



FUNDAMENTAL PRINCIPLES AND FEATURES OF WRITING IN LEARNING ENGLISH.

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ANNOTATION

This article explores the fundamental principles and features of writing in learning English as a second language. It discusses the importance of mastering writing skills, the key principles that guide effective writing, and the essential features that learners need to focus on in the process of language acquisition. The article highlights various strategies for improving writing skills and addresses the role of grammar, vocabulary, coherence, and organization in writing. It also examines how these elements contribute to the development of clear and effective written communication in English.

Key words: *English writing, second language learning, writing skills, grammar, vocabulary, coherence, language acquisition, effective writing, writing strategies.*

INTRODUCTION

Writing in English, especially for non-native speakers, plays a crucial role in language acquisition and communication. It is often considered one of the most challenging aspects of learning English due to the complexities of grammar, syntax, vocabulary, and cultural context. The ability to write well in English is essential not only for academic success but also for professional and personal development in a globalized world.

In the process of learning English, developing strong writing skills involves understanding the fundamental principles of writing, such as clarity, structure, and grammar, as well as mastering the key features that make writing effective and



coherent. This article examines the core principles and features of writing in English and offers insights into strategies that can help learners improve their writing proficiency.

Writing is a multifaceted communicative skill that allows individuals to convey messages using written symbols. It is considered a type of speech activity, where the goal is to encode, store, and transmit messages in written form. The result of this activity is a text intended for reading.

Writing activities can be categorized into controlled, guided, and free types. Controlled writing involves activities that focus on content and structure, such as copying, gap-filling, rearranging words, substitution, fact correction, and dictation. Guided writing provides more freedom in content, but the structure is still predetermined, while free writing allows the learner to choose both the content and structure freely.

Writing encompasses several components, including content, organization, style, syntax, grammar, mechanics, and spelling. It is important to balance feedback on both content and form, as focusing only on error correction can lead to a narrow focus on producing error-free writing, neglecting the overall meaning or interest of the content. Therefore, feedback should aim for a fair balance between addressing the content and form.

There are various types of writing performance in English that need to be assessed. Imitative writing focuses primarily on form, such as writing letters, words, punctuation, and very short sentences. This also includes spelling and understanding the phoneme-grapheme relationships in English. Intensive writing involves using appropriate vocabulary, collocations, and grammatical structures within sentences. Responsive writing requires learners to connect sentences into a cohesive paragraph and organize multiple paragraphs logically, with a focus on context and meaning. Extensive writing involves managing all aspects of writing, including organizing ideas,



using details to support arguments, and demonstrating syntactic and lexical variety. This type of writing often requires multiple drafts to achieve the final product.

Experienced teachers believe that only errors which significantly affect meaning or are very basic should be corrected, while mistakes that do not hinder understanding can be overlooked to avoid hindering the learning process.

Writing is a productive skill and is often considered the most complex of the four language skills. English Language Learners (ELLs) must express their thoughts and ideas through writing, as it is essential for conveying information. Writing in English is particularly challenging due to the complexity of its structure and vocabulary. Additionally, the English spelling system does not always align with its pronunciation, creating further difficulties for ELLs. The lack of a direct correspondence between spelling and pronunciation makes it harder for learners to write correctly.

Coherence and organization are also crucial in writing effective paragraphs. To help ELLs improve their writing skills, teachers should incorporate group activities in their classrooms, encouraging active participation and helping students perform better in assignments. Given the many elements involved in writing, EFL/ESL teachers must train their learners to write small paragraphs in English. During assignments, teachers should provide support and guidance when learners encounter difficulties. It is the teacher's responsibility to equip ELLs with the skills necessary to write more effectively in English.

CONCLUSION

Mastering the art of writing in English requires continuous practice and an understanding of the key principles and features that contribute to effective written communication. Clarity, grammar, vocabulary, coherence, and audience awareness are essential aspects that learners should focus on to improve their writing skills. By adhering to these principles, learners can produce well-structured and meaningful texts that accurately convey their ideas. The process of writing in English, when done



correctly, not only enhances language skills but also enables learners to communicate more confidently in various professional, academic, and personal contexts.

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