TEACHING WRITING: STRATEGIES AND TECHNIQUES

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Key words: Teaching writing, foreign language instruction, writing competence, process approach, drafting and revising, collaborative writing, peer feedback, technology-assisted writing, individualized instruction.

Annotation: This article examines effective strategies and techniques for teaching writing in foreign language education. It highlights writing as a complex skill that integrates cognitive, linguistic, communicative, and social competences. The paper emphasizes a multi-stage process approach, including pre-writing, drafting, revising, and editing, as well as the importance of collaborative writing, peer feedback, technology integration, and individualized instruction. The study concludes that a comprehensive and student-centered approach significantly enhances learners' writing competence and confidence.

Ключевые слова: Обучение письму, преподавание иностранного языка, письменная компетенция, процессный подход, черновик и редактирование, совместное письмо, взаимное оценивание, технологии в обучении письму, индивидуальный подход.

Аннотация: В статье рассматриваются основные стратегии и методы обучения письменной речи в процессе преподавания иностранного языка. Подчёркивается, что письмо является сложным видом речевой деятельности, включающим когнитивные, лингвистические, коммуникативные и социальные аспекты. Особое внимание уделяется поэтапному подходу к обучению письму, совместной работе, взаимному оцениванию, использованию технологий и

индивидуализации обучения. Делается вывод, что комплексный подход способствует эффективному развитию письменной компетенции учащихся.

Kalit so'zlar: Yozma nutqni oʻqitish, chet tilini oʻqitish, yozish kompetensiyasi, jarayonli yondashuv, rejalashtirish va tahrirlash, hamkorlikda yozish, oʻzaro baholash, texnologiyalar asosida yozish, individual yondashuv.

Annotatsiya: Mazkur maqolada chet tilini oʻqitishda yozma nutqni rivojlantirishning samarali strategiya va usullari yoritilgan. Yozish murakkab koʻnikma sifatida kognitiv, lingvistik, kommunikativ va ijtimoiy jihatlarni oʻz ichiga olishi ta'kidlanadi. Maqolada yozishni oʻrgatishda bosqichma-bosqich yondashuv, hamkorlikda yozish, oʻzaro fikr-mulohaza, texnologiyalardan foydalanish va individual yondashuvning ahamiyati koʻrsatib berilgan. Xulosa sifatida, kompleks va oʻquvchiga yoʻnaltirilgan yondashuv yozma kompetensiyani samarali rivojlantirishi qayd etiladi.

Teaching writing is one of the key and at the same time most challenging aspects of foreign language instruction. Writing requires not only knowledge of grammar, vocabulary, and sentence structure rules, but also the ability to organize thoughts, formulate arguments, and choose an appropriate style and tone. Unlike spoken language, writing leaves a permanent record that can be analyzed, corrected, and improved, which makes this process especially valuable in student learning.

The process of teaching writing includes several interrelated levels of competence. From a cognitive perspective, students must be able to plan their ideas, organize them logically, and ensure smooth transitions between parts of the text. The linguistic aspect involves mastery of grammar, syntax, and vocabulary, as well as the ability to apply them depending on the purpose of the text. The communicative aspect presupposes consideration of the audience, the purpose of the message, and the cultural context. Finally, the social aspect is related to interaction between students and the

teacher, exchange of ideas, criticism, and collaborative work. All these elements must be integrated to develop full writing competence [Hyland, 2003, p. 12].

Effective writing instruction is impossible without a consistent multi-stage approach. At the initial stage, students go through the pre-writing phase, where they generate ideas, structure them, and determine the purpose of the text. Various methods are used, such as brainstorming, mind mapping, free writing, and creating outlines and diagrams. These tools help students organize their thoughts, identify key ideas, and establish logical sequencing, which is especially important for subsequent stages of writing [Raimes, 2006, p. 34].

This is followed by the drafting stage, during which students produce the first draft of the text. It is important to emphasize that at this stage the main focus is on conveying ideas rather than perfect grammar. Drafting allows students to experiment with language, choose appropriate structures, develop their own style, and learn to express ideas clearly and logically. Teachers may use various types of tasks, such as essays, letters, reports, process descriptions, and instructions. After completing the draft, students have the opportunity to discuss their texts with the teacher and peers, which promotes the development of critical thinking and self-assessment skills [Hedge, 2005, p. 45].

The next stage-revising and editing-involves analyzing and improving the text. At this stage, students check logical coherence, paragraph structure, cohesion of ideas, and the clarity of argumentation. Editing includes correcting grammatical, spelling, and punctuation errors, as well as improving style and word choice. These activities develop self-correction skills, critical thinking, and confidence in writing abilities. Teachers can provide detailed feedback on each aspect of the text, focusing on weaknesses and suggesting ways for improvement [Hyland & Hyland, 2006, p. 102].

Special attention is given to collaborative writing. Working in pairs or groups stimulates the exchange of ideas, improves argumentation skills, and allows students to receive immediate feedback from peers. This approach not only increases motivation but also develops social skills, teamwork, and the ability to critically evaluate others'

texts. Teachers can organize group projects, joint essays, reports, or instructions, as well as discussions of text structure and suggestions for improvement [Storch, 2002, p. 78].

An important tool is peer feedback, in which students evaluate each other's work according to established criteria such as logic, structure, argumentation, grammar, and style. This method promotes the development of analytical and critical skills and teaches students to identify errors and suggest ways to correct them. In this context, the teacher acts as a facilitator, guiding discussions and correcting major errors.

Such an approach encourages active student participation and fosters responsibility for the quality of written work [Hyland & Hyland, 2006, p. 102].

Modern approaches to teaching writing cannot be imagined without the use of technology. Technology-assisted writing includes the use of online platforms, blogs, forums, text editors, and grammar and style checking tools. Technologies make the writing process interactive, motivating, and more dynamic. Students can collaborate in real time, discuss revisions, quickly correct errors, and see the results of their progress. Moreover, technology enables teachers to monitor student work, identify common difficulties, and provide individualized feedback [Chapelle, 2003, p. 56].

An individualized approach to teaching writing is also essential. Each student has their own strengths and weaknesses, learning pace, and preferred working methods. Teachers should consider these differences when assigning tasks, designing exercises, and assessing results. A personalized approach increases learning effectiveness, reduces student anxiety, and encourages independent work [Ur, 1996, p. 67].

Contemporary methods of teaching writing include interactive lessons, project-based learning, team tasks, and the integration of multimedia and online resources. These methods make learning dynamic and motivating, increase student engagement, and accelerate the development of writing skills. In addition, such methods allow students to apply their knowledge in practice by creating texts that correspond to real-life and professional situations [Hyland, 2003, p. 12; Storch, 2002, p. 78].

In conclusion, teaching writing is a complex, multi-layered process that requires the consistent application of strategies and techniques. Integrating traditional methodologies with modern technologies, using collaborative writing, feedback, and an individualized approach enables students to develop writing skills, critical thinking, and confidence in their abilities. Only a comprehensive approach ensures a high level of writing competence, which is a key element of successful foreign language learning.

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