

MASTERING WRITING AT THE INITIAL STAGE OF LEARNING ENGLISH

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INGLIZ TILINI O'RGANISHNING DASTLABKI BOSQICHIDA YOZISHNI O'ZLASHTIRISH

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ОВЛАДЕНИЕ ПИСЬМОМ НА НАЧАЛЬНОМ ЭТАПЕ ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА

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Abstract: The study in question highlights the growing importance of teaching writing and English composition in today's digital age. With the rise of global communication channels, such as email and the internet, proficiency in a foreign language like English has become increasingly vital. Furthermore, as the study notes, written communication, particularly when aided by technology, has become an indispensable form of discourse.

Keywords: graphics, letters, intellect, ability, English instructor, writing.

Annotatsiya: Ushbu maqolada ko'rib chiqilayotgan tadqiqot bugungi raqamli asrda yozuv va ingliz kompozitsiyasini o'qitishning tobora ortib borayotgan ahamiyatini ta'kidlaydi. Elektron pochta va internet kabi global aloqa kanallarining o'sishi bilan ingliz tili kabi chet tilini bilish tobora muhim ahamiyat kasb etmoqda. Bundan tashqari, tadqiqot ta'kidlaganidek, yozma muloqot, ayniqsa texnologiya yordamida, nutqning ajralmas shakliga aylangan.

Kalit so'zlar: grafika, harflar, aql, qobiliyat, ingliz tili o'qituvchisi, yozuv.

Аннотация. Данное исследование подчеркивает растущую важность обучения письму и сочинению на английском языке в современную цифровую эпоху. С развитием глобальных каналов коммуникации, таких как электронная почта и Интернет, владение таким иностранным языком, как английский, становится все более важным. Более того, как отмечается в исследовании, письменное общение, особенно при поддержке технологий, стало незаменимой формой дискурса.

Ключевые слова: графика, буквы, интеллект, способности, преподаватель английского языка, письмо.

INTRODUCTION (KIRISH). The importance of teaching writing and English composition skills has been steadily increasing in recent years as communication in the modern world becomes increasingly reliant on digital technologies such as email and the internet. The goal of an English

instructor is to provide the best possible environment for their students to develop and improve their writing proficiency. In order to achieve this, it is essential to consider various factors related to student learning, including:

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graphic skills,	speech and thinking skills,	the capacity to structure ideas according to the assignment and the writing style,	understanding of the roles and culture of a literary work	intellectual preparedness to produce written material,	genuine opinions on a piece of writing's topic.

MATERIALS AND METHODS / (ADABIYOTLAR TAHLILI VA METOD). Prior to anything else, though, it's important to understand the differences between written language and writing. Writing down speech, recording speech in writing, and book style speaking are all considered forms of written language [1, p. 10]. Put another way, written speech is the process of expressing ideas through language. Letter: The content is transcribed verbatim here.

There are various components of teaching writing in the classroom. The first of these elements is visuals, which is the sum of all the writing's tools. Latin is used in English graphics. There are two types of English graphics: handwritten and printed. Both have capital and lowercase letters, so that nearly every grapheme is represented by four different alphabetic unit combinations. When printed and handwritten letter styles are compared, it can be seen that while some graphemes exhibit close correspondence, there are other instances when the printed and handwritten forms diverge significantly. Various graphical faults are a result of schoolchildren's struggles to understand grapheme-phoneme system of the English language. The most frequent among them are errors resulting from insufficient distinction between similar English or English and Russian styles since there aren't enough unique examples of the letters being studied. As a result, instead of writing desk, dress, table, grass, and go, pupils commonly write besk, bress, gress, tadle, drass, and do. Additionally, they regularly switch around the visually comparable graphemes b and d

and d and g (often influenced by a similar Russian grapheme).

DISCUSSION AND RESULTS (MUHOKAMA VA NATIJALAR). Students' failure to discern the spatial orientations of similar elements in letters is frequently the cause of errors. For instance, the letters t, f, and l pose issues since they stand for a lengthy, straight line. Pupils write "lake" and "face" on their writings. This makes psychological sense since pupils are more adept at recognizing differences than similarities between dissimilar parts. They therefore take their time to discern unique elements of comparable letters from other elements and quickly pick up on similar elements of distinct letters. Written speaking exercises are essential for drawing attention to the unique characteristics of these letters. It is difficult for pupils to acquire grapheme-phoneme correspondences in English since there are no simple relationships between graphemes and phonemes. Different letters or letter combinations can represent the same phoneme, and the single letter itself can convey many phonemes. For instance, the letter "a" can represent up to seven phonemes, while the letters and letter combinations f, ph, ff, and gh can represent the sound [f]. The most common letter combinations need extra care and repetition. It is important to consider the following in order to help pupils improve their ability to write the English alphabet correctly and translate sounds and sound combinations into the right letters and letter combinations:

1. the correspondence between the Russian and English alphabetic characters;	2. the interference of one's mother tongue with the development of new English letter formations;	3. variation in relationship between the letters and sounds in English.
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The second component of the material teaching writing is spelling, which is defined as a set of rules for using written letters when writing particular words [2, p. 5]. Only one spelling is ever used to compose a word that has this sound or a sound combination that is acknowledged as being valid when the visuals provide several alternatives. The disparity that occurs between a word's pronunciation and potential graphic representations is one of the challenges associated with spelling in English. For instance, there is a clear contrast between the terms "write" and "right." English spelling problems are caused by the possibility that letter-sound and sound-letter correspondences in the same words may not match. It turns out that sometimes it's simple to write a word but hard to read, and other times it's the opposite. For instance, it's simple to type the phrases thin, this, and them, yet it appears challenging to read them. The digraph th therefore has two-valued correspondences between letters and sounds. There is no indication in the writing of these words that the digraph is deaf in certain circumstances and voiced in others. When teaching kids, it is important to take into account the spelling issues mentioned. They can be somewhat avoided by relying on conventional, morphological, and phonetic notions. The phonetic concept of writing may be summed up as follows: "Write as you speak," meaning that pronunciation can help you write in certain situations. fundamental phonetic Spelling becomes a sound examination of the idea. Another morphological rule of writing is that, for any given morpheme, a single graphic representation is always retained throughout related forms or words. For instance, although if the morpheme writ in the words write, rewrite, writer, writing, and written may have multiple sounds, it yet keeps a single visual picture. The morphological principles of writing in modern English are especially pronounced in the graphic expression of plural forms of nouns: - s, - es; 3rd person singular present tense verbs; past tense

and past participles of regular verbs: -ed; participles: -ing; comparative and superlative adjectives: - er, - est, etc.

Even though the English language has a large number of words whose spelling is determined by morphological and phonetic rules.

English morphology still operates on a historical or conventional basis. Historical spellings include those that defy phonetic or morphological explanation because they represent lost pronunciation conventions, variations in past spelling practices, or are just generally arbitrary in written works and ingrained customs. Examples of such spellings are answer, busy, one, island, and listen. Conventional spellings do not speak for a particular group. History is the only explanation for them. In many circumstances, the orthographic look of words aids in determining their derivation. Even in the absence of any letter-sound correspondence, some grapheme combinations can identify a word as either native to English or borrowed from another language. For instance, in the conclusion, English words are written y, ow, ew instead of i, ou, eu if you hear [i], [ou], or [ju]. Understanding these patterns helps children become proficient spellers since writing and reading require an understanding of rules that sound representations cannot offer. Given that learning even simple words initially presents significant challenges for kids, it is evident that extensive training is required to acquire spelling abilities, as well as reading and writing skills, in order to properly grasp grapheme-phoneme compliance. A record is the next part of the writing instruction curriculum. It is vital to compare the training tape with the textual version before disclosing its contents speech. The main area of distinction between them is motivational: if the goal of written communication is always to inform another individual, then writing, as it is usually meant for the writer alone and does not address the communication issue. The comparable level records

are each of the stated units since writing proficiency is based on learning letters, words, phrases, sentences, and super phrasal unities. The meaning of recordings is essentially derived from a deeper comprehension of the traits of language and speech units and, consequently, from enhanced retention of those traits at every level. However, the recording will only be a helpful teaching tool for students' active mental activity if every written assignment is completed in accordance with the pertinent educational task, boosting learning. Thus, putting letters and words on paper and then dissecting them into their component components helps to realize the meaning of lexical units and produces better visual representations. If writing was not considered a significant speech action in the past, his role is now unquestionable. Every day, children themselves become more and more persuaded of this: they send letters to one another in various languages, trade greeting cards, and converse online via computer networks. However, how can one make spelling right practice, which can be challenging and uninteresting at times, exciting? The teacher incorporates a spelling assignment into each lecture five minutes before moving on to a next subject. The initial vocabulary presentation is the first step. He is helping children understand what building blocks words are made of. The vocabulary is presented again in the second stage. His objective is to teach students how to separate well-known words from a large list of letters, understand how to read them and what they represent, and utilize those words in newly learned speech samples. Two different exercise kinds are part of the second level. The "magic square" exercise is the first kind. The words included in this square must be located, read, and translated by the students.

Composing as many phrases as you can use new words is the second kind of practice. Phase three. Its objective is to establish an intermediate spelling knowledge control accessible in two different exercise kinds. First-type exercise: fill in the missing letters. Words related to the subject that lack a letter are offered. Complete the words as an exercise of the second kind. There are words on the subject that have two or three beginning letters. Stage four. Its goal is to assess students' level of

preparedness for the final spelling exam. There are two different kinds of activities available: the first type is for typical pupils, while the second type is for high performers. The exercises include creating words out of a set of letters. There are seven available letters, and it is required Write a word using these seven letters correctly. Stage five. Its goal is to regulate one's understanding of how to spell new words. Two methods of control are possible: dictating vocabulary if time is limited, or solving the crossword problem if time permits.

CONCLUSION (XULOSA). Consequently, the use of technology in the classroom to teach writing English language instruction often focuses on two main areas: writing style and the improvement of one's capacity to convey meaning using the language's visual codes, or writing abilities. The main objective of the initial training phase is to impart writing foundations (spelling, calligraphy, and graphic abilities) to the pupils. This is accomplished by having them practice writing letters, training them in writing, helping them to become proficient in word spelling, and having them write sentences using the skills they have learned. A specific area of the set of activities for improving visual skills is dedicated to working with phenomena (letters, letter combinations) that are either not in the students' native tongue or whose components align with the constituents of letters in the native language. In other situations, skill letters based on the native tongue are transferred. When teaching pupils to write letters, the teacher must either write the letter exactly as it is written on the board or utilize a specific manual that contains detailed instructions with arrows and dots that demonstrate the proper order and direction for the hand to move in order to form the desired letter picture.

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