

IMPLEMENTATION OF INNOVATIVE TECHNIQUES IN FOREIGN LANGUAGE TEACHING WRITING

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Annotation

This article is devoted to the study of implementation of innovative techniques in foreign language teaching writing. To teach writing in English, follow the writing process of prewriting, drafting, revising, and editing/proofreading. Engage students with meaningful discussions, relevant tasks, and varied writing activities, fostering both creative and analytical skills through [collaborative writing](#) and [peer correction](#). Provide clear feedback and model good writing to help students develop confidence and coherence.

Key words

implementation, innovative techniques, foreign language, teaching writing, writing process of prewriting, drafting, revising, and editing/proofreading.

ВНЕДРЕНИЕ ИННОВАЦИОННЫХ МЕТОДОВ В ОБУЧЕНИЕ ПИСЬМУ ИНОСТРАННЫМ ЯЗЫКАМ

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Аннотация

Статья посвящена изучению внедрения инновационных методов в обучение письму на иностранных языках. При обучении письму на английском языке необходимо следовать процессу письма, включающему предварительную подготовку, написание черновика, редактирование и редактирование/корректуру. Вовлекайте студентов в содержательные дискуссии, содержательные задания и разнообразные письменные упражнения, развивая творческие и аналитические навыки посредством совместного письма и взаимной корректировки. Предоставляйте четкую обратную связь и демонстрируйте пример хорошего письма, чтобы помочь студентам развить уверенность и связность изложения.

Ключевые слова

внедрение, инновационные методы, иностранный язык, обучение письму, процесс письма, включающий предварительную подготовку, написание черновика, редактирование и редактирование/корректуру.

CHET TILIDA YOZISHNI O‘QITISHDA INNOVATSION TEXNIKALARNING JORIY ETILISHI

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Annotatsiya

Ushbu maqola chet tilida yozishni o‘rgatishda innovatsion usullarni joriy qilishni o‘rganishga bag‘ishlangan. Ingliz tilida yozishni o‘rgatish uchun oldindan yozish, loyihalash, qayta ko‘rib chiqish va tahrirlash/tekshirish yozish jarayoniga rioya qiling. Talabalarni mazmunli munozaralar, tegishli topshiriqlar va turli xil yozish faoliyatlari bilan jalb qiling, hamkorlikda yozish va tengdoshlarni tuzatish orqali ijodiy va tahliliy ko‘nikmalarni rivojlantiring. Talabalarga ishonch va izchillikni rivojlantirishga yordam berish uchun aniq fikr-mulohazalarni taqdim eting va yaxshi yozishni namuna qiling.

Kalit so'zlar

amalga oshirish, innovatsion uslublar, chet tili, yozishni o‘rgatish, yozishni oldindan yozish jarayoni, loyihalash, qayta ko‘rib chiqish va tahrirlash/tekshirish.

Teaching how to write in a foreign language is considered to be the most important and significant aspect in learning of the foreign language. Being able to write effectively means to be erudite and have ability to express your opinion literary. One must emphasize that it is not quite easy to make writing grammatically accurate and meaningful at the same time. We need writing in our every day life whether in study or at work documents.

Writing refers to the means of written communication. And so writing plays a huge role in our life. By means of writing people transmit information and can exert an influence upon a person with correctly composed writing. Thanks to a competent writing you can describe any phenomenon, picture, write an essay, a presentation, a letter to a foreign friend.

Writing shows person's thinking, vocabulary richness and ability to link thoughts in the right way. It expresses your ideas and world outlook as well.

Teaching writing should be started from beginning level. Most school textbooks are focused on teaching writing separately without integration of other skills. In other words, we persist in the idea that integration of other skills from the beginning level will help foreign students improve their writing skills.

Writing skills can be taught with the implementation of essays, reports, formal- informal letters, dictations and even poems.

The choice of only one type of writing will cause the difficulty not only in learning but also in teaching it to students and make them interested in. This type is Academic writing. Academic writing is considered to be complicated because of it's strict rules and specific organization. So teachers should find peculiar approach in teaching writing using innovative techniques in order to make it interesting and also impel students' creativity in their writing.

Spack R. depicts strategies and methods how to carry out writing classes in more efficient way. Mr.Snack suggests in his book the following techniques [1.12].

Without regard to the type of writing tasks the teacher might favor assigning, a nice place to start classwork is to explore the prewriting stage, the stage prior to actual production of a working text. Because there isn't one composing process the aim of the teacher should be to expose students to a difference of strategies for getting started with a writing assignment difference and to encourage each student to try to discover which strategies suit him best.

Several heuristic devices¹ (or invention strategies) which can be explored in class for the purpose of providing students with a repertoire of techniques for generating ideas are the following:

1. Brainstorming: This is often a group exercise in which all of the students in the class are encouraged to participate by sharing their collective knowledge about subject.

In my opinion this technique is verry effective because students exchange their knowledge and obtain more information that can be expressed in their writing texts. Another good point of this method is that the writing class becomes entertaining.

2. Listing: Unlike brainstorming, as described above, listing can be a quiet essentially individual activity. Again, as a first step in finding an approach to a particular subject area (such as the use and abuse of power, to cite an example), the students are encouraged to produce as lengthy a list as possible of all the subcategories that come to mind as they think about the topic at hand.

I think that listening technique can also make the writing class innovative and extraordinary but as for me listening plays a key role and develops listening comprehension and speaking skills more than writing.

3. Free writing: Suggested by Elbow for helping native speakers break through the difficulty of getting started, free writing is also known by various other terms, such as "wet ink" writing and "quick-writing." The main idea of this technique for students to write for a specified period of time (usually about 5 minutes) without taking their pen from the page.

To speak about quick-writing technique, it develops rapid intellection that indeed helps students to be prepared to write on any subject in short period of time.

4. Clustering: Another technique for getting many ideas down quickly, clustering begins with a key word or central idea placed in the center of a page (or on the board) around which the student (or teacher using student-generated suggestions) jots down in a few minutes all of the free associations triggered by the subject matter – using simply words or short phrases.

Clustering method is useful for writing because by means of this technique students can revise their general knowledge about particular topic. And after placing the main theme in the center and components of these theme around promotes students' awareness and aid them to rake together all thoughts. So students become able to concentrate their attention and write all in course [2.24].

Useful advice about teaching of writing are also written in Ron White and Valerie Arndt and Rico G.L books:

Students need to be personally involved in writing exercises in order to make the learning experience of lasting value. Encouraging student participation in the exercise, while at the same time refining and expanding writing skills, requires a certain pragmatic approach. The teacher should be clear on what skills he/she is trying to develop. Next, the teacher needs to decide on which means (or type of exercise) can facilitate learning of the target area. Once the target skill areas and means of implementation are defined, the teacher can then proceed to focus on what topic can be employed to ensure student participation. By pragmatically combing these objectives, the teacher can expect both enthusiasm and effective learning.

Having decided on the target area, the teacher can focus on the means to achieve this type of learning. As in correction, the teacher must choose the most appropriate manner for the specified writing area. If formal business letter English is required, it is of little use to employ a free expression type of exercise. Likewise, when working on descriptive language writing skills, a formal letter is equally out of place.

Writing, like all other aspects of language, is communicative. Think about what we write in real life. We write e-mails, lists, notes, covering letters, reports,

curriculums, assignments, essays perhaps if we study. Some of us write articles or work on blogs, forums and websites. A few write stories and poems. All of these writing tasks have a communicative purpose and a target audience. In the English language classroom, however, writing often lacks this.

There are lots of reasons, as there are lots of ways to make the writing we do with learners more communicative. By its nature, writing is often a solo activity, done silently, involving physical effort and taking a lot of time. This may not make it attractive to learners or teachers as a classroom activity. In addition to this, writing is difficult, even in L1. There are linguistic, psychological and cognitive problems involved, making teaching it and learning it a considerable challenge. It is also important to remember that many people never write anything of any length in their daily lives, or anything using paper and a pen, or without using a spellchecker. But this is often what we ask them to do in English.

In modern times there are a significant number of innovative techniques are available. Teachers should use all these innovative technique to avoid writing classes to be insipid. When speak about writing many students regard this as monotonous. But only by using innovative methods of teaching writing classes, especially in foreign language, may be so colorful and provoke students' interest.

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