



## TEACHING WRITING FOR ADULT LEARNERS

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### Abstract

This article clearly explains how important role writing plays in teaching all learners, including adults. In this article the reason why writing is considered to be the core aspect in the progress of learners in other necessary English competences, speaking, reading, listening, is thoroughly discussed.

**Keywords:** writing, reading, competence, culture, communication, cognition, text, speaking, listening, accuracy, technique.

### Introduction

The purpose of teaching writing is to form students' written communicative competence, which includes possession of written signs, the content and form of a written work of speech. The tasks solved during the teaching of writing are related to the creation of conditions for mastering the content of teaching writing. These tasks include the formation of students' necessary graphic automatisms, speech-thinking skills and the ability to formulate a thought in accordance with the written style, expanding knowledge and horizons, mastering culture and intellectual readiness to create the content of a written work, forming authentic ideas about the subject content, speech style and graphic form of a written text.

The final requirements for teaching writing include the formation of students' ability to practically use foreign language writing as a way of communication, cognition and creativity in accordance with the achieved program level of mastery of a foreign language. To concretize the tasks of teaching writing for adult learners, it is necessary to take into account the peculiarities of those skills in the field of writing that are provided by the program: the ability to write a friendly letter to a foreign correspondent, make an abstract, an abstract, a note in a wall newspaper, write a summary, a statement of the text listened to and read, an essay, etc. Thus, letters and notes in the wall newspaper are characterized by the widespread use of speech cliches of a motivational and evaluative nature, epistolary formulas most typical of the style of writing, the predominant use of the indicative mood and personal verb forms, the absence of direct speech, the prevalence of interrogative and negative constructions.

The main linguistic characteristic of the text-summary, abstract, which are based on linguistic and semantic compression of the text, is the almost complete absence of complex phraseological units, general syntactic simplicity, wide use of evaluative vocabulary. The retelling and the educational essay are characterized by the completeness of the presentation due to the use of complex syntactic constructions (a large number of complex sentences), the use of speech cliches to express a personal attitude to the events and facts described.

The tasks of teaching writing, therefore, are to adult learners' skills and abilities:

1) To use sentences in a written statement that correspond to the models of the language being studied;



- 2) To build language models in accordance with lexical, spelling and grammatical normativity;
- 3) To use a set of speech cliches, formulas typical for a particular form of written communication;
- 4) To give fullness, accuracy and certainty to the statement;
- 5) To use the techniques of linguistic and semantic compression of the text;
- 6) To logically consistently state the written statement.

The ability in the field of writing presupposes a certain level of formation of all the skills included in its structure. Understanding by the skill, following I.A. Zimnaya, "the optimal level of perfection of the performed action", it is necessary to determine those actions that in the structure of written speech activity constitute the mechanism for constructing and implementing a speech utterance. For the correct linguistic design of a written statement, it is necessary to form actions that would serve not only as a means of speech design, but also as an apparatus of thought-mnemic processes. Such actions, which in the process of training turn into internal mental operations, include selection, comparison, opposition, differentiation, recruitment (making up the whole from parts), combination, replacement, construction by analogy.

In order for students to use speech cliches, formulas typical of a particular form of written communication, it is necessary to form and bring to a certain level of perfection actions by analogy, selection, combination, comparison. The formation of a mechanism for the deployment of an utterance involves actions by analogy, expansion text, transformation, replacement, unification (making a whole of parts), combination. To use the techniques of text compression when composing a summary, abstract, it is necessary to master the actions of dismemberment (compositional division of the source text), differentiation (distinguishing whole sentences and individual parts of sentences containing new information and not introducing anything new), transformation (cutting off redundant structural elements, lexical folding, replacing complex syntactic constructions with simpler ones), associations (compilations of the text with the greatest information load), comparisons (comparisons with the source text).

For a logically consistent written statement, the actions of compositional division of the text and transformation at the text level are mainly necessary. The choice of ways to form and bring to a certain level of perfection the actions that make up the mechanism for constructing and implementing a written speech statement also depends on the difficulties that adult learners encounter in the process of mastering written foreign language speech.

To conclude, methods of teaching writing for adults have been investigated, including such a type of work as the development of exercises, for which it is based on the requirements of native speakers to perform this type of work. After studying the theoretical materials devoted to the teaching of writing, it turned out that the teaching of writing is continuously connected with other types of RD training. Writing helps to preserve linguistic and factual knowledge, serves as a reliable tool of thinking, stimulates speaking, listening and reading in a foreign language. Also, writing takes place at all stages of learning a foreign language. Written training and control works are widely used in the development of vocabulary and grammar. Written fixation helps students to consolidate the skills and abilities of oral speech, to master the graphic system of the language more effectively, to organize feedback. Thus, it



turned out that the role of writing in teaching a foreign language is great, since it allows learners to preserve language and factual knowledge, serves as a reliable tool of thinking, stimulates speaking, listening and reading a foreign language.

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