



THE ROLE OF INTEGRATED ACTIVITIES TO DEVELOP WRITING COMPETENCE

Gulyamova Mavluda Khamitovna

Doctor of philosophy in pedagogy (PhD)

(Tashkent, Uzbekistan) UzSWLU

<https://doi.org/10.5281/zenodo.6272625>

ARTICLE INFO

Received: 13th february 2022

Accepted: 18th february 2022

Online: 23th february 2022

KEY WORDS

writing, stage, organize,
language, principles,
component, skill, grammar,
vocabulary, knowledge,
competence, stage..

ABSTRACT

The article describes the main characteristics of writing in language acquisition. The author of the article analyses some components and difficulties of writing in language learning process. Besides that different activities and games are suggested in order to develop writing competence.

“When you are teaching kids to write, you are teaching them to think. Writing is a window through which all thinking starts.” (Sheryl Block).

Writing plays a crucial role in the language learning. For effective communication, some of the essential writing skills needed by students are that they should be able to direct the dialogue with one another, comment immediately on what another writer has just said, agree/disagree with or challenge another's statement. Given a situation, learners should be able to respond, act and express their opinion, give advice, bring arguments and give facts. Learners should not be

invited to write when there is a short silence indicating the end of someone else's turn and interrupt one another to include an opinion or question. Taken together, these factors clearly demonstrate that developing writing skills definitely deserves a great attention and consideration. In learning English also, the learners have to acquire all the four basic skills of it, such as Reading, Listening, Speaking and Writing. Among them Writing is considered the most difficult skill because of the complexity of the English language. As it's known In the process of writing in English, the ELLs should get mastery over the graphic system of the English language, the grammatical system and the selection of appropriate and range of vocabulary (usage of vocabulary) that is relevant to the context. According to



Crystal “Writing is a way of communicating which uses a system of visual marks made on some kind of surface. It is one kind of graphic expression”¹. Widdowson defines, “Writing is the use of visual medium to manifest the graphological and grammatical system of the language”². Bloomfield states, “Writing is not language, but merely a way of recording language by means of visible marks”. Moreover, Olshtain says, “Writing as a communicative activity needs to be encouraged and nurtured during the language learner’s course of study”. According to Richards and Schmidt, “Writing is viewed as a result of complex processes of planning, drafting, reviewing and revising”³. So we can say that writing is a type of productive skill which can record the language with the graph. In particular writing is important, because:

- ✓ Writing is critical it helps to becoming a good reader;
- ✓ Writing is an crucial job skill;
- ✓ Writing is the primary basis upon which one’s work, learning, and intellect; will be judged—in college, in the work place and in the community;
- ✓ Writing equips us with communication and thinking skills;

- ✓ Writing expresses who we are as people;
- ✓ • Writing makes our thinking and learning visible and permanent.
- ✓ Writing preserves our ideas and memories.
- ✓ Writing allows us to understand our lives

According to Ur there are 8 characteristics of writing skill: Permanents, Explicit, Densities, Detachment, Organization, Slowing of production, Standard Language, A learnt skill.⁴ Moreover, Range of vocabulary, register, formal and informal style, Cohesion and Cohesions’ are essential part in writing. The majority learners think that the basic point that makes writing difficult is the use of language aspect or ability in written likes punctuation, spelling, grammatical, vocabulary and so on. But Jordan states, writing is often confusing with the process of putting words down on paper in the same structure as an outline prepared with appropriate style and vocabulary the major ideas arranged in some often on the correction of mechanical and grammatical errors⁵. We totally agree with Jordan’s idea, from our experience there are following difficulties in writing:

Writing difficulties		
Linguistic difficulty	Physiology difficulty	Cognitive difficulty

¹ Crystal, D. (1999). The Cambridge Encyclopedia of Language. Cambridge: Cambridge University Press.

² Widdowson, H. G. (2001). Teaching a language as communication.(12th ed.). Oxford: Oxford University Press

³ Richards, J. C. and Schmidt, R. (2002). Language Teaching and Applied Linguistics. Edinburgh: Pearson Education Limited.

⁴ Ur, Penny. 1996. A Course in Language Teaching. United Kingdom: Cambridge University Press

⁵ Jordan, R, R. 1997. English for Academic Purpose. Cambridge University Press



- Language use;	- poor conce ntratio n;	-format instructio n;
- The lack of gramma r;	- the lack of inform ation	- cohesion
- Use of vocabul ary;	- poor backgr ound knowl edge	- task response -poor organizat ion
- Choice of sentenc e.	-	

Linguistic difficulties a) Alphabet Russian and English is not the same (Latin, Cyrillic, graphemic – phonemic system is different from the Russian paranormal, for example, one sound can be transmitted in several letters and letter combinations. Sound (f) transmitted letters and letter combinations – f, ph, ff. b) Spelling difficulties are caused by a large number of etymological spellings (phonetic, morphological, historical principles). In the English dominated the historical or traditional principle of spelling words. 2. Psychological component – the formation of graphic and spelling skills for written assignments.

In order to avoid the following difficulties learners should learn grammar, vocabulary, stage of writing, organization, language use and so on. Besides that activities, exercises and games are effective way of avoiding the following difficulties.

Types of exercises:

- Copying of words, sentences, texts;
- Writing the corresponding letter combinations heard in the paranormal.
- Filling the gaps in words and sentences;

- Spelling games;
- Dictation (warning, visual, auditory).

For the formation and development of students’ abilities to express their thoughts in writing is carried out on the basis of:

1. Reproductive exercises
2. Reproductive and productive exercises
3. Productive exercise.

The first group includes writing the text (letters, postcards, messages), drawing on the sample. The second group exercise – an exercise designed to build a proper written statement by a variety of supports:

- Verbal (keywords, logic statements, plan, etc.).
 - Verbal and visual (pictures, a series of pictures, phrases, expressions, etc.).
- The third group – which is productive in nature, requires the skills of students to express their thoughts in writing without support. For example, to write the text questions, or describe a picture.

Groups of exercises in teaching writing

Types of exercises	Activities
1. Reproductive using of formal supporters	- reproduction of printed or oral text on the basis of key words or speech patterns; - eliciting of text content in the written form on the basis of a plan or headline of the text; - scrambled sentences for writing a text in the logical sequence.



<p>2. Reproduction of the content on the basis of the text</p>	<ul style="list-style-type: none"> - questions to the text; - making a plan; - compression or extending of the text; - writing a headline to the text with arguments; - transformation of a dialogue into a monologue; - characteristics of heroes from the text.
<p>3. Production on the basis of visual supports.</p>	<ul style="list-style-type: none"> - describing the picture, photo; a fragment of a movie; - letter writing on the basis of a visual format-sample; - composition writing on the basis of the content of the text, the given pictures, questions or a scheme; - writing a review on the text, book, film on the basis of a format-sample.
<p>4. Production on the basis of the language and life experience</p>	<ul style="list-style-type: none"> - letter writing; - composition and essay writing; - announcement writing; - writing a review on the text, book, film

Educational game, Theoretical expression game, Drawing and coloring game, Educational card games, Word game, Story game, Question game. We can suggest the following games for writing:

Games for teaching writing

- Continue the tale;
- Finish the Tale;
- Make up a dialogue;
 - Creative writing activities;
 - Review;
 - Dicing lightning;
 - The word snail;
 - Connection;
 - Finish the story;
 - Picture story;

Games increase motivation and desire for self-improvement.

- Challenge and competition are key factors for any game and students pay more attention to completing the task.
- Interdisciplinary approach. Students use knowledge from other classes, too.
- Games develop students' ability to observe.
- Games have clear rules and objectives.
- Games develop critical thinking, problem solving, and imagination.
- Games offer new and dynamic forms of teaching/ practicing which replace the traditional worksheets.
- Games are adaptable for different levels of knowledge.
- Educational games are easy to understand and use.
- Educational games do not take long time to be played in the class.
- There are many online educational games which are free of charge.

In language teaching there are many types of games to develop language skills: such as Listening, Writing, Speaking, Reading. Such as, Introduction game, Group game, Physical game, Scavenger hunt game,



- Immediate feedback both for the students and the teacher.
- The results are more visible (sometimes both visual and acoustic) and have a stronger impact.
- The working time is usually known from the beginning and it is respected

As its known that there are a lot of advantages of games to develop writing competence:

- Games develop students' ability to observe;
- Games have clear rules and objectives.
- Games develop critical thinking, problem solving, and imagination;

- Games increase motivation and desire for self-improvement.
- Games are adaptable for different levels of knowledge;
- Games improve language skills;
- Games develop students communicative competence.

One should know that in writing practice is important, moreover practice makes perfect. Therefore, the learners of a language have to concentrate more on language skills as they are the most important ones in developing both oral as well as written communication.

References:

1. Crystal, D. (1999). The Cambridge Encyclopedia of Language. Cambridge: Cambridge University Press.
2. Widdowson, H. G. (2001). Teaching a language as communication. (12th ed.). Oxford: Oxford University Press
3. Richards, J. C. and Schmidt, R. (2002). Language Teaching and Applied Linguistics. Edinburgh: Pearson Education Limited.
4. Ur, Penny. 1996. A Course in Language Teaching. United Kingdom: Cambridge University Press
5. Jordan, R, R. 1997. English for Academic Purpose. Cambridge University Press