



## MODERN APPROACHES OF TEACHING WRITING IN ENGLISH LANGUAGE

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**Abstract:** The article is devoted to the formation of a foreign language communicative students' competencies in the field of writing. The author gives definitions of writing speech, introduces two approaches to teaching writing, names the stages teaching creative writing, criteria for evaluating written messages, talks about communicative writing assignments.

**Key words:** written speech, the process of generating a written message, the result of written activity, creative writing, approaches to teaching writing, parameters of evaluation criteria for written communications.

Currently expanding international cooperation, which in the field of education is manifested in the creation of joint educational institutions, in the development of joint courses, in participation in international education projects. University graduates have great opportunities in terms of passing internships abroad, conducting scientific research in their specialty with the involvement of foreign-language materials, working in foreign firms, which require a modern specialist to have both oral and written forms of foreign language communication. In this regard, higher education is designed to provide training for specialists who combine professional and intercultural communicative competence. Written speech is increasingly penetrating into interpersonal and professional intercultural communication, into the learning process and foreign languages, which can also be explained by the growing role of information communication technologies in all human activity. What is written speech and is it necessary, for example, to teach a handwritten letter? Now young people can type and easily use a computer keyboard, but in cases where it is necessary there is quite a lot to write by hand (exams, essays in class, notes at lectures, speeches, notes, postcards, etc.). "Effective writing involves conveying a message in such a way as to affect the audience as the writer intends 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. Written speech is the communicative ability to combine words



in writing to express one's thoughts in according to the needs of communication. Written speech is a type of speech activity that aims to convey information in writing in accordance with the situation of communication. There is no doubt that written speech is becoming increasingly important, i.e. the role of written communication in receiving and transmitting information, which manifests itself in mastering the ability to express one's thoughts in writing. However, there is a contradiction between the requirements of school and university programs, between modern requirements for the level of student preparation and the results actually achieved in the formation of this communicative skill. Therefore, an important methodological task is to clarify the content of programs, teaching aids in the field of written language in a foreign language in order to comply with didactic continuity learning between school and university, strengthening the communicative function of this type of activity, bringing the goals of teaching foreign language writing into line with modern requirements of domestic programs and international requirements. Teaching productive writing as a learning goal is present in programs for all types of educational institutions, at all stages of teaching a foreign language. The tasks of teaching English in the field of writing in a non-linguistic university include the ability to write essays or reports on well-known topics, arguing one's point of view, and conduct business correspondence in English. Foreign internships for students, graduate students and young scientists require the ability to take notes in a foreign language: compose and fill out a questionnaire, answer questions, write an application for admission to study or work, write a short or extended autobiography, write personal or business letters, using not only the appropriate grammatical constructions, but also the necessary form of speech etiquette of native speakers, including the form of business etiquette. Recently, methodologists have been talking a lot about the need to teach speech etiquette in foreign language classes. More often all this applies to oral speech and the area of expressing politeness in written speech is sometimes undeservedly ignored. At the University of Munich, at the Institute of English Philology, Professor Paula Maier conducted an experimental analysis of business letters in English written by both native speakers and foreigners. The result amazed the researcher with the difference the choice of politeness strategies by representatives of English culture from the choice of such by representatives of another culture. Although in general, the content of letters from non-native speakers indicated their awareness of various types of politeness strategies, their wording was less formal and more straightforward than in a group of native speakers. Non-native speakers avoided those politeness formulas that actively used by native speakers and



vice versa, used those forms that were not used by the British. These data strongly suggest that business emails, even if they do not contain grammatical errors, can be perceived negatively due to incorrectly chosen politeness strategies.

**There are at least two approaches to teaching writing:** 1) concentration on the process of generating a written text and 2) concentration on the result of written activity writing for learning and writing-for-writing. We must always be aware of whether we are focusing on teaching the process of writing or on the product of writing, whether we want to teach students different genres of written messages or teach them creative writing. In any case, we must want to form the habit of writing. (to build a writing habit). When we focus on the product, we are more interested in the purpose of the letter and the end result, and this is due to choice of genre of writing. The second approach focuses on the various stages of the writing process: pre-writing phases, editing, re-drafting, and producing a finished version. That is, this approach requires students to consider writing as a serious painstaking work. In many textbooks you can find step-by-step instructions for students to work on creating competent, structured written messages. An example would be the following instruction:

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 we compare writing and, for example, reading as two fundamental language skills, it should be noted that both of these skills are quite difficult to achieve. However, as stated L.G. Kuzmina “if we first of all expect pleasure from reading, then writing is rather associated with great effort and effort”. In order to motivate students to make these efforts and to give them the joy of creativity in the process letters, you can use the potential creative writing. The most important when teaching creative writing in English the following steps are presented in the language: 1) Express the purpose of writing the message 2) Consider the potential recipient of the message 3) Organize the material 4) Transfer information 5) Exchange ideas, thoughts 6) Convey meaning to the reader 7) Follow the sequence of presentation of thoughts 8) Use semantic links 9) Use a variety of grammatical and lexical



constructions 10) Avoid spelling and punctuation errors 11) Follow the etiquette of written communication in the English-speaking culture. Creative writing can be used at any stage of learning. First, you can offer students various types of supports in the form of visual and auditory clarity: objects, pictures, photographs, audio texts, songs, instrumental musical works, videos, as well as graphic visualization: instructions, poems, stories, ready-made samples of written speech. Gradually, they can be taught to compose letters, stories from the point of view of a hero or any subject about the history of his life, a written continuation of an interrupted story or a well-known literary work, writing mini-compositions or an essay on a selected quote or article. Also, business texts of an informational nature can be used for creative written work. Students are asked personal questions such as: 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 assignments have a huge educational potential and can be used in every foreign language lesson. The teacher selects and applies them in the educational process, based on the learning objectives and the level of communication skills of students. We should not forget the three most important conditions when introducing creative writing in the classroom: learning objectives, principles, methods and techniques of learning, as well as learning control, i.e. assessment of the level of proficiency in this speech skill. One should understand the level of foreign written language proficiency as its correspondence not only normative linguistic and speech parameters, but also ethical, communicative and sociocultural requirements, necessary and sufficient to implement effective communication in writing . The following parameters can be proposed as criteria for evaluating written communications: 1. Content (correspondence to a given topic, situation, degree of disclosure of the main idea, argumentation); 2. Organization of the text (sequence, consistency, structuring, composition); 3. Style and register (formal/unofficial style, adequate case); 4. Language design (variety of lexical-syntactic and grammatical structures, spelling and grammatical correctness); 5. Connectivity (connection within and between sentences, proportionality of parts of the text); 6. Arrangement of parts of the text (margins, red line, volume); 7. General impression (interest of the addressee in the written text, positive effect). Domestic and International experience in the development of modern forms of foreign language activity control shows that it should be comprehensive and consist of communication-oriented control tasks.



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