

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС  
ТАЪЛИМ ВАЗИРЛИГИ**

**ЎЗБЕКИСТОН ДАВЛАТ ЖАҲОН ТИЛЛАРИ  
УНИВЕРСИТЕТИ**

**ИНГЛИЗ ТИЛИ СТИЛИСТИКАСИ КАФЕДРАСИ**

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## CONTENTS

<b>Introduction</b> .....	3
<b>Chapter I Theoretical points of using Internet technology in teaching</b>	
1.1. Internet technologies in teaching English.....	9
1.2. Writing process on the basis of Internet technologies.....	14
1.3. Requirements for developing writing skills in Structure of state Approval of state educational standard for foreign languages of continuous education .....	25
<b>Chapter II Practical points of using technologies for developing students’ skills of academic lyceum</b>	
2.1. Analysis of literature used in academic lyceum in republic of Uzbekistan.....	33
2.2. Modern Internet technologies for developing the English language skills.....	40
<b>Chapter III Ways of teaching writing using internet technologies in academic lyceum</b>	
3.1. Internet technologies (on-line tools) in teaching writing skills in academic lyceums.....	51
3.2. Using on-line tools in teaching writing skills in academic lyceums. (On the example of one Lesson plan).....	56
<b>Conclusion</b> .....	64
<b>The list of used literature</b> .....	68

## Introduction

Educators need new skills for teaching in the ever-evolving online environment, and departments need approaches to such technology that empower instructors and students both. Drawing on current thinking in rhetoric and composition, adult education, and e-learning, and incorporating their own experiences with a variety of online instructional contexts, including the online learning provider smart thinking. It demands to have ingenious, knowledgeable, brainy youth for every country as well as ours. Our President Islam Karimov said: “Every nation’s progress, the whereabouts of history of the society is defined with mental, physical perfection and maturity of its generation.”<sup>1</sup>

Internet technology is the popular option for traditional and nontraditional learners. With many traditional industries such as manufacturing and textiles going offshore, 20-year veterans of the workplace are being laid off and going back to school to learn a new trade. Distance education—through Internet and video courses—helps those who have to work a job and go to school at the same time better schedule their learning opportunities. These people are usually older, in their 30s or 40s, and are learning to use technology, like the Internet and computers, while training for a new career. In theory, the Net Generation should learn better through Internet courses because they have been surrounded by computers all their lives and know how to use the technology already. The Internet, with the capacity to connect users throughout the world, has also been extensively examined for its potential to aid in the development of second language learner’s skills. Results of a number of studies indicate that the Internet is found to contain real language in a meaningful context, and as a result of viewing this material, learners develop into creators of language rather than passive recipients. Implementation of technology within the second language writing classroom also promotes learner autonomy, is an excellent means

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<sup>1</sup>Karimov’s I.A. From the President report at the Oliy Majlis session of the first conversation// Jahon Adabiyoti. Toshkent. Ma’naviyat, 1997. -P.97.

for teaching foreign culture and language, and in general, positively influences students' attitudes which contribute to an overall greater.

The head of state as noted an urgency of use of modern technologies in the course of training to foreign languages. The president emphasized importance of use of audio or new technologies in the course of training: «... conditions created for young developing generation, and it is schools, colleges, the lyceums equipped with modern computer means and audio with classes, should create the most favorable conditions for productive training and mastering by new knowledge and skills.»<sup>2</sup>

**The actuality** of our work represents the analysis of methods and the usage of new internet technologies in the field of education on the demand of writing skills, search newer approaches to establish those methods. The condition of researches in the field of new internet technology in a foreign language in a foreign technique is considered. Strength of these researches is development of new techniques and network of materials in the course of training. Are shown both their limitation, and advantages in use, in particular uses games distant training in writing a type of internet materials for complete storing of a new material and development of memory of the pupil at academic lyceum. Consideration of problems of distant writing of pupils in a foreign language gains special importance in connection with the basic changes dictated by social conditions and fast rate of development of technologies, both in practice of teaching of a writing aspect, and in a methodical science.

The need for effective methods of training writing to English academic lyceums by means of new online technologies also defines an actuality of our qualification research.

The **aim** of our research is to find out the main aspects of new methods of training to teach the pupils of academic lyceum from writing on the basis of studying of all available materials of internet source, theoretical justification, development and

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<sup>2</sup> Karimov I.A. Tarixiy xotirasiz, kelajak yo'q. –Tashkent: Ma'naviyat, 1999. -P. 149-150.

experimental check of a technique of writing to a foreign language by means internet technology.

For achievement of the aim the following **tasks** were put:

- 1) to investigate the new Internet resources and analyze them in teaching process;
- 2) to study theoretical bases of writing on the basis of Internet technology;
- 3) to find out new intensive approaches of online techniques for teaching writing skills;
- 4) to analyze the Requirements for developing writing skills in Structure of state Approval of state educational standard for foreign languages of continuous Education for the level B1;
- 5) to evaluate the book English B1 under the task of writing skills while using Internet technologies
- 6) to demonstrate own series of lessons of the content of writing using internet;
- 7) to show an example of one lesson plan using one online tool (3 D writer creativity portal).

**Degree of study.** Most of writers have definitely written books than an inspire teachers to be creative and resourceful on the field of Internet. Like that “Teaching online – a practical Guide”<sup>3</sup> by Susan Ko and Steve Rossen showed the specific peculiarities of online teaching and its importance for education. The book is ideal for the professor or instructor who is providing instruction through distance learning. Besides that, the authors instructed how to give tasks and evaluate as well as playing games and some interactive exercises. The book “Engaging the Online Learner: Activities and resources for creative Instruction” by Rita –Marie is also the most valuable resource for the learners who are keen on doing activities through Internet

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<sup>3</sup> Susan Ko & Stive Rossen. Teaching online: A practical Guide (College teaching). –Houghton: Mifflin, june 6, 2003.- P.12.

while gaining knowledge. The book is very easy and fast to read with lots of concrete examples of activities for the online learner. To these books we can also add the books “Online writing Survival Guide” by Judith V, Boettcher and “Effective online Foundations and strategies for student success” after Tina Stavredes. The books are very important that they are indispensable guide for online listening, speaking, reading and writing. In them very section is very thorough and provide detailed examples of how to organize and implement Online teaching and learning. The writing is an important making component in the course of perception and assimilation of a new material in the course of training to the English language. Writing subject is important for each teacher of a foreign language, using internet as introduction of new techniques in training process to writing such known methodologists as D.Galskova, N.I.Gyoz, A.A.Leontyev, I.Z.Novoselova, V.A.Artyomov, N.S. Fomenko, G. Lozanov, M.Lyakhovitsky of Century, A.A. Mirolyubov, G.V. Rogov, L.V. Vereschagin, L.E. Sakharov, F.M Rabinovich were engaged in technique studying. M.L. Vaysburd, A.P. Starkov, R. G.Tkachenko, B.I. Rogovsky, V.B Carlisle, N.V. Elukhin. In, L.L Blonsky. S.L. Bocharova And many other. In the book, Beth L. Hewett, author of *The Online Writing: A Guide for Teachers and Tutors* and co-author of *Preparing Educators for Online Writing Instruction: Principles and Processes*<sup>4</sup>, will share and demonstrate keys asynchronous conferencing strategies that some online instructors are finding to be foundational for changing their comments and textual interactions with students. These strategies are being adopted by online instructors across the country and used in both online and face-to-face tutoring and teaching venues on writing. The difference between these researches and our qualification paper is to find out new Internet technology in order to develop the students’ writing skills of Academic lyceum.

Developing writing skills using internet technologies (online tools) like 3D writer creativity portal of the 1<sup>st</sup> students of academic lyceums in Uzbekistan defines **novelty** our research.

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<sup>4</sup> Beth Hewett L. *The Online Writing Computer Assisted Language Learning*. Martfurd. Full Press,2004 . –P. 189. Bristol

**The object** of research is to find out new methods of using online technologies and the process of teaching them in writing at academic lyceums.

**The Subject** of our research is using online tools (internet technologies) in developing writing skills of students at academic lyceum.

**The theoretical value** represented theoretical points of using internet technology (online tools) in teaching writing.

**Practical value** of our research is defined by the methods of recommendations of using internet technologies (online tools) like 3D Writer creativity portal for developing students' writing skills of the 1<sup>st</sup> year of academic lyceum.

**The structure** of the research consists of the Introduction, 3 Chapters, Conclusion, and The list of used literature.

**Chapter I.** Theoretical points of using Internet technology in teaching. This chapter consists of 3 paragraphs.

In the first paragraph “Internet technologies in teaching English” we analyzed the internet technologies and its advantages in teaching through the world.

In the second paragraph we found out the specific peculiarities of writing process.

We searched and analyzed the Demands for developing writing skills in Structure of state Approval of state educational standard for foreign languages of continuous education in the 3<sup>rd</sup> paragraph.

**Chapter II** entitled Practical points of using internet technologies for developing students' writing skills of academic lyceum.

In the first paragraph “Analysis of literature used in academic lyceum in republic of Uzbekistan”, we searched the practical points of using internet technologies for developing students' writing skills of academic lyceum and we analyzed the book English B1 and defined the tasks into reading and writing.

The second paragraph “Modern Internet technologies for developing the English language skills”. Here we searched new modern online tools for reading, listening and speaking and told about their conveniences.

**Chapter III.** Ways of teaching writing using internet technologies in academic lyceum. In this chapter we found out new techniques and tools which are useful and effective for the learners and show them to the audience as an example of lesson plan.

The first paragraph is named “Internet technologies (on-line tools) in teaching writing skills in academic lyceums” and we searched online tools for teaching writing. It is obvious that, the teaching writing through internet is the most significant for the learners.

In the second paragraph “Using on-line tools in teaching writing skills in academic lyceums (on the example of 1 Lesson plan)”, we analyzed the 3D Writer Creativity Portal.

**Conclusion** is about the achievement result of the work under the chosen theme.

**List of used literature** deals with the alphabetical list literatures used in carrying out the investigated work.

**Approbation of qualification paper.** The results of scientific research was published in the following article: “Yozishni rivojlantirish uchun zamonaviy texnologiyalardan foydalanish”.

(“Zamonaviy psixologiya muammolari”, “Toshkent 2015”)



## **Chapter I Theoretical points of using Internet technology in teaching**

### **1.1. Internet technologies in teaching English.**

The internet swiftly entered the life of the humankind in the 20<sup>th</sup> century. It took us less than ten years to face the fact of its spreading all over the world, including the developing countries, “The Internet has become not only the hugest information resource in the world, but – what is even more important- the most rapid means of communication”.<sup>5</sup> People from different countries have got an opportunity to communicate with each in quite a short time. In comparison with a snail-mail or even airmail, e-mail gets over distance and time, frontiers of the states with a lightning speed. Thus, people get closer to each other. They have got a chance to know each other better, to become aware of what is common among nations and can unite them and what is different, what peculiarities of culture and religion should be taken into account to achieve mutual understanding. They gradually come to realize the fact that we all are inhabitants of one planet- the Earth – and have to live together depending on each other, helping each other. So the opportunities, which the Internet can offer in the sphere of education, are really unique. But we should keep in mind one simple idea that the Internet was invented especially for education. Very few technical aids designed and produced particularly for the educational purposes. Educators have

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<sup>5</sup> Lewis P. Using productivity software for beginning language learning Part 1 : The word processor Learning and Leading with Technology. - Drexel: Pearson Education, 2000. -P. 14-17.

always had to investigate the didactic function. It is very important neither to overestimate the role of internet in education nor to underestimate it, to define this role and place in the educational process.

For this purpose, it is necessary to orientate on the concept and goals of education adopted in different education system. Many of us live in the so-called information society where the information is of great value; some are only on the threshold of such society. Famous american psychologist Lester C. Turow in his book “The future of capitalism. How today’s psychological Forces Shape Tomorrow’s World.”<sup>6</sup> underlines that the greatest value for many years ahead will be knowledge and qualification because knowledge can be manifested through qualification. The level of technologies in the developed countries is so high that it needs high qualified specialists. From the didactic point of view, it is, first of all, the positive influence of the applied Internet-applications on the learner achievement. As it was mentioned in the Report on the Effectiveness of Technology in Schools: 1995–published by V. Kang & S. Dennis – an independent consulting firm in the field of educational technologies – “positive influence was found in all main spheres of education, from pre-school to high-school, as in the field of general education as well as professional education.”<sup>7</sup> As a result of the meta-analysis conducted by C. Kulik and J. Kulik prior to the researches in the field of effectiveness of educational technologies in 1991, it became clear that the use of computer technologies gives better results of the learning (interpreted as the fastness of learning and the level of achievement) by an average of 20%.

Using technology for some practical purpose, and not for the sake of using technology, must be the clear objective. Assay said: "Some faculty, in an effort to use the latest buzzword or receive the next big grant, are testing technology simply for

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<sup>6</sup> Lester. C. Turow. Intrinsic motivation and the process of learning: Beneficial effects of contextualization, personalization, and choice. – Australia: Sloan Consortium, 2002. – P. 715-730.

<sup>7</sup> Kang V. & Dennis S. The effects of computer-enhanced vocabulary lessons on achievement of ESL grade school children: Computers in the Schools. - Carbondale: Southen Illinois University Press, 1995. –P. 25-35.

the sake of technology, rather than using technology as a tool for learning, such as paper and pencils. When people focus too much on technology, they lose sight of the true purpose of technology, which is to facilitate learning in the classroom."<sup>8</sup>

Technology is becoming increasingly important in both our personal and professional lives and the learners of English are using technology more and more. Therefore the problem how to teach English with technologies is very actually for every teacher nowadays.<sup>9</sup> The Internet has made many opportunities available to both learners and educators that were not feasible in the past. For example, there are endless resources available in the form of newspapers, magazines, government listings, grammars, dictionaries, newsgroups, key-pals, and mailing lists just to name a few. And, at our very fingertips are assorted, authentic materials whose access are not limited to either temporal or spatial constraints, for the Internet is easily accessed 24 hours a day from any computer terminal throughout the world. With these unique opportunities in mind, writers are required to only use the material secured from the Internet to compose their essays. It is assumed that a class previously received formal instruction which focused upon the use of electronic technology, thus, there is no need or space to discuss the practical tips required for successful navigation of the Internet. Educational technology is nudging literacy instruction beyond its oral and print-based tradition to embrace online and electronic texts as well as multimedia. Computers are creating new opportunities for writing and collaborating. The Internet is constructing global bridges for students to communicate, underscoring the need for rock-solid reading and writing skills. By changing the way that information is absorbed, processed, and used, technology is influencing how people read, write, listen, and communicate. As demonstrated, computers and software can help English language learners develop vocabulary skills and knowledge. Computers can also help

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<sup>8</sup>Sorin Webfolio Y. Using Electronic Portfolios in Preservice Teacher Education. – Sydney: Australian Journal of Teacher Education, 2005. – P.36.

<sup>9</sup> Russell M. Testing Writing on Computers: An Experiment Comparing Student Performance on Tests Conducted via Computer and via Paper-and-Pencil. – Hong Kong: TESOL Quarterly, 2003. – P.18.

ELL students develop their writing skills. Lewis recommends that composition for beginning learners should be a guided activity so students do not become frustrated. Writing paragraphs in a language that is still somewhat unfamiliar to students can be difficult. When using a computer, however, the use of graphics can make this much more enjoyable.

Using clip art can also help students to convey their thoughts more clearly. The advantages provided by the Internet in organization of cooperation are predestined by the very nature of the Network. As it is known, the World Wide Web (WWW) was formed as an environment specifically designed for collaborative work on the documents by collectives of researchers territorially remote from each other. “The further development of Internet technologies has given an opportunity for joint use and editing of textual materials, schedules, audio and video-sequences.”<sup>10</sup> According to P. Groves, with the co-authors, the pedagogical significance of the given type of AIE consists in the fact that it allows the trainee not only to be involved in the single context of teaching, but also creates opportunities for interaction with others and with the teacher. In this respect it differs sharply from such types of educational activity as, for example, obtaining data from the web (web browsing).

The proliferation of Massive Open Online Courses (MOOCs) and other forms of online education has changed the landscape of guided learning for both students and teachers. Professors who once stood in front of classrooms filled with dozens of students now stand in front of webcams in front of thousands or tens of thousands of logged-in users. Grading papers, scoring tests, and giving personalized feedback are all totally different pursuits in an online environment, and technology companies are rushing to build the tools that make online learning easier, more effective, and more enjoyable for teachers and their students. Videos, slideshows, games, and interactive group activities are all part of the online teacher’s tool belt, and when a teacher is as

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<sup>10</sup> Liaw M.L. An analysis of ESL children's verbal interaction during computer book reading: Computers at lyceums. – Owston: Collaborative Approach, 2002. - P. 55-73.

savvy with technology as the students, amazing things can happen in an online classroom. These tools for online teachers and learners can improve communication between participants who may be thousands of miles apart geographically, but learning together in a shared technologically enabled space.

Search engines can be particularly helpful to teachers in finding almost any kind of information on the Internet. Teachers might want to try some of the following education-related and generalized search engines. When teachers become aware of how to find information online, they can help their students begin to tap into this huge resource. This skill is useful to students not only for accomplishing their homework, but also as a survival skill in the modern workplace. In addition, there are some websites that offer online help from teachers for students who need assistance with their homework. Teachers should make sure they investigate the quality of this homework help before recommending a website. There are also vast arrays of online resources specifically tailored to the needs of parents. Teachers who are aware of these resources can recommend useful websites to the positive school-home interaction.

Literacy games are also available online and for downloading, as well as reviews of educational software programs. Another wonderful resource is a large variety of online books, often organized by subject, with the text and pictures of each page easily viewed on the screen by the student, who can click on the arrow to turn the page. For students who may not be interested in reading but love computers, online books can be helpful teaching tool, as well as providing an easy way for a teacher to expand the classroom library. A wonderful related feature of several websites is the information they provide about the authors and illustrators of students' books. To the tech-savvy youngsters in our classrooms, the use of online applications is second nature. All we, as teachers and ICT coordinators, need do is introduce them to the on line apps that can help unlock their creativity and collaborative skills- and aid their study, revision and organization.

The key knows which free online tools transcend the novelty factor and add real value. That's where this guide can help. Read on to discover ten online tools you can use straight away, without needing to raise a purchase order or barter for budget allocation.

## **1.2. Writing process on the basis of Internet technologies**

Writing is medium of human communication that represents language through the inscription or recording of signs and symbols. In most languages, writing is a complement to speech or spoken language. Writing is not a language but a form of technology. Within a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar and semantics, with the added dependency of a system of signs or symbols, usually in the form of a formal alphabet.

Effective writing skills are to a writer what petrol is to a car. Like the petrol and car relationship, without solid skills writers cannot move ahead. These skills don't come overnight, and they require patience and determination. You have to work smart and hard to acquire them. Only with experience, you can enter the realm of effective, always-in-demand writers. Of course, effective writing requires a good command of the language in which you write or want to write. Once you have that command, you need to learn some tips and tricks so that you can have an edge over others in this hard-to-succeed world of writers. There are some gifted writers, granted. But gifted writers also need to polish their skills frequently in order to stay ahead of competition and earn their livelihood.

Writing well is a major cognitive challenge, because it is at once a test of memory, language and thinking ability. It demands rapid retrieval of domain-specific

knowledge about the topic from long-term memory<sup>11</sup>. A high degree of verbal ability is necessary to generate cohesive text that clearly expresses the ideational content. Writing ability further depends on the ability to think clearly about substantive matters<sup>12</sup>.

Writing has been instrumental in keeping history, dissemination of knowledge through the media and the formation of legal systems. If writing comes up anywhere in EFL, it is in the writing classroom. Most EFL students will have some writing skills when you get them. But they will often have an idea that their writing is quite good and generally it will be quite poor. Many EFL students will have had some experience with paragraph and essay writing, but, in fact, they often will have quite poor writing skills at the sentence level. Therefore, you will need to take them back to sentence level and begin to teach them very basic structure and how to write simply. Run-on and fragmented sentences will be very common until you correct those errors. The more basic you get with your writing students, the better. Once a good foundation is built, you can move on to basic paragraph writing and on to essays. Three facts indicate that self-regulatory control of written production depends having adequate working memory resources.

Firstly, measures of working memory capacity correlate with writing performance. This is but one instance of a wide range of complex cognitive tasks, including tests of fluid intelligence that are uniquely predicted by one's ability to control processing through executive attention. Neuroimaging of the frontal lobe regions linked to executive attention in working memory also reveal greater activation in individuals with high fluid grade than in those with low fluid grade.

Secondly, pupils' fluency in generating written text is limited until they master the mechanical skills of handwriting and spelling. Learning the mechanics of writing

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<sup>11</sup> Osuna M.M. & Meskill C. Using the Wide World Web to integrate English language and culture//A pilot study//Teaching writing and Technology. - Saint Louis: Krampe, 2002. - P. 71.

<sup>12</sup> Mc Groarty M. The benefits of cooperative learning arrangements in second language instruction for the National Association for Bilingual Education. -San Francisco: Josses-Bass, 1989. - P.127.

to a point of atomicity during primary school years frees the components of working memory for planning, generating and reviewing.

Thirdly, advancement to the use of writing has a means of thinking, as well as language production, emerges only after a decision or so of writing experience. In late adolescence and young adulthood, writers move beyond merely telling the reader what the author knows.<sup>13</sup>

These skills take time to develop though and you will find that most textbooks will move your students forward too quickly.

With the exception of speaking, writing is the most popular and prevalent method of creating connections among people. As a means of building links between individuals and within communities, writing serves as the flexible foundation for almost every type of communications media. Print, video, audio, speech and interactive web media all begin with writing. Writing connects people across time, space and culture. Because of the influence of writing, individuals can learn from yesterday, gain knowledge about today and design for tomorrow. “Writing—being inanimate, amoral and disinterested—can transmit good or evil.”<sup>14</sup> It can destroy or create, cover up or reveal. Writing can prevaricate or be straightforward. It can build up or tear down, poison or heal. Writing can cause conflict or encourage peace.

“Writers write to inform, educate, entertain, persuade and motivate.”<sup>15</sup> Writing to inform tells the audience about a person, place, thing or idea in a neutral, unbiased and fair manner. Informative writing seeks fairness because objectivity is impossible. The background and beliefs of the writer distort and skew attempts at

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<sup>13</sup>Case D.E.& Truscott E.J. Personal learning environments. *Language Learning // Technology*. – Colorado: Calico, 2011. -P.124.

<sup>14</sup>Tamor L. & Walmsley S. A. Writing strategies in a second language // Three case studies of learners using electronic mail // *The Canadian Modern Language Review* Trenchs. – California: Teacher College Press, 2003. - P. 464-497.

<sup>15</sup> Bush M. D. & Chun D. M. Exploring and evaluating writing. - Bedford/St: Martin’s and NCTE, 2008. -P.8.



objectivity. Instead of striving for objectivity, the information writer aims for even-handedness—researching a topic from multiple points of view before sharing the findings in a straightforward manner. Informed writing requires honest self-analysis, plus accuracy in research, followed by the services of a skilled editor to eliminate any biases. According to their own training and ethics, news reporters should write to inform with fairness, not objectivity.

Educational writing begins at the knowledge level of the audience and increases their learning. Researching with accuracy keeps this type of writing interesting and fair. Writing to entertain is often the most effective means of transmitting a message. While there is no guarantee of successful results, amusing the audience may open otherwise closed minds. Writing to lighten the heart has the ability to remove the dread from frightening events and alarming ideas. In a world overly burdened by solemnity, a merry hearted delivery of serious content can keep audiences interested. Even so, the entertaining writer must research with accuracy and write with fairness and sensitivity. Persuasive writing presents supportive arguments for a specific point of view. These favorable defenses must be, if not Socratically logical, at least thoughtful and reasonable. Importantly, this type of writing should acknowledge the positive values in other opinions. Showing this courtesy to alternative viewpoints adds confident strength to any argument. Persuasive writing should concentrate on ideas and actions, addressing personalities only when essential to the argument. It also requires the foundation of accurate research. Motivational writing seeks to prompt people to action. Unlike persuasive writing, motivational writing can ignore thoughtful and reasonable arguments. Appeals for emotional responses are common, often disregarding sensible evidence. Conversely, calls for action can result from carefully considered lines of reasoning. Whether emotional or rational, motivational writing requires careful research and thought.

Students will probably be similarly unused to considering issues of purpose in writing. Too often in their earlier writing courses, they will have been led to think that their sole purpose in writing a lyceum paper is to say everything they know about

their topic and not to make any mistakes. Experienced writers realize the naiveté of this notion. Some papers do indeed require the writer to report selected, usually carefully sequenced, bits of information as objectively as possible; others require the writer to be introspective and raise questions about the issues at hand without necessarily resolving them; still others require the writer to shape an argument so that some individual or group of readers will think or act in some specific way after they read the text. And certainly none of these purposes need act in isolation: A well-crafted informative report can be subtly yet effectively persuasive, and the most convincing of editorials or essays can be richly exploratory and extensively informative. As with the concept of audience, students need to be taught to ponder the many purposes their texts can serve.

Nowadays current English curriculum standards emphasizes the cultivation of students' language competence and communicative ability, but in the field of English writing teaching in our country, "the Outcome Method has been in a dominant position for a long time."<sup>16</sup> Under the influence of it, teachers have been valuing the outcome of writing rather than the process of writing in writing teaching. When giving marks, they have just been emphasizing the correct form rather than the content of the students' articles. This teaching method that values the form but not the content heavily holds up the improvement of the students' writing level. Corresponding to this situation, the students commonly have a fear of English writing and no interest in it, especially for the students at academic lyceums. The reason is that most of the students in lyceums are the poorest students from different places. They widespread have no interest in learning and lack confidence. Their foundations of knowledge are weak and the attitudes to learning are improper. Especially for

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<sup>16</sup> Burke Michael. *The Globalization and Localization in Computer-Assisted Language Learning*. - Kota Kinabalu: Sabah, 2007. - P. 235-238.

English learning, they generally have embarrassing and fearful feeling. However, with the development of the situation, for most of the majors such as trade, tourism, hotel services, secretary, the students are required to grasp some knowledge of English, such as basic communication skills and English writing abilities, to say nothing of those who are going to take the entrance examination to lyceum. Thus, this had to be drawn much attention and reflection. Slender contributions to the development of education can be made, if a research can be carried out to get some beneficial results and experience. The research questions in this work are. The Process Approach has an enormous positive effect on English writing at academic lyceums. The sense of the students' cooperative learning can be trained by using this approach. In this research, the empirical approach and questionnaire are adopted. The present study shows that the Process Approach has an obvious positive effect on the students' English writing at academic lyceums. By the implement of this approach, the level of the students' English writing can be significantly improved. At the same time, the sense of the students' cooperative learning is trained. But there are still some shortcomings in this approach, especially in the Uzbek circumstances. It is necessary for the teachers to combine other teaching methods in English writing teaching, especially in the teaching circumstances in our country nowadays. The significance of this study is that, in theory, some researches are adopted to change the dated English writing teaching in lyceums by practicing this approach, and to find out how to effectively use this teaching model in English writing teaching in order to arouse the students' interest in writing and improve their writing abilities. In practice, the students' consciousness self-studying and self-evaluation capacity are cultivated to develop their thought, thereby improving their integrated language skills and laying a good foundation for their future career planning and living skills. At the same time, through the study of the Process Approach, more teachers and students will understand, accept and use this approach, which has a practical significance in accelerating and promoting the reform of writing teaching in lyceums in our country.

However, every piece writers write is for a specific purpose—for example, writers may want to explain how something works or persuade people to agree with their point of view. While there are as many writer's styles as there are writers, there are only four general purposes that lead someone to write a piece, and these are known as the four styles, or types, of writing. Knowing all four different types of writing and their usages is important for any writer.

There are **Four Types of Writing** according to Godwin-Jones' classification:<sup>17</sup>

### **1. Expository Writing**

Expository writing's main purpose is to explain. It is a subject-oriented writing style, in which authors focus on telling you about a given topic or subject without voicing their personal opinions. They furnish you with relevant facts and figures but do not include their opinions. This is one of the most common types of writing styles, which you always see in textbooks and how-to articles. The author just tells you about a given subject, such as how to do something.

Key Points:

- Expository writing usually explains something in a process.
- Expository writing is often equipped with facts and figures.
- Expository writing is usually in a logical order and sequence.

When You Would Use Expository Writing:

- Textbook writing
- How-to articles
- Recipes
- News stories (not including opinion or editorial pieces)

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<sup>17</sup>Godwin V.D. - Jones B. N. Literacies and technologies revisited: London: Kogan, 2010. -P. 321.

- Business, technical, or scientific writing

Example:

Many people associate the taste of pumpkins with fall. In October, companies from Starbucks to McDonalds roll out their pumpkin-flavored lattes and desserts. Here is how to make an easy pumpkin pie using only five ingredients. First, make sure you have all of the ingredients.

This is an example of expository writing because it is explaining. In this case, you can already tell that the piece will be about how to make a pumpkin pie.

Non-example:

Everyone knows that the best part about fall is all of the pumpkin-flavored desserts. Pumpkin pie is the best fall treat because it is not only delicious but also nutritious. Pumpkin is filled with vitamin A, which is essential for a healthy immune system and good vision.

This is a non-example because several opinions are stated, such as “Pumpkin pie is the best fall treating...” Although this excerpt contains a fact about pumpkin containing vitamin A, that fact is used as evidence to support the opinion. These opinions make this an example of persuasive writing.

## **2. Descriptive Writing**

Descriptive writing's main purpose is to describe. It is a style of writing that focuses on describing a character, an event, or a place in great detail. It can be poetic when the author takes the time to be very specific in his or her descriptions.

In good descriptive writing, the author will not just say: “The vampire killed his lover.”

He or she will change the sentence, focusing on more details and descriptions, like: “The bloody, red-eyed vampire sunk his rust-colored teeth into the soft skin of his lover and ended her life.<sup>18</sup>”

Key points:

- It is often poetic in nature
- It describes places, people, events, situations, or locations in a highly-detailed manner.
- The author visualizes what he or she sees, hears, tastes, smells, and feels.

When You Would Use Descriptive Writing:

- Poetry
- Journal or diary writing
- Nature writing
- Descriptive passages in fiction

Example:

The iPhone 6 is unexpectedly light. While size of its screen is bigger than those of the iPhones that came before, it is thinner, and its smooth, rounded body is made of aluminum, stainless steel, and glass. The casing comes in whitish silver, gold, or a color the company calls “space gray,” the color of the lead of a pencil, with darker gray accents.

This is an example it is describing aspects of the phone. It includes details such as the size, weight, and material.

Non-example:

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<sup>18</sup>Garrett N.& Godwin-Jones. Web-Based Language Learning Activities in the ESL Classroom. – Utah: Graham, 2001.

So you just brought home a shiny new smartphone with a smooth glass screen the size of your palm. The first things you will want to do when purchasing a new cell is buy a case. “Cracking your screen is an awful feeling, and protection is inexpensive when you compare it to the costs of a new phone.”<sup>19</sup>

Even though this example uses adjectives, you can tell that this is not an example of descriptive writing because the purpose is not to describe the phone—it’s to persuade you to buy a case.

### **3. Persuasive Writing**

Persuasive writing's main purpose is to persuade. Unlike expository writing, persuasive writing contains the opinions and biases of the author. To convince others to agree with the author's point of view, persuasive writing contains justifications and reasons. It is often used in letters of complaint, advertisements or commercials, affiliate marketing pitches, cover letters, and newspaper opinion and editorial pieces.

Key Points:

- Persuasive writing is equipped with reasons, arguments, and justifications.
- In persuasive writing, the author takes a stand and asks you to agree with his or her point of view.
- It often asks for readers to do something about the situation (this is called a call-to-action).

When You Would Use Persuasive Writing:

- Opinion and editorial newspaper pieces
- Advertisements
- Reviews (of books, music, movie, restaurants, etc.)

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<sup>19</sup> Kann Y. Internet-based language learning: Pedagogies and technologies. - Connecticut: Apacall, 2001. -P. 107-118.  
from <http://lt.msu.edu/vol14num1/commentary.pdf>.

- Letter of recommendation
- Letter of complaint
- Cover letters

Example:

Following the 2012 Olympic Games hosted in London, the UK Trade and Investment department reported a £9.9 billion boost to the economy. Although it is expensive to host the Olympics, if done right, they can provide real jobs and economic growth. This city should consider placing a bid to host the Olympics. This is persuasive writing because the author has a belief—that “this city should consider placing a bid to host the Olympics”<sup>20</sup>—and tries to convince others to agree.

Non-example:

According to legend, the Olympics were founded by Hercules. Now almost 100 countries participate in the Games, with over two million people attending. So cities from Boston to Hamburg begin considering their bid to be a host city more than 10 years in advance. All of these statements are facts. Therefore it’s expository. To be persuasive writing, you must have an opinion that you’re trying to persuade people of—then, of course, you will support that opinion with evidence.

#### **4. Narrative Writing**

Narrative writing's main purpose is to tell a story. The author will create different characters and tell you what happens to them (sometimes the author writes from the point of view of one of the characters—this is known as first person narration). Novels, short stories, novellas, poetry, and biographies can all fall in the narrative writing style. Simply, narrative writing answers the question: “What happened then?”

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<sup>20</sup> Neill O’. Enhancing learning and teaching: Pedagogy, technology and language Flaxton. -Australia: Post Pressed, 2001. -P. 215-227.



### Key Points:

- In narrative writing, a person tells a story or event.
- Narrative writing has characters and dialogue.
- Narrative writing has definite and logical beginnings, intervals, and endings.
- Narrative writing often has situations like actions, motivational events, and disputes or conflicts with their eventual solutions.

### Examples of When You Would Use Persuasive Writing:

- Novels
- Short stories
- Novellas
- Poetry
- Autobiographies or biographies
- Anecdotes
- Oral histories

### Example:

“I don’t think that’s a good idea,” said Javelin.

“You never used to be such a girl!” retorted Orin, pushing open the door.

This is a narrative because it’s telling a story. There are different characters conversing, and a plot is unraveling.

### Non-example:

Cutting Edge Haunted House holds the Guinness World Record for the largest haunted house on earth. It’s located in a district in Fort Worth, Texas known as

"Hell's Half Acre"<sup>21</sup> in a century-old abandoned meat-packing plant. The haunted house takes an hour to complete, winding through horrific scenes incorporating the factory's original meat-packing equipment.

### **1.3. Requirements for developing writing skills in national standard Approval of state educational standard for foreign languages of continuous education.**

Legislative Assembly of the Republic of Uzbekistan, 2013, № 20, p. 251. Pursuant to the decision of the President of the Republic of Uzbekistan dated December 10, 2012 № PP-1875 "On measures to further improve the system of studying Foreign Languages "The Cabinet of Ministers decides:

1. To approve the State educational standard of continuous Education "requirements to the level of preparedness of graduates at all levels education in foreign languages "in accordance with Annex 1 number. Put into practice the State educational standard system Continuing Education "Requirements to the level of preparation of all levels of education in foreign languages "in stages, beginning with the 2013-2014 school year.<sup>22</sup>

2. Make changes and additions to some decisions of the Government The Republic of Uzbekistan in accordance with Annex № 2 Annex 2 provides a number in the Uzbek language.

3. Ministries and departments within a month brought in line with this Resolution departmental regulations.

4. Monitoring of the implementation of this resolution shall be assigned to the Deputy.

### **Structure of state Approval of state educational standard for foreign languages of continuous education**

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<sup>21</sup> Warschauer M. New tools for teaching writing. Language Learning & Technology. - Washington: The Wall Street, 2011. - P.36.

<sup>22</sup> Approval of state educational Standard for foreign languages of continuous Education. Tashkent: 2013. - P- 1. Tashkent.

State educational standards for foreign languages for all levels of education determines the purpose and objectives of the study of the subject; FL learning content; requirements for the mandatory level of preparedness of graduates institutions at all levels of education.

Purpose and objectives of the study academic subjects. The purpose of learning a foreign language at all levels of Uzbekistan is the formation of foreign language communicative competence students to function in a multicultural world in the home, scientific and professional spheres.<sup>23</sup>

Foreign language communicative competence- the ability and the real willingness to foreign communication. This document competence in the following order:

***Linguistic competence*** implies knowledge of language aspects (Phonetics, vocabulary, grammar) and possession of speech skills (Listening, speaking, reading and writing).

***Sociolinguistic competence*** allows students to choose correct linguistic expression forms and ways according to the situation, communicative purpose and intention of the speaker. Sociolinguistic competence includes socio-cultural competence, providing the ability to recognize national profiles studied language and behave respectively in situations of foreign language communication with native speakers.

***Pragmatic competence*** provides the ability to communicate in accordance with the development of communicative situations and strategies that promote effectiveness of communication, such as strategy interrupt specification, compensation situations predicament communication. This document pragmatic competence included discursive competence. It develops the ability to connect ideas consistently, using appropriate language and verbal means written communication,

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<sup>23</sup> Hewett L.B. The Online Writing Computer Assisted Language Learning. – Australia: Distance Education Centre, 2004. - P.189.

and requires the ability to understand and interpret linguistic signals in the connected speech or writing.

### **Contents learning a foreign language**

Learning content is presented in the form of a set of subject topics, included in the compulsory core curriculum of general secondary, specialized secondary and higher education. Each section of the standard can be used as minimum basis for programming and the development of textbooks.

### **Teaching requirements for graduates in FL**

Teaching requirements for graduates of foreign language developed in accordance with the content of teaching and continuity for the general steps secondary, and higher education, presented in the form descriptors (can do), forming the language skills, and guidance on grammar, vocabulary, phonetics and spelling as appropriate. Descriptors language skills are interrelated and were taken from the Common European Framework levels language proficiency to ensure compliance with international standards. Descriptions should be regarded as requirements to the level of preparedness of graduates, which mean:

1. Descriptors should be taken into account by developers of programs and textbooks; each step of training is in order to achieve each level.
2. Descriptors aim at the development of evaluation criteria for certification graduates at all levels of education of the Republic of Uzbekistan.

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### **Contents of teaching for the level B1**

**Table 1**

Competences	Content
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Themes	<p>Everyday items (personal information, information about the family, leisure time, etc.).</p> <p>Social and social themes (social contact with the outside world).</p> <p>Educational themes (subjects and the attitude towards them, trained in professional college / academic lyceum and others.).</p> <p>The socio-cultural topics (historical, geographical, climatic, cultural and professional characteristics of the target language, and the Republic of Uzbekistan).</p>
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Competences		Content
	writing	<ul style="list-style-type: none"> <li>•Writing write notes and messages both personal and professional nature, expressing urgency, importance and necessity.</li> <li>•Write a short professional report in a standard format.</li> <li>•To write simple reports duties.</li> <li>•To write simple reports related to the work place or incident.</li> <li>•Write a resume and cover letter.</li> </ul>
Language competence	Graphics And	<ul style="list-style-type: none"> <li>•Graphics and spelling rules of punctuation and spelling.</li> </ul>

Competences		Content
	Phonetic competence	<ul style="list-style-type: none"> <li>•Use the accent and intonation of speech for emphasis in the presentations and discussions.</li> <li>•Lexical competence actively uses the existing vocational-oriented vocabulary.</li> <li>•Identify and use words related international characteristic of professional discourse.</li> <li>•Recognize and understand the significance of word-forming elements (compound words, prefixes, suffixes, roots), both outside and in the professional sphere</li> </ul>
		<ul style="list-style-type: none"> <li>•Being able to use vocabulary based on the objective content of speech of the main stage of learning.</li> </ul>
		<ul style="list-style-type: none"> <li>•The initial presentation of simple ways of word formation; borrowing (international words).</li> </ul>
	Lexical competence	<ul style="list-style-type: none"> <li>• objective content of speech of the main stage of learning.</li> <li>•The initial presentation of simple ways of word formation; borrowing (international words).</li> </ul>
	Grammatical competence	<ul style="list-style-type: none"> <li>•Grammatical competence to recognize and properly apply all the basic elements of grammar IYA according to the communicative goals</li> </ul>

Sociolinguistic competence	<ul style="list-style-type: none"> <li>•Recognition of the main features of intercultural language of Uzbekistan and the countries of the target language, such as greetings, treatment methods, rules of speech etiquette.</li> <li>•Further work on the non-verbal means of communication in different cultures, situations: body language, non-verbal signals.</li> <li>•Features of the electronic communication and SMS DICE and their native language.</li> </ul>
Pragmatic competence	<p>The development of presentation skills.</p> <p>Proper presentation of ideas in oral and written discourse.</p> <p>Initial understanding of the degree of formality use of language means in different social and professional situations.</p> <p>Basic strategy interrupts to clarify and reduce the rate of speech of the speaker.</p>

### Requirements to the graduates of FL for the level B1

**Table 2**

Competence	Skills

		Writing	<p>B1</p> <ul style="list-style-type: none"> <li>•Simple business documents (letters and e-mails, reports, statements, plans, service proposals, resumes, cover letters, questionnaires).</li> <li>•Personal correspondence (letters and emails, short message).</li> </ul>
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Competence		Knowing how to use	
	Language competence	Phonetic competence	<ul style="list-style-type: none"> <li>•Improving clear pronunciation at the word level, speech and discourse.</li> <li>•Using rhythm and intonation (incentive, interrogative, negative, imperative), the division offers into meaningful groups.</li> <li>•Recognition of the main options DICE.</li> </ul>
		Lexical competence	<ul style="list-style-type: none"> <li>•Expanding professionally-oriented vocabulary.</li> <li>•Proper understanding and use of vocabulary in a professionally-oriented context.</li> </ul>



		Grammatical Competence	<ul style="list-style-type: none"> <li>•Proper use of grammar material studied earlier (verb tenses, modal verbs, degrees of comparison of adjectives and adverbs, prepositions, words, determinants, etc.) in every day and professionally-oriented context.</li> </ul>
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More than ever, it's important to know how to communicate our point quickly and professionally. From this standard we can see that students of the level B1 can write simple business documents (letters and e-mails, reports, statements, plans, service proposals, resumes, cover letters, questionnaires) and personal correspondence like letters and emails, short message and to have knowledge about every day item, social, educational and different types of topics.

## **Chapter II Practical points of using technologies for developing students' writing skills of academic lyceum**

### **2.1. Analysis of literature used in academic lyceum in republic of Uzbekistan.**

This educational methodical complex (further complex), all academic lyceums and professional colleges B1, B1 + level in various areas of education designed for first-year students of educational-methodical manual Complex (further complex).<sup>24</sup> President of the Republic No. 1875 dated December 10, 2012, and Uzbekistan in May 8, 2013, approved Resolution 124, "State educational standards for continuous learning of foreign languages in education" (SSPT) system B1, B1 + levels based on foreign language training program for the first training complex. Exactly based on this decision, SSPT all students a real sense of the ability to communicate in a foreign language will be developed as a young specialist development. In this process, because it not only learn the language, but also his knowledge and profession knowledge of a foreign language perfection. As a result, talking about his foreign language experts globalized present with colleagues working in the same specialty will write a letter, you want to increase the awareness of the value of a foreign language from a variety of sources, independent, self-conscious, all-round is just as talented human right. This is a modern industrial economy, education, science and globalization of knowledge, shows a young development. This complex is designed CEFR B1 B1 + levels in the system of the English language and his "book of the students (Student's Book) working book readers (Work Book), "Guide for Teachers (Teacher's Book)" to hear reflected in the processes of teaching materials and teachers' guide additional standard audio and video discs. In addition, each course by teachers and students listening skills and competence the ability to develop, so the hearing based on the most basic principles of learning foreign languages and the time of the preliminary hearing started on the basis of special exercises after the hearing. Similarly, speaking, reading formed, and writing exercises. Such simplicity class school to improve their skills perfection the pursuit of mechanisms. Teachers in the process of a new "communication and the creation of the course students in the center of the course "methodological approach must be applied. In their assessment of the current system, in accordance with the students' work will be evaluated on the basis

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<sup>24</sup> Bakieva G. Iriskulov A. Rashidova F. Tillayeva N. and etc. English B1. – Tashkent: 2008. - P.3.

of book presentations and creative work. Intermediate and final evaluation must be conducted in accordance with the requirements of the international standard, so by DTS SSPT the system requires graduates - at least B1 level. Language-oriented academic schools B1 + the level of detailed held each course.

This complex and use the opportunity to raise your hand has opened the way for the birth of authors Mr. President State educational standards for continuous learning of foreign languages in education system for the implementation of resolution 1875, DTS, curriculum and finally, the creation of this complex, always in consultation with the collaborative worked in the Ministry of Higher and Secondary Special Education Minister of the Ministry of B. Yu. Khodievga, director of the Center for SSVE before, now adviser to UR President J.G Ismailov. Director of the Center for E.U. Z. Salimov, First Deputy Minister of Higher Education, currently Rector of the University of UzWLU. Sh. Sh. Kayumov, members of the working group R. Rustamov , N.Chinniqulov, G. Fyodorovna, A.Avliyoqulov and University Pedagogical University Sam Ch.T.I, a group of teachers and members of the Uz.T.E.A objective review authors group appreciated.

While some of the weaknesses in the natural complex. Because this complex a short time, the textbook International created the first foreign language teaching and learning aids. Therefore, on these complex questions, ideas and FL@markaz.uz reasoning send questions to answer, and the next stage of teaching willingness to serve as a practical help in the creation of complex.

Similarly, SSPT stage a diversity of skills, the students from the school system in various other foreign 3 languages and 250 hours of training in how to finish reading system with the level of B1 or B1 + this mechanism can be set.

This superiority complex, the previous guidelines, the students' real life, the most basic and the age of the CEFR The essence "learning every lesson is learned to do (Can Do)?" - given the answer to the question.<sup>25</sup> In the future, this complex is a real specialist in the field with the help of textbooks aimed at complex the creation of

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<sup>25</sup>Meskill C. & Anthony K. Teaching languages online. – Toowoomba: White Plains, 2003. -P.94.

the trust of the authors. Because of this complex each lesson, students and teachers together with extensive knowledge and experience within their specialties envisaged to be achieved.

In Uzbekistan in academic lyceums for teaching 1 year students the book English B1 is used. And we analyzed this book from the point of the problem of our research.

Table 3

UNITS	LESSONS	TOTAL TASKS	READING AND TASKS	WRITING AND TASKS
1. WHAT IS YOUR SPECIALITY?	1.Introduction to the specialists	15	“What would you want to be? Why?”, “What do you think about part time jobs?” (2tasks)	“3 the most popular ” and least popular jobs among teenagers for each (1task)
	2.Job interview	10	“Job interview rules ”(1 task)	Writing about interview (2 tasks)
	3.Job etiquette	11	“Workplace Etiquette”(2tasks)	“Job etiquette rules for your future job” (2 tasks)
2.TIME MANAGEMENT	1.When? How? Where?	12	“Try easy time management” (3tasks)	How would you follow time management in your future profession? (1

				task)
	2.Ten time saving suggestions	13	Discussion: “How to save time” (2 tasks)	Making a list of your own time saving tips (2 tasks)
	3.Priority organizer	10	Giving feedback about the story (2 tasks)	Most important things in a future profession (2 tasks)
3.INDEPENDENT LEARNING	1.Benefits, challenges and risks of independent learning	12	Text about improving study habits (1 task)	Suggestion for managing study time successfully (1 task)
	2.Types of learning	11	Text about learning styles (2 tasks)	“What’s my learning style?” (1 task)
	3.Basics of e-learning	14	Text about e-learning (2 tasks)	Advantages of the most popular apps (1 task)
4.FILLING IN FORMS	1.Formal and informal texts	12	Formal and informal letters (1 task)	Writing a text message to the favorite subject teacher (in text ( 1task)

	2. When and how to fill in forms	13	Madina's personal information (1 task)	Writing a CV (1 task)
	3. Filling in application	13	Applying for a job (2 tasks)	Creating your own application form (2 tasks)
5. STUDY SKILLS	1. Nine views of intelligence	12	IQ questions	A description of friend's intelligence
	2. Six conditions of learning	13	How Mansur learned English? (2 tasks)	"How I learnt English" (2 tasks)
	3. What type of learner are you?	11	Learning styles (2 tasks)	Learning styles that are important for future jobs (1 task)
6. TEAM-BUILDING	1. Study with others	10	"Organizing a study group" (2 tasks)	Describing advantages and disadvantages of groupwork (1 task)
	2. Doing group work	12	Text about Davis Cup (2 tasks)	Tips for making a good team (2 tasks)
	3. Being an effective group member	13	How to be an effective team leader? (3 tasks)	Describing a favorite team and team leaders (2

				tasks)
7.PORTFOLIO	1.Effective diary-keeping	10	Text about diary keeping (2 tasks)	Making a list of tips for keeping a diary (1 task)
	2.Portfolio requirements	12	“What is the purpose of portfolios?” (3 tasks)	Writing about five step action plan (1 task)
	3.Checking and updating the portfolio	10	“A good experience about keeping a portfolio” (3 tasks)	Writing feedback (1 task)
8.IDENTIFYING YOUR SKILLS	1.Monitoring skills development	13	Text about the ways of developing skills (2 tasks)	A plan to develop skills for a job (2 tasks)
	2.Skills and qualities you have now	14	Text about experience (2 tasks)	Personal skills and qualities (2 tasks)
	3.Personal profiles	13	Samples from people’s personal profiles (2 tasks)	Making notes organizing ideas (1 task)
9.REPORT AND CASE STUDIES	1.Identifying and relevant information	15	Text about job research networking (2 tasks)	Finding a job advertisement from sources (1 task)
	2.Reporting and notes	9	Text about notes messages (3 tasks)	Leaving a message to friend (2 tasks)
	3.Case study	12	Text about problematic	Problems and

			situations (3 tasks)	solutions (2 tasks)
10. SKILLS FOR SUCCESS	1. Emphasis on action	12	Anna's story (2 tasks)	A list of curriculum (2 tasks)
	2. Problem solving	11	Text about traffic jam (2 tasks)	How to save energy? (1 task)
	3. Achieved desired outcome	13	"What makes people successful?" (2 tasks)	Completing a table describe the partner's goals (2 tasks)
11. RESUME. PORTFOLIO	1. What is expected from you?	13	"Knowledge and wealth" (3 tasks)	Making a list of advantages and disadvantages of being wealthy (1 task)
	2. Self evaluation	13	Text about future (2 tasks)	The questionnaire report (1 task)
	3. Developing a portfolio	10	Tips for developing portfolio (1 task)	The most important things in developing portfolios (1 task)



12. PREPARATION FOR FINAL EXAM	1. Evaluating achievement	12	“Are you an effective learner?” (2 tasks)	Difficulties and problems in studying (1 task)
	2. Planning your future	12	Text about elements about life (1 task)	Drawing up future plans (1 task)
	3. Personal development	11	Text about personal development (1 task)	Making questions according to text (1 task)

As it's pointed in table 3 of the book English B1, we came to the conclusion that for developing writing skills there are 32 tasks in it. And we also suggest that these exercises may be taught with the help of Internet Technologies (on-line tools) like 3 D writer Creativity Portal. And in the next paragraphs we will analyze these tools turn by turn. In the next paragraph we'll search new Internet technologies from the point of reading, speaking, listening skills.

## **2.2. Modern Internet technologies for developing the English language skills**

There are a large number of online tools that can be used for second/foreign language learning and teaching. The increasing awareness of the tools generates a need for computer-assisted language learning (CALL) researchers and practitioners to develop and implement CALL widely by exploring, selecting, using and evaluating the tools in a variety of contexts.<sup>26</sup> In this paper, we discuss the place and role of

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<sup>26</sup> Chapelle C. & Jamieson J. Tips for teaching with CALL: Practical approaches to computer-assisted language learning.- Southern Queensland: Applied Linguistics, 2008. - P.124.

online language teaching tools in CALL and present a categorized list of the tools, which provides a basis for further research and practice in CALL. Related to the use of the online tools in CALL contexts, CALL research and practice can be initiated and improved by asking and answering the following (who, when, where, what, why and how) questions. These elemental questions lead CALL researchers and practitioners to choose and test certain tools with clear aims and objectives.

1. Who uses it? – Learners, Teachers, Other users;
2. When do we use it? – Class time, Self-study time, Meeting time, Free time;
3. Where do we use it? – In the classroom, in self-access rooms, At home, Outdoor areas;
4. What do we do with it? – Reading, Writing, Listening, Speaking, Course management, Communication, Collaboration, Social networking. Resource sharing, Website creation, Web exercise creation, Web search, Entertainment;
5. Why do we use it? – To manage courses, To communicate with others, To collaborate with others, To experience virtual worlds, To share resources, To create Websites, To create Web exercises, To collect information and resources, To have fun, To make learning and teaching easier;
6. How do we use it? How does it work, – by contextualizing, by creating learning spaces, by contacting others, by working with others, by exploring online communities, by sharing information and resources, by publishing Websites and Web exercises, by reflecting on learning and teaching, by developing language learning activities, by integrating certain online activities into the curriculum.

### ***On-line tools for teaching Reading***

There are several ways in which technology can be used to improve reading ability. Most simple reading texts are also very primary in content. Students may

consider themselves too old to be reading such primary content books. Computers, however can increase the interest level for students while keeping the text simple and easy to read.

Table 4

Traditional Reading	Online reading
Texts are mostly narrative (e.g. novels, short stories, plays, poems).	Texts are mostly informational and visual affairs
Reading takes place mostly in whole-class or small group reading activities; readers can be grouped together by level	Reading is more individualized, often with one student at one computer.
Writers/sources are typically deemed authoritative by virtue of being published.	Because it's easy for anyone to publish online, authority of information typically merits more evaluation.
Information typically consists only of text, sometimes with images.	Hyperlinks, images, audio, and video are usually part of the reading experience.
Information typically flows sequentially (from the first word of the book to the last).	Information can flow non-sequentially (one word might lead via hyperlink to an entire new piece of reading).

<p>Reading is focused on one page at a time — choice of the reader is limited.</p>	<p>Reading can be interactive (reader response possibilities, potentially limitless decisions about where to go with the text, etc.).</p>
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Given that our students are reading online and are experiencing these kinds of fluid information environments, it seems that we educators need to find ways to teach our young people how to process the information they are finding, and how to find it with more precision and understanding. Here are few ideas that might be helpful, from a very simple tool available online to an entire unit of instruction.

Another benefit of using computers for reading instruction is that the computer offers immediate feedback on performance. They also can provide added practice when necessary. According to Case and Truscott,<sup>27</sup> students have been able to improve their sight word vocabulary, fluency, and comprehension. Computer based reading instruction also allows for increased interaction with texts, attention to individual needs, and increased independence through an ability to read texts they would not otherwise be able to read. Colorado State University offers a useful guide to reading on the web. While it is aimed at college students, much of the information is pertinent to readers of all ages and could easily be part of lessons in the classroom. The following list includes some of the CSU strategies to strengthen reading comprehension, along with my thoughts on how to incorporate them into classroom instruction:

- Synthesize online reading into meaningful chunks of information. In my classroom, we spend a lot of time talking about how to summarize a text by finding pertinent points and casting them in one’s own words. The same strategy can also work when synthesizing information from a web page.

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<sup>27</sup> Flower R. Computer -Assisted Language Learning. – New York: Literary Forum, 2001. – P. 184 – 190

- Use a reader's ability to effectively scan a page, as opposed to reading every word. We often give short shrift to the ability to scan, but it is a valuable skill on many levels. Using one's eye to sift through key words and phrases allows a reader to focus on what is important.

- Avoid distractions as much as necessary. Reading ability is one tool that can make this possible. Advertising-blocking tools are another effective way to reduce unnecessary, and unwanted, content from a web page. At our school, we use Ad-Block Plus as a Firefox add-on to block ads.

Understand the value of a hyperlink before we click the link. This means reading the destination of the link itself. It is easier if the creator of the page puts the hyperlink into context, but if that is not the case, then the reader has to make a judgment about the value, safety, and validity of the link. One important issue to bring into this discussion is the importance of analyzing top-level domains:

Picture 1



**Articulate Studio** - is a tool for authoring e-Learning course materials, and the company keeps a blog that updates on happenings concerning education and how it ties into technology. Posts highlight different innovations, as well as walls that people typically run into when trying to innovate in the Educational Tech community or work in online learning. Electronic books, also known as *e-books*, are electronic texts that are presented visually. Whether available on CD-ROM, the Internet, or special disks, electronic books always provide the text in a visual component. Some

electronic books incorporate text enhancements, such as definitions of words or background information on ideas. Others offer illustrations that complement the story. The downside of electronic books is that they can be viewed only with a computer or a special palm-sized digital reader; often the text resolution is poor. In terms of their advantages note that electronic books are searchable, modifiable (for example, font sizes can be increased to meet the needs of the reader), and enhance able with embedded resources (for example, definitions and details). With access to an Internet-connected computer, students can find a wide variety of free online reading materials, including books, plays, short stories, magazines, and reference materials. This benefit is especially useful for students in schools that have few resources for the acquisition of new books. As students read the text, they are able to click on the links to access definitions of words, additional information on concepts, illustrations, animations, and video - all of which can increase their understanding of the material. Research indicates that hypermedia software has positive effects on student learning and comprehension. The use of hypermedia to improve student comprehension of text likely is related to its ability to respond to the needs of an individual learner for information, which results in an increased sense of control over the learning environment and higher levels of intrinsic motivation. That is, the interactive features of hypermedia and the users' control of their direction within these information environments may explain some of the learning gains in comprehension.

**Teacher-led instruction-** in this first phase, teachers model strategies for reading online text to the entire class, including “talking through” the thinking process of an active reader. Included in this scaffolding stage are checklist questionnaires given to students that contain topics of basic computer and technology understandings, ranging from how to use a computer mouse, to locating an appropriate search engine, to being able to toggle between multiple browser windows. (See the checklist, in Word Document format.) The results of these questions, which can be done as an online form or as a paper survey, allow the

teacher to gather data about each student's prior knowledge and about the class in general, which should provide a path to future lessons around specific topics.

### ***On-line tools for teaching Listening***

Students explore and inspect websites as both individuals and as members of collaborative groups. Mini-lessons by teachers in this stage also allow for the nurturing of the guided discovery process. A teacher projects a website sample on a class screen, talking through and pointing out the various components to which an active reader should pay attention. These areas of focus may include navigational strategies as well as awareness of specific features of online text, such as the use of embedded hyperlinks, menu options, mouse-over features, internal search engines, site maps, and even the use of media such as video, image, and audio as part of the text. In addition, the teacher demonstrates the specific features of different search engines.

**Social Media monitoring-** Rankur monitors online reviews, blogs, news, forums and social networks. Our tool performs text analysis and extracts sentiment, as well as opinions. It measures the quantity and quality of the conversations, analyzes the demographic profile of the audience, gives you the possibility to manage your social profiles and perform you campaign from within our engagement calendar. Rankur also offers identification of community leaders and facilitates the analysis of your customers' behavior and engagement. Monitoring and managing our online reputation is vital for your offline reputation. Rankur protects our brand, personal name, improves our overall performance on the web.

**Electronic Talking- listening** - The term electronic has been coined by some researchers to refer to electronic texts that also provide embedded speech. The speech component offers a digitized reading of general sections as well as pronunciations of specific words within the text; it supports and coaches students as they read the text of the story. Although research is ongoing about the effectiveness of electronic

talking books, there already is much to be said in their favor.<sup>28</sup> "Computers, especially those equipped with devices that produce artificial speech, may provide an effective means for increasing decoding listening skills and reading fluency,"<sup>29</sup> note Relinking and Birdwell-Bowles. McKenna notes that electronic talking books increase motivation to read as well as promote basic listening. According to some research, the use of talking books has shown positive results as an aid to help students improve their comprehension of listening. In addition, children's decoding skills have been shown to improve with the use of talking. For slightly older readers, talking books feature glossary entries, explanatory notes, and simplified rewordings that provide additional background information needed to understand new concepts in texts.

**The Sloan listen Consortium** -Tap into Sloan-Con. for community, insight, inspiration, education, and professional resources geared specifically listening to online educators. A membership in this organization can provide numerous other benefits that can add clout to your resume. Students can listen to the audio version of a book and follow along silently with the printed version. Also, they can gain practice in reading aloud the text in conjunction with the audio. "Hearing text read aloud improves reading and listening ability."<sup>30</sup> The use of audiobooks with struggling, reluctant or second-language learners is powerful since they act as a scaffold that allows students to read above their actual reading level. Computer software and games provide many fun opportunities for students to practice listening skills. There are numerous software packages for improving spelling, phonics skills, and sight word vocabulary. When English Language Learners are learning their second language, any and all language experiences are valuable to assist in listening ability.

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<sup>28</sup> Leo McKenna. Computer-assisted language learning// From vision to reality?. - Urbana: NCTE, 2000. -P. 443-470.

<sup>29</sup> Relinking B. and Birdwell-Bowles C. Computer-assisted language learning trends and issues revisited// Integrating innovation. – Bristol: Focus Issue, 2003. -P.132.

<sup>30</sup> Anderson-Inman N.I. & Beers L.S. Internet-based language instruction. - Bristol: Multilingual Matters, 2010. - P.123-125.



Students can mind-map, build mood boards for creative projects, or create listening comprehension walls on a given topic. Plenary discussions can be initiated by topic walls made collaboratively, or by teachers. For instance, a Key Stage 4 Media Studies teacher could create a wall of YouTube film-audio trailers to initiate a discussion on genre, classification or censorship. Teachers can also use the tool to gather feedback, anonymously if they so choose, on pupil confidence in specific curriculum areas.

### ***On-line tools for teaching Speaking***

This is one of the trickiest list to compile. We can go through our favorites, and all of the great suggestions others contributed, we found that it might work best to really create two lists. The first list — this one — will highlight sites that actually have students recording their own voices in a number of different ways and post their speaking assignments online. The second list, which we'll publish later this month and will include a number of the sites that readers suggested, will focus on sites where students have to *listen* to spoken examples for developing better pronunciation skills.

That next list will be called The Best Sites for Learning English Pronunciation-It's sort of an artificial division, and obviously in teaching and learning a second language speaking and listening are intertwined. In fact, students can use some of the sites on this list to practice what they hear on the sites in the next list. But this separation works for the purpose of making these lists. In order to make it on this list, a site had to be free, easy to use, and accessible to English Language Learners. Here are some picks for the best sites to practice speaking.

**Blabberize** allows us to upload an image, have the mouth's image move in a comedic way, and then "speak" our voice. Students can use their own photos, or a famous person, cartoon character, etc. Blabbered can be used in the same way ESL/EFL teachers sometimes have students use puppets — students can feel more comfortable speaking when it's not really "them" doing the talking.

**Live Mochais** a fast-growing language-learning site that has an incredible number of features. For speaking, not only can users send their recording to whomever they choose, but there's also a social network component that lets others provide feedback. Another nice aspect of the site is that it's structured so that users are responding directly to prompts from Live Mocha's scaffold teaching/learning system.

**Voice Thread** is well-known. Between the free unlimited account for educators, the ability to type text as well as record audio, the ability to grab images off the Web to reinforce understanding, and the great feature of being able to leave audio comments, I don't think anything beats it.

The extraordinary **The Art of Storytelling** is a site from the Delaware Art Museum that allows us pick a painting, write a short story about it, record it with your computer microphone, and email the url address for posting on a student website or blog. It's extraordinarily simple, and extraordinarily accessible to any level of English Language Learner. No registration is required.

A new site is called **English Central**. David Deubelbeiss has posted a very thorough post about the site titled English Central – Bringing “voice” and output to learning English. A quick description is that it's a free video site for English Language Learners, lets users listen to parts of the video, then lets them repeat what the characters says and compares it to the original. You get graded on how well you do. It has even more features, but you can read David's post or check out the site directly. The other great thing about it is that the videos are all appropriate for the classroom, unlike several other ESL video sites that have come online recently.

**Fotobabble** is a super-easy application that lets us upload a photo, provide a minute audio recording to go along with it, and then you get a link and an embed code that can be used for . It's a simple tool students can use to practice their speaking skills. It's very easy to use but, just in case, Russell Stannard at the great Teacher Training Videos has posted a good video tutorial on how to use the app.

**Audioboo** lets us easily create what is basically a voice blog. After signing-up (which is quite easy), you can make recordings of up to five minutes in length. Not only can your messages appear together on one public page, but you can also choose to embed them. People can leave text comments on the messages, but one negative is that they are not moderated. However, you do have to be registered on the site in order to leave a comment.

Language exchange is a mutual English learning option offered by different online language learning services. Here people from different areas of the world, gathered together in a virtual place and select their partner of different language. Then each of them teaches other their own language in exchange to learn other's language. Different facilities like voice chat, texting, instant messaging, video conversation, live messaging, word games, role playing games etc. are available in these websites to aid in language exchange. Finding an English speaking partner to learn English speaking from him is easier and completely free here.

In this paragraph we analyzed on-line tools (IT) in teaching reading, speaking and listening. On-line tools for developing writing skills we will analyze more deeply in the next paragraph.

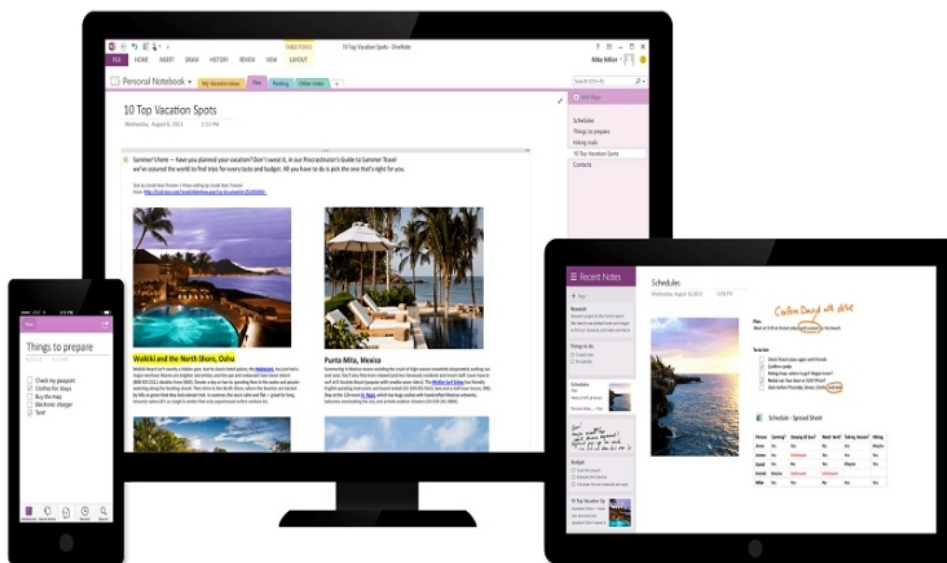
### **Chapter III Ways of teaching writing using internet technologies in academic lyceum**

### 3.1. Internet technologies (on-line tools) in teaching writing skills in academic lyceums.

The Online Tools for Language Teaching is a result of the explorations, experiences and evaluations, provides a comprehensive list of tools for formal, personal, group and organizational learning, including general computer applications, standalone software programs and Internet tools. Let's start with the user - powerful tool of choice like Google Docs, the word-processor part of Google Drive, is just about as powerful as they come. It's free to anyone in the world with a Google account, and all the files are stored online. That might be a downside—needing online access—but we can get around that by using either Google Chrome as your browser or by installing the Google Drive program to sync your online files with your computer. But online tools for Wry - MOs aren't limited to just getting down the words.

Microsoft's One Note is a different kind of note-taking beast, but still useful and accessible online and just about everywhere else, with the content syncing no matter what version you use.

Picture 2



### Open Source Writing and Publishing Tools

Using interactive Web 2.0 Literacy educational practices is not a trend but a reality that allows students to benefit from learning in ways that let them participate fully in public, community, and creative expansion for a new means of economic perpetuation grounded by the formulation of an evolving society.<sup>31</sup>

Web 2.0 Literacy educational practices, will allow students to construct spheres of knowledge that mirror brain growth and development in different settings. Through these practices students and educators will explore methodologies on how the human mind develops from interdisciplinary collaborative studies and how Literacy 2.0 cognitive activities tap into the full potentials of the mind. In these collaborative exercises of learning students may do things such as: visit historic museums from across the globe, interact with experts in the field, and design virtual projects that give additional in depth support to new knowledge, without ever leaving their classrooms? Literacy 2.0 learning will virtually open new doors for teaching and learning. This page will explore ways that educators can provide digital resources that will support students to synthesize concepts by comparing strands of ideas and to create new elements of thought, in writing open source writing tools. It is crucial that every child be exposed to an instructional setting that has a digitally produced “Personal Learning Partners” designed to respond to the knowledge expansion needs of each individual student.

**Easy Bib's** is a visual guide to citations. This website demonstrates to students where they can find the different pieces of information they need for their bibliography, not simply what they need. The site has a built in navigate system that shows a number of examples pointing out where a student can find the different things they need for their bibliography- titles, authors, copyright dates, volume numbers, and more. Currently the reference guide only covers MLA citations.

### **Read Write Think**

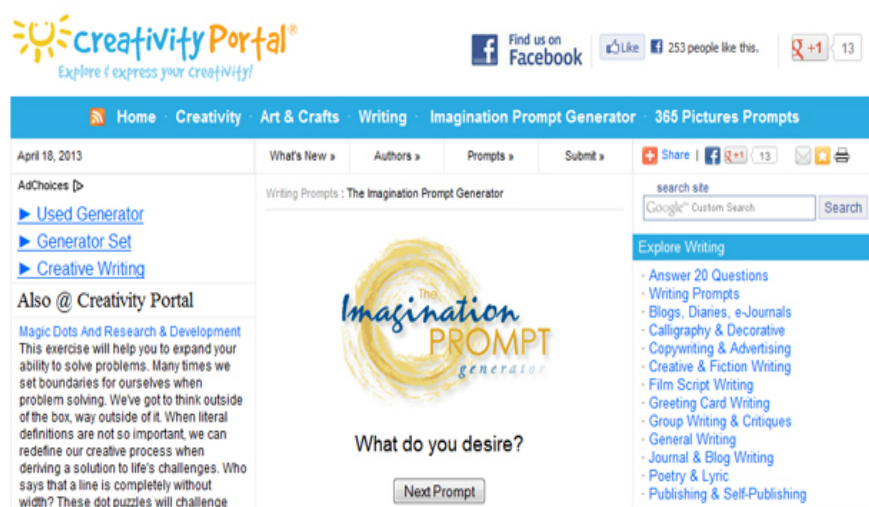
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<sup>31</sup> Jane Adamson. Strategies for online writing success. - Sydney: Aaron, 2013. -P.18.

This is not exactly one tool; it's the best bank of online writing tools for grades and lyceum students. These are all interactive tools that walk students through dozens of writing tasks. First graders can write their first business letter on an easy-to-use template and print it. Middle school students enjoy the comic creator, practicing storyboard skills in the process. Lyceum students' use the drama map to help them better understands the elements of reading dramas. Venn diagrams, alphabet games, many poem generators, and much more await you! This site is easy to use and will run on most browsers.

**3D Writer Creativity Portal** - is a simple, and single-minded word processing program available for free download. Although it looks and feels a lot like older versions of Microsoft Word, it's lean and mean, so it can focus on its goal of creating hypertext fiction. Simply put, it's text that, through hyperlinks, allows students to add notations, provide further information, or even offer alternate endings. So, 3D Writer helps students learn how to write well expositions, gives a chance to have look others' writing items and in 3D - writing a paper that is not only on that one piece of paper, but links to relevant and dynamic resources. Be sure to check out the Resources link for ideas on using 3D Writer in classrooms, as well as in many content areas.

Picture 3



Files can be uploaded into Dreamweaver or other Web design programs or into Word; the exciting part of 3D Writer is simply its simplicity and focus on hypertext

fiction. If we are a teacher or parent who revels in the deep reading of novels or articles, with discussions and contemplations of character development and plot design, this kind of “writing” is enough to drive you to the brink of despair. In fact, the question of whether this kind of activity is even “writing” is one worth asking. We traditionally think of writing in terms of structure out words, understanding the meaning of those words, and putting those words into some contextual understanding:

Picture 4


Roles	Subjects	Themes	Content
Colleges	Expressive Arts	5 Resources Not To Miss	Global Citizenship
Community Learning and Development	Health and Wellbeing	Additional Support for Learning	Glow Resources
Early Learning	Languages	Creative Change	Literacy
Education Advisor/Manager	Mathematics	Creative Environments	Moving Image Education
Employers	Religious and Moral Education	Creative Learning Networks	News Feeds
Higher Education	Sciences	Creative Teaching	Numeracy
Parents	Social Studies	Creativity Toybox	Outdoor Learning
Primary	Technologies	Developing Creativity Skills	STEM (STEAM)
Secondary		Developing the Young Workforce	What is Creativity?
		Funding	What's New?
			Blogs
			Case Studies
			Creative Learning
			Contacts
			Creative Partners
			Images
			Online Teaching
			Tools
			Quotes
			Research and Policy
			Special
			Tweets
			Videos

**Create an account**

Tailor your experience and have local creative partners, and content recommended by similar users, brought to the top.


You can also recommend content and shape the Portal for others.



**Assessing Creativity: A research and development project 2013**

This project gathered the views of three groups of professionals working within the expressive arts with the aim of identifying effective and innovative models of assessment of creativity...


1 user recommends this



**Brewstometer - a creativity measuring tool**

Creativity is increasingly recognised as an essential higher order thinking skill for learning, life and work...

1 user recommends this



**What is Creativity?**


Scotland's Creative Learning Plan

September 2013 saw publication of Scotland's Creative Learning Plan which was developed with a range of partners...

2 users recommend this

**Creativity Portal News Feed**

The Creativity Portal News Feed offers up to the minute news on free and subsidised partnership



**#creativity**

professional learning community

**Creativity Across Learning 3-18**

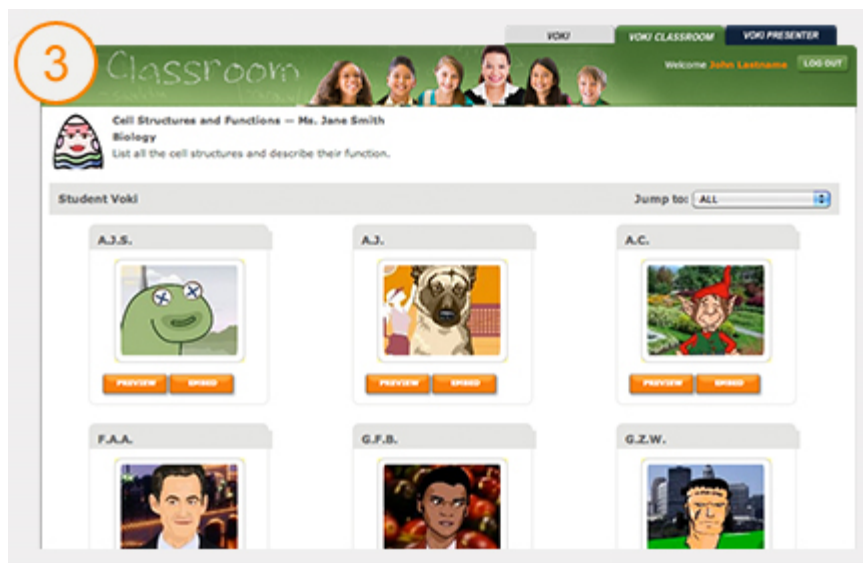
September 2013

If the kind of text our students are encountering in these online travels is embedded with so many links and media, and if those texts are connected to other associated pages (with even more links and media), hosted by who-knows-whom, the act of reading online quickly becomes an act of hunting for treasure, with red herrings all over the place that can easily divert one’s attention. As educators, we need to take a closer look at what online reading is all about and think about how we can help our students not only navigate with comprehension but also understand the underlying structure of this world.

**Collaborative modeling** - in this follow -up stage of learning, students work in groups on larger projects to solve questions based on writing.

Here, the validity of information and sites is a key to understanding and synthesizing knowledge. Most important is the reflection time, when students share what they have learned not only about the information they found, but the sources and strategies they used to uncover that information.

Picture 5



As they present their findings, the students take time to notice what they might have otherwise passed over in their rush to the next link or video. One example of an assignment here is sending student teams to a series of “hoax” websites, having them identify the elements that make the information implausible, and then having them create their own “hoax” site.

**Inquiry** - his phase involves students in a larger project based on their own interests and learning from the two earlier stages. Much of the work done around gathering data and research online involves a reflective stance, in which students must articulate the writing strategies they have brought to bear on the project. Sometimes the inquiry step involves collaborators from other schools in other parts of the world, as students learn to use technology to not only learn, but to publish what



they have learned to a global audience. The e-book revolution, and the accompanying shift of writing from the desktop computer to a smaller device, is sure to run headlong into the issue of how we use our screens for writing. And mobile devices, such as cell phones and iPods, offer yet another wrinkle, as young people become more and more attuned to screens that fit in their pockets or backpacks.

Overall, the experience of reading on those screens will be different than cracking open a novel. As publishers begin to use the medium of the screen for more interactive reading experiences such as video-embedded texts, all of us as readers — the young and the old will feel the impact on our literary lives. It's also clear that much of the media consumption by our students is happening outside of school, which makes it all the more imperative that educators provide a solid framework for reading comprehension, no matter the medium. In this paragraph we analyzed lists of Internet technologies and online tools for developing writing skills and in the next paragraph we will analyze the web 3D Writer Creativity Portal in details.

### **3.2. Using Internet technologies in teaching writing skills in academic lyceums. (On the example of one Lesson plan)**

In this paragraph we'll analyze the 3 D writer, it is necessary to remember that, in determining the aim of the lesson we must define the language items which is the basic for developing skills at the lesson. So, we present our statements with the example of lesson plan using 3 D writer in writing.

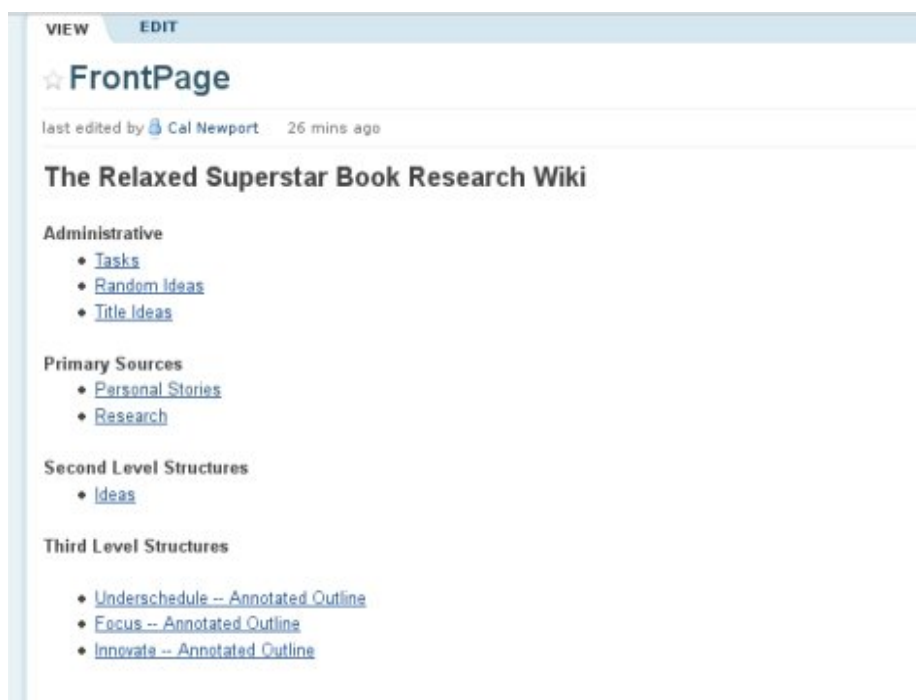
The aims are charged for each lesson. It can be the following: to teach, to recognize the new grammar from the text, to recognize the grammar from the speech, to identify the future profession, being able to ask questions in a correct form, to teach using certain words for describing one picture or film while narrating or uttering them, having a concept of using new words for independent speech, to conduct one define theme, giving own ideas about one theme, developing speaking, reading, writing and listening skills. Whenever at the lesson, the teacher must correct any mistake of the student while he or she is making. As the aim of our qualification

paper, we must use technical online aids during the lesson. They make the lesson effective, helpful, interactive and convey the meaning easily. Through a variety of classroom practices, assignments, and lesson plans, we'll discover innovative ways to teach writing, including sections on inquiry; on drafting with genre, audience, and purpose in mind; and on revising and refining the products of writing. This Web lesson will help participants expand their use of writing as a way to enhance learning, particularly in content-area classrooms. After interacting with this 80-minutes session, we will learn:

- how writing can enhance learning;
- how to use writing levels to encourage learning—and writing;
- how different writing-to-learn strategies draw out different kinds of learning;
- how to teach summarizing
- how to write an interesting assignment prompt;
- how to implement the writing process in content classes;

Under any aim of the lesson in speaking, writing, listening exercises in oral speech the teacher should correct the mistakes and in non-traditional way, the teacher asks the students to correct each other's' mistakes through the internet and send them to the teacher.

As we know that, the educational moment of the lesson can be organized at the beginning or in the middle of the lesson. In it as usual, after the teacher introduces the theme and text or some pictures, he or she also explains using internet technologies to fulfill them. This conducts for bringing up the students about content of internet resources and leads the lesson to be more interesting.



Now we'll give an example of one lesson plan of using 3D Writer Creativity Portal for developing writing skills for students of 1<sup>st</sup> year of academic lyceum in Uzbekistan. For structuring this lesson plan we took English B1 book for academic lyceums and colleges.

## **Lesson 11.**

**Theme:** Planning your future.

**Level:** 1<sup>st</sup> year lyceum students

**Time:** 80 minutes

### **Aims of the lesson**

*Educational:*

- to teach how to express future plans through reading, writing, listening;
- to practice new word about future plans

*Developing:*

- to enable students to give personal opinion about future

*Pedagogical :*

- to create new English atmosphere using online techniques
- to raise being awareness of various internet resources
- to set up online writing tools while teaching writing

## **II. Learning outcomes**

By the end of the lesson, the students will be able to:

- recognize, express their future plans easily;
- identify the online writing tools and use them with the teacher;
- know about the sending and exchanging their opinions through the internet

Vocabulary and structure;

- collect revision and define the new words related to future plans using 3 D writer creativity portal.

## **Required equipment**

Student book, lab top, mobile phones, cards

## **Procedure of the lesson**

**Activity 1.** Teacher gives instruction to the students for the activity 1

**Objective:** to warm up

**Interaction:** the whole class

The teacher asks the students to open the book page 146 and look carefully to say their future

**Activity 2.** Complete the each group of word below with a word from the box.

**Objective:** to rewrite the sentences according to the new words

**Interaction:** personal work

The teacher gives the students the card which in them written some new word about the future plans by looking up the pictures

**Activity 3a.**

**Objective:** listen to the tape and fill in the gaps

**Interaction:** individual work

The teacher gives the students the hand outs and plays the tape scripts about the text from Azamat and the students fulfill the gaps.

**Activity 3b.**

**Objective:** listen again and find out if the statements true or false

**Interaction:** whole class

The teacher gives the task and after filling them she/he'll ask them turn by turn if the statements true or false.

**Activity 4.**

**Objective:** write down the elements of your life Plan which are the most suitable for you and why?

**Interaction:** whole class

The teacher asks the students to switch on their internet and he/she sends the task them through 3 D writer creativity Portal.

## Your Details

Before you get started, please fill out some initial questions about activity you are evaluating

1. Name of group / class / individual

2. Date of activity

3. What type of activity did you / the group take part in?

4. What was the name of the activity you / the group took part in?



The students read the task and write down themselves own. After finishing it, the teacher will ask them to send their expositions to each other and read them. While reading them they may assess the works. In finally, they must send all the works and the teacher will check them.

### Activity5.

**Objective:** Read the text and choose the best answer

**Interaction:** pair work

The teacher gives the students the sheets with new words. They work in pair and as fast as they can fill the gaps.

**Homework**

**Objective:** what are the advantages and disadvantages of making a plan for your future in advance?

**Interaction:** individual work

After giving the instruction, the teacher asks the students to write their exposition using 3D Writer Creativity Portal and exchange their opinions with each other. Having finished it, they'll send the teacher and she/he'll put the marks.

**Assessment-** in it the teacher will assess the students according to their activeness and correct answers.

So, the directory itself is an excellent database of learning tools, its extra wide coverage makes it difficult for language teachers to use their online time effectively in choosing particular tools with direct relevance for language teaching. In this respect, our Online Teaching writing research takes a different approach by addressing the needs of a specific group of professionals and language teachers. In addition, although most of the academic lyceums in our Republic students make no effort to seek progress, some of them want to take part in the college entrance examination to realize their dream. However, the English writing which accounts for the majority of scores is more difficult for them. If they want to get a breakthrough, they can also get help from internet. The online teaching writing is so efficient that the students those who want to go on further studying, it is also beneficial to them, because the English writing ability is more and more valuable for most students in their future career planning. This is also the tendency of the situation. So, it is urgent to find out how to the online English writing techniques and the students' abilities in

English writing, and to find an English writing teaching approach while internet which is suitable for the students at academic lyceums. What is more, by the study of using internet technology, it will let more teachers and students know, accept and use these techniques, which has a real entertainment and effective.

## **CONCLUSION**



The aim of our research is to find out all available materials of internet source, theoretical justification, development and experimental check of a technique of writing to a foreign language by means internet technology for developing writing skills of students at academic lyceum. In the introduction, the actuality of the research work is represents the analysis of online tools and the usage of new internet technologies in the field of education on the demand of writing skills, search new approaches to establish those methods. The need for effective methods of training writing to English academic lyceums by means of new online technologies also defines an actuality of our qualification paper. So, it obvious above mentioned, our research is written to find out main principles of using online techniques in teaching writing at academic lyceums. According to the Requirements for developing writing skills in Structure of state Approval of state educational standard for foreign languages of continuous the teacher should use various methods and techniques in order to develop student's personality and stimulate their cooperation and communicative skills. Students are more willing to write when writing opportunities are related to their own experience and interests, they need a supportive environment.

In a shortly, as we mentioned above, the internet entered the life of the humankind in the 20<sup>th</sup> century. People from different countries have got an opportunity to communicate with each in quite a short time. In comparison with a snail-mail or even airmail, e-mail gets over distance and time, frontiers of the states with a lightning speed. Thus, people get closer to each other. Educational technology is nudging literacy instruction beyond its oral and print-based tradition to embrace online and electronic texts as well as multimedia. Computers are creating new opportunities for writing and collaborating. The Internet is constructing global bridges for students to communicate, underscoring the need for rock-solid reading and writing skills. By changing the way that information is absorbed, processed, and used, technology is influencing how people read, write, listen, and communicate. As demonstrated, computers and software can help English language learners develop vocabulary skills and knowledge. Computers can also help ELL students develop

their writing skills. Teaching Writing in English aspects is not an easy assignment but there are high chances that the students can be able to receive the information successfully. Teachers are should be more focus not only on how they express their ideas in teaching writing to their students but also on how they should delivers the information. With the exception of speaking, writing is the most popular and prevalent method of creating connections among people. As we analyzed, a means of building links between individuals and within communities, writing serves as the flexible foundation for almost every type of communications media. Print, video, audio, speech and interactive web media all begin with writing. Writing connects people across time, space and culture. Because of the influence of writing, individuals can learn from yesterday, gain knowledge about today and design for tomorrow. There are four types of writing: Expository, Descriptive, Persuasive, And Narrative.

In requirements for developing writing skills in Structure of state Approval of state educational standard for foreign languages of continuous education for all levels of education determines the purpose and objectives of the study of the subject; FL teaching content. There given that the students under level B1 can write simple business documents (letters and e-mails, reports, statements, plans, service proposals, resumes, cover letters, questionnaires) and personal correspondence like letters and emails, short message according to standard. Above mentioned that, State educational standards for foreign languages for all levels of education determines the purpose and objectives of the study of the subject; FL learning content; requirements for the mandatory level of preparedness of graduates institutions at all levels of education. Foreign language communicative competence - the ability and the real willingness to foreign communication. This document competence in the following order:

***Linguistic competence*** implies knowledge of language aspects (Phonetics, vocabulary, grammar) and possession of speech skills (Listening, speaking, reading and writing).

***Sociolinguistic competence*** allows students to choose correct linguistic expression forms and ways according to the situation, communicative purpose and

intention of the speaker. Sociolinguistic competence includes socio-cultural competence, providing the ability to recognize national profiles studied language and behave respectively in situations of foreign language communication with native speakers.

*Pragmatic competence* provides the ability to communicate in accordance with the development of communicative situations and strategies that promote effectiveness of communication, such as strategy interrupt specification, compensation situations predicament communication.

"Guide for Teachers (Teacher's Book)" to hear reflected in the processes of teaching materials and teachers' guide additional standard audio and video discs. In addition, each course by teachers and students listening skills and competence the ability to develop, so the hearing based on the most basic principles of learning foreign languages and the time of the preliminary hearing started on the basis of special exercises after the hearing. Similarly, speaking, reading formed, and writing exercises. Such simplicity class school to improve their skills perfection the pursuit of mechanisms. After analysis of the book English B1 we can see that for developing writing skills there are 32 exercises in it. But we also understand that these exercises may be taught with the help of Internet Technologies (on-line tools).

There are a large number of online tools that can be used for second/foreign language and teaching. For **reading** the following online tools serve the learners effectively: *Articulate Studio, Teacher-led instruction etc.* For **listening**: *Electronic Talking-listening, The Sloan listen Consortium Tap into Sloan-Con.* For **speaking**: *The Best Sites for Learning English Pronunciation, Live Mochais.*

As we analyzed above the most and useful tool for developing writing is 3D Writer Creativity Portal. It is increasingly recognized as an essential higher order skill for learning. This tool is designed to develop a quality assurance methodology to allow creative organizations and individuals to engage with writing skills. If we are a teacher or parent who revels in the deep reading of novels or articles, with discussions and contemplations of character development and plot design, this kind

of “writing” is enough to drive us to the brink of despair. In fact, the question of whether this kind of activity is even “writing” is one worth asking. After analyzed the writing tools, we gave an example of one lesson plan using the 3D Writer Creativity Portal. Overall, according to our point of view, the 3D Writer Creativity Portal is the most effective technology for developing writing skills. As above mentioned, it has much opportunity which helps the students to exchange opinions in a far distance, ask and answer questions from others as well as makes them to be enjoyed during learning. Making the all literature and theories of many scientists’ outlooks, we came conclusion that, writing is the most superior but difficult skill among other aspects. It would be better teach it through internet technologies as with the widespread use of the Internet, many online tools are increasingly available for use in educational and non-educational settings. In our research, we stressed the need to use online tools purposefully. This research by saying that, along with the expansion of Internet technologies, research and practice should be constantly encouraged to improve our understanding of theoretical, practical use of internet tools in developing teaching writing of the students under the level B1 at academic lyceum in Uzbekistan.

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