

IMPORTANCE OF WRITING SKILLS FOR PRIMARY EDUCATION

*Nosirova Ruxshona Asliddin qizi**Samarkand state institute of foreign languages**Razzaqova Shahlo Baxtiyor qizi**Teacher at Samarkand state institute of foreign languages*

Abstract: Writing skills are a fundamental component of primary education, forming the basis for students' future academic and personal development. At the early stages of learning, writing helps children organize their thoughts, improve hand–eye coordination, and develop essential language abilities such as vocabulary, grammar, and sentence structure. Strong writing skills also support reading comprehension, critical thinking, and effective communication. Furthermore, early exposure to writing encourages creativity and allows young learners to express their emotions, ideas, and experiences more confidently. As education becomes increasingly digital, writing remains a vital tool for learning across subjects and for building lifelong literacy. Therefore, strengthening writing instruction in primary schools is essential for ensuring students' long-term educational success.

Key Words: 1. Writing skills 2. Primary education. 3. Early literacy 4. Language development 5. Communication 6. Cognitive growth 7. Academic success

Introduction: Writing skills form one of the most essential foundations of primary education. At this early stage of learning, children begin to develop the ability to express their thoughts, organize ideas, and communicate effectively through written language. Writing is not only a basic academic requirement but also a key tool for supporting cognitive growth, language development, and early literacy. When young learners practice writing, they strengthen their vocabulary, improve grammar awareness, and enhance their reading comprehension. Moreover, writing encourages creativity and helps children build confidence in expressing their emotions and experiences. As education continues to evolve in the digital age, strong writing skills remain fundamental for students' long-term academic success and overall development. Therefore, emphasizing effective writing instruction in primary schools is crucial for preparing children for future learning.

Writing is one of the fundamental skills taught in schools. What starts with the introduction of the English language to alphabets and numbers advances to sentence formation, grammar, vocabulary, etc. It is that each student should acquire writing skills. It is a form of communication that is necessary for education as well as for any profession. Even though writing and reading are taught as basic abilities in the classroom, their application is vital even after formal schooling ends. Since most

industries now regard professional writing communication as a necessary ability, living in the digital age has only increased the value of literacy. Learning English writing skills in school can go a long way for students. (Nosirova Dilduza, 2025). Learning to write in a Second language has always been a significant challenge for most learners and in particular young writers (McQuitty, 2014; Tompkins, 2010; Wong & Hew, 2010). Yet, in a globalised world where the language of trade, economics and education is English, which for some is a second or foreign language, learning to write in English is a significant skill for learning, opportunity and empowerment. The call for solutions to challenges that learners face with learning to write in English Language particularly at the primary levels, has become more urgent than ever before (Cutler & Graham, 2008; Gilbert & Graham, 2010). The added pressure from schools and parents as well for English language teachers of young writers to ensure that learners are sufficiently equipped as writers has brought once again to the fore the need for more effective answers for the primary school writing classroom. A review of recent literature produced (Culham, 2003; Spandel, 2005, 2008; Tompkins, 2010), however, reveals that the focus of research in the area of the teaching and learning of writing in English as a second or foreign language at these levels has been on providing instructional insights into teaching methods and approaches. Significantly, there is a dearth of research that provides insights beyond instruction and the classroom for compelling motivators in the realm of policy and national curriculum development that identify the forces that come to bear on the way writing is taught in classrooms at the primary levels, particularly with policies that seek to initiate change in classroom instruction. Teaching writing is important because written communication is a key life skill. Adequate writing skills give a person confidence and define his expertise in a particular language. Writing skills are specific skills that help writers express their thoughts in words in a meaningful way and engage mentally with the message. There are different definitions of writing interpreted by different linguists. Writing is an integral part of a larger activity that focuses on language practice, such as acting or speaking. (Harmer jeremi, 2014) Writing is considered a key skill in the curriculum. It should not be ignored. Writing is a complex skill. This requires a number of skills:

- the ability to form letters/find the necessary letters on the keyboard;
- the ability to find which words and phrases to use;
- the ability to use spelling and punctuation marks;
- the ability to combine words and phrases logically (communication skills)
- organizing ideas into a coherent whole, using appropriate headings, transitioning from one paragraph to another, etc. (Abdurahmonova Mahfuza, 2023)

The concept of literacy should be mentioned here. Literacy refers to the ability to read and write. The psychological content of learning to write; it consists in the formation

of graphic and spelling skills and abilities to perform written tasks. The latter may be in the nature of a record of orally assimilated material or material with which students are introduced. Written tasks can be associated with written speech - a statement of their communicative intention: to report something, convey, etc. Schoolchildren perform tasks of varying degrees of complexity in accordance with the educational process, and depending on the learning process. (Abdurahmonova Mahfuza, 2023) When thinking about writing, it is helpful to distinguish between writing-for-learning and writing-for-writing.² In the first case, writing is used as an aid or practice tool to help students practice the language they are learning. For example: have students write 3 sentences using the grammar topic "going to" - I am going to swim, we are going to sleep, I am going to do my homework. Writing exercises like these are designed to strengthen students' language learning. Writing-for-writing is aimed at developing students' writing skills. In other words, the main purpose of this type of activity is to improve students' writing skills. For example: good syntax, genre knowledge should be developed (standards of different types of writing: poems, fairy tales, folk tales, fairy tales, fiction, realistic fiction), how to structure text, the ability to write e-mails, letters and reports. In general, in writing-for-learning activities, the main focus is usually on the language itself, while in writing-for-writing, we focus on the whole text, its structure, order, style, structure. we will consider such. (Abdurahmonova Mahfuza, 2023)

Conculision: writing skills hold a central place in primary education, serving as the foundation for language development, critical thinking, and effective communication. As the article highlights, writing is not only a basic academic requirement but also a lifelong skill that supports learners in expressing their thoughts clearly and confidently. Early instruction in writing helps children develop essential abilities such as vocabulary growth, grammar awareness, logical expression of ideas, and creative thinking. Despite the challenges young learners may face—especially in learning to write in a second or foreign language—effective teaching methods, appropriate classroom practices, and consistent writing activities can significantly improve their performance. Moreover, in today's digital and highly communicative world, strong writing skills are increasingly necessary for academic success, professional opportunities, and personal empowerment. Therefore, prioritizing comprehensive writing instruction in primary schools is crucial for helping students become competent, confident, and independent learners who are prepared for future educational demands.

References

1. Nosirova Dilfuza (2025) Mustafoyevna Bukhara state Pedagogical Institute
2. Mc Quitty. V. (2014) Process-oriented Writing instruction in elementary classroom. Writing and pedagogy.

- 3.Tompkins.G.E(2010)Literacy for She 21st century. A balanced approach (5th edition)Sport Sardor Ruler,New Jerry.Pearson education.
- 4.Wong.R.U.F.&Hew K F (2010). The impacts of blogging and scaffolding on primary school pupil's narrative Writing. A cause study.
- 5.Jeremy Harmer How to teach English Pearson Education Limited 2007 p:30;37(2014)
- 6.Abdurahmonova Maxfuza Olimova.(2023)

