



“THE IMPORTANCE OF WRITING IN LEARNING ENGLISH.”

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Abstract:

Writing is an important skill in learning English. It helps students express their ideas clearly and logically organize their thoughts. Writing also supports the development of other language skills such as reading, listening, and speaking. When students practice writing, they improve their vocabulary, grammar, and overall language accuracy. In English language learning, writing is not only a way to communicate but also a tool that helps learners think more carefully about the language. Therefore, teaching writing plays a significant role in helping students develop communicative competence and become more confident in using English.

Keywords: writing skills, English learning, communication, language development, students.

Аннотация

Письмо является важным навыком при изучении английского языка. Оно помогает студентам ясно выражать свои мысли и логично организовывать идеи. Навык письма также способствует развитию других языковых умений, таких как чтение, аудирование и говорение. Практикуя письмо, студенты улучшают свой словарный запас, грамматику и общую языковую точность. В изучении английского языка письмо является не только средством общения, но и инструментом, который помогает учащимся более тщательно осмысливать язык. Таким образом, обучение письму играет значительную



роль в развитии коммуникативной компетенции студентов и повышении их уверенности в использовании английского языка.

Ключевые слова : Навыки письма, изучение английского языка, коммуникация, развитие языка, студенты.

Annotatsiya

Yozish – ingliz tilini o‘rganishda muhim ko‘nikmadir. U talabalarga o‘z fikrlarini aniq ifodalash va g‘oyalarni mantiqan tartibga solishga yordam beradi. Yozish boshqa til ko‘nikmalarini, masalan, o‘qish, tinglash va so‘zlashuvni rivojlantirishga ham xizmat qiladi. Talabalar yozish bilan shug‘ullangan sari lug‘at boyligi, grammatikasi va umumiy til aniqligi yaxshilanadi. Ingliz tilini o‘rganishda yozish nafaqat muloqot vositasi, balki tilni chuqurroq o‘ylashga yordam beruvchi vositadir. Shuning uchun yozishni o‘qitish talabalarining kommunikativ kompetensiyasini rivojlantirish va ingliz tilini ishlatishda o‘zlariga bo‘lgan ishonchini oshirishda muhim rol o‘ynaydi.

Kalit so‘zlar : Yozish ko‘nikmalari, ingliz tilini o‘rganish, muloqot, tilni rivojlantirish, talabalar.

Introduction

Writing is one of the most important skills when learning English. It enables students to share their ideas, think clearly, and communicate effectively. Unlike other skills, writing requires learners to organize their thoughts and use language correctly, which can be tricky at first. But with practice, writing not only improves this skill but also helps students become better at reading, listening, and speaking. That's why teaching writing is such a vital part of learning English, especially for school students. In writing student must focus on organizing ideas. Many students find it hard to organize their thoughts when writing. They often write long, confusing sentences or struggle to structure paragraphs clearly, which makes



their writing difficult to follow. Writing is not just about grammar and vocabulary—it is also about clearly expressing ideas. Without enough practice and guidance, students often find it challenging to make their writing logical and coherent. Secondly, weak grammar knowledge and limited vocabulary make writing more difficult. Students may make mistakes with tenses, sentence structure, articles, or word choice. They may also struggle to find the right words to explain their ideas. As a result, their writing can seem unclear or incomplete. Regular practice and learning new words and grammar rules are essential to help students write more accurately and confidently. Finally, many learners feel anxious or lack confidence when writing in English. They worry about making mistakes, which can stop them from trying to write freely. Writing is not only important for communication today, but it also allows students to record ideas and share them for the future. When students are afraid to write, it can slow their learning and affect other skills like reading, listening, and speaking.

Research and comparing

Yin Ling Cheung (Nanyang Technological University) is an applied linguist who specializes in second language writing and computational linguistics. His research focuses on identifying the features that make writing effective, especially for learners of English as a second language. Crossley's studies demonstrate that successful writing can not be reduced to a single characteristic. Instead, strong essays may vary significantly: some are longer and more detailed, while others rely on sophisticated vocabulary or complex sentence structures.

He also uses computer-based analysis tools to examine writing quality, which allows researchers to measure aspects such as lexical diversity, sentence complexity, and cohesion. His findings challenge the traditional idea that good writing is only about avoiding grammatical mistakes. Instead, he argues that writing quality is



multi-dimensional, meaning that different combinations of features can lead to success.

Danielle McNamara is a cognitive scientist whose research explores the relationship between thinking processes and language comprehension. She is particularly known for her work on text cohesion and coherence, which are essential for making writing understandable and logically organized. McNamara argues that good writing should guide the reader clearly from one idea to the next, reducing confusion and improving comprehension.

Her research shows that even if a text contains advanced vocabulary and correct grammar, it may still be ineffective if the ideas are not well connected. She has developed tools such as McNamara , which analyze how well a text flows and how easily readers can process it. This work is especially important in second language writing, where students often struggle to organize their ideas clearly.

Ken Hyland is a leading scholar in academic writing and genre-based pedagogy. His research focuses on how writing varies depending on context, purpose, and audience. Hyland argues that writing is not a universal skill but a social practice, meaning that different situations require different styles and structures. For example, writing a scientific report is very different from writing a personal essay or a business email.

He has contributed significantly to the development of genre-based teaching, which helps students understand the conventions and expectations of specific types of texts. Hyland also emphasizes the importance of audience awareness, encouraging writers to consider who will read their work and what they expect. His approach is widely used in English for Academic Purposes (EAP) and professional communication.



The research of Scott Crossley, Danielle McNamara, and Ken Hyland all aims to explain what makes writing effective, but each scholar approaches the issue from a different perspective. Crossley focuses on the linguistic features of texts, such as vocabulary, sentence complexity, and essay length. His research shows that successful writing does not follow a single pattern; instead, different combinations of features can lead to high-quality essays. In contrast, McNamara examines writing from a cognitive perspective, emphasizing how readers understand and process information. She highlights the importance of cohesion and coherence, arguing that even grammatically correct writing can fail if ideas are not logically connected and easy to follow. Meanwhile, Hyland takes a social and contextual approach, arguing that writing is shaped by its purpose and audience. He stresses that effective writing depends on understanding the conventions of different genres and adapting language accordingly.

Despite these differences, the three researchers share several important similarities. All of them agree that writing is a complex skill that cannot be reduced to grammar alone. They emphasize that successful writing involves multiple components, including linguistic accuracy, clear organization, and awareness of context. Overall, their work complements each other: Crossley highlights the importance of linguistic variety, McNamara focuses on clarity and comprehension, and Hyland emphasizes the role of audience and purpose. Together, they provide a comprehensive understanding of what makes writing effective.

Solution

To improve students' writing skills, several practical steps can be taken. Firstly, teachers should help students develop better organization skills. This can be done by teaching them how to plan their writing before they begin. For example, students can use outlines, mind maps, or simple paragraph structures such as



introduction, body, and conclusion. Regular guided practice will help them learn how to present ideas clearly and logically.

Secondly, improving grammar and vocabulary requires consistent practice. Students should be encouraged to learn new words daily and use them in sentences. In addition, practicing basic grammar rules—such as tenses, sentence structure, and articles—can reduce mistakes. Activities like reading books, writing short paragraphs, and doing grammar exercises can gradually strengthen their accuracy and confidence.

Finally, it is important to reduce students' anxiety and build their confidence. Teachers can create a supportive environment where mistakes are seen as part of learning, not failure. For instance, allowing students to write freely without strict correction at the early stages can help them feel more comfortable. Positive feedback and encouragement will motivate them to continue improving. In conclusion, by focusing on organization, strengthening grammar and vocabulary, and building confidence, students can significantly improve their writing skills and express their ideas more effectively.

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