



CHALLENGES OF WRITING PROCESS AND THE WAYS OF OVERCOMING THEM

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ABSTRACT

This article deals with the specialties of formation, learning challenges and stages of teaching writing at English classes at schools. The author reviews the composition type of writing and gives recommendations to make the process of writing more effective, interesting and motivated.

KEYWORDS: *Written Language, Spoken Language, Composition, Challenge, Motivation, Self-Study.*

INTRODUCTION

Analysis of the formation of written messages shows that in the process of this activity, all types of senses, analyzers are involved: acoustic, speech-motor, visual, hand-motor [2]. It is known from Psychology that memorizing material occurs faster and more soundly if this process is carried out with the support of all analyzers, that is, the material you heard is assimilated by 10%, seen by 20%, heard and seen by 30%, listened by 50%, when you speak it is assimilated by 70%, when you teach a friend by 90%. It follows from the above that written exercises are an effective means of mastering language material.

Some difficulties are associated with the style of expressing thoughts. Unless one master one of the type of the book-writing style, the expression of thoughts in writing still should differ from spoken language in logic, completeness, which is not necessary to the same extent for spoken statements.

Written language is a specific type of language activity: coding information taking into account a graphic communication channel or generating speech in a graphic design [3]. It is different from other types of language activity not only in terms of its specificity, but also in the degree of prevalence of its use in everyday life. Moreover, written language acquires another important role - it becomes a supporting tool for students' self-study on language learning, including the form of making annotations and plans for the texts read by students.

Learning Challenges in Writing: the process of teaching writing is constantly complicated by differences between the sound and graphic ways of expressing thoughts; the written statement must be specific and complete in order to fulfill its communicative function; there is no way to expressively intonate your speech; a written work requires special grammatical and syntactic design.

In addition, students face the following challenges: limited vocabulary; fear of spelling and grammatical errors; interference of the mother tongue at the level of word, phrase, sentence and text; limited skills of self-study, planning; lack of ideas or ways to express them; poor motivation or lack of it.

Currently, according to the requirements of the State Educational Standard of the Republic of Uzbekistan, in the field of writing and written language, students must have the following skills and abilities: make extracts from the text; draw up and write down a plan from read or heard text; write a short congratulation and invitation letters; write a personal letter; write an essay, composition; fill in questionnaires and CV; describe various facts, phenomena, events and impressions; express your opinion on the issue of interest; make educational notes, abstracts, notes; compose written support for speech (reports, abstracts).

Talking about the stages of teaching writing and written language, the following should be highlighted:

1. Teaching graphics;
2. Teaching spelling;
3. Teaching various forms of writing (recording the main ideas, key sentences, drawing up a plan, writing out key words, expanding or shortening texts, drawing up abstracts);
4. Teaching to write various written texts (resumes, various types of letters, filling in forms, articles, reviews of books, films or exhibitions, various stories from a picture, about events from personal life, writing an essay, instructions, reports, etc.)

For the development of written language, firstly, the attitude of the students themselves is very important. They must be positively motivated and understand why they need these skills. We admit that written language is not duly taken into consideration in the classroom as reading and speaking. This is due to lack of time, lack of methods in the specified field of activity. We believe this is the wrong approach. A modern qualified specialist must be able to express his thoughts in a foreign language in written form, taking into account all grammatical, lexical and stylistic features.

At the elementary level, it is appropriate to give students a task to answer simple questions after reading a simple text. Students are expected to be able to find answers in the text, but some effort on their part is also required. It is possible to perform substitution exercises to reinforce the corresponding grammatical constructions. Moreover, they can be asked to fill in the forms developed in advance, as well as to listen to the text and respond to the questions in written form. Mentioned assignments may vary [1]. For example, you can ask students to answer everyday questions within 3-4 sentences in written form. Questions should be relevant and interesting to students to keep the motivational component. And students may be encouraged to write the main idea of the text using simple linguistic patterns. In addition, it is possible to use compositions on various topics.

Here we want to say exactly about writing a composition. Having studied many requirements for compositions and a number of methodological guidelines, it is important to prepare children for this complex work, one must start doing it from the first step of learning a language. At the first stage, the child must understand that there are rules for writing compositions. The composition must have an introduction, main body and conclusion. Any

work should have an idea that needs to be presented, logically developed and completed. Like a chef who cooks pilaf according to a certain recipe, whoever writes a composition must follow the laws of logic and aesthetic requirements. The ideas of the story and the sentences themselves, expressing ideas, should have a harmonious sequence, i.e. you need to know and be able to use linking words (and, but, then, usually, moreover) and phrases (at first, later on, just then, at the finish, in addition).

Having written a composition, you need to check it and arrange it accordingly. You need to know that teaching writing should be combined with other types of speech activity - listening (dictations, statements, filling in gaps and tables), reading (post-text exercises, answering questions, completing a story, adding details), speaking (interviews followed by written presentation information, pair or group discussion with a record of the arguments of both parties).

To sum up learning to write more productively, like learning any other aspects of the language, requires motivation that needs to be constantly developed. Students very often write with great reluctance, this is due to the difficulties they face during the writing process, as well as a lack of motivation. It is necessary to interest students, emphasize the importance of mastering written language. This is hard and painstaking work, however, if it is properly organized, it gives consistently positive results. During the lesson, it is necessary to "provoke" children to write, using game technologies, modern technical means, information and communication means, this will make the lesson more interesting and help to motivate students.

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