is to lay the foundations of writing techniques (i.e., to form calligraphic, graphic and spelling skills) through familiarizing students with writing letters, training in writing, mastering the spelling of words worked out orally, writing sentences containing the learned. In the complex of exercises for the development of graphic skills, a special place is occupied by work on those phenomena (letters, letter combinations) that are absent in the native language of the trainees or whose elements coincide with the elements of letters in the native language. In other cases, there is a transfer of writing skills formed on the basis of the native language. Introducing students to the writing of the letter, the teacher should show on the blackboard how it is written, or use a special manual, where it is shown in detail with arrows and dots indicating in which sequence and in which direction the hand should move so that the image of the letter turns out to be correct.

References

1. Solovova E. N. Methodology of teaching foreign languages: Basic course / E. N. Solovova. — 3rd ed. — M.: AST: Aster: Polygraphizdat, 2010. — 238 2.Konyshova A.V. Modern methods of teaching English. — Minsk: Tetra Systems, 2011. — 304 S.
3. Biboletova M. Z. The book for the teacher Enjoy English. — M, 2005. — 489 p.
4. Simonova, A. S. Mastering writing at the initial stage of learning English /
5. A. S. Simonova, E. A. Khlebnikova. — Text: direct // Young scientist. — 2016. — № 28 (132). — PP. 1029-1031. — URL: <https://moluch.ru/archive/132/37096/> (accessed: 02.12.2022).