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INTRODUCTION

Throughout 26 years of independence profound structural and substantial reforms and transformation in field of education happened in Uzbekistan. The essence of educational reform in Uzbekistan is to preserve the present intellectual potential of the enlightening system and to modify our goals and activities in order to develop individuals who are capable to build and live in a democratic civil society and a free market economy. Since getting independence, the Uzbekistan nation realized its great responsibility as citizens of the international community and as citizens of our planet. Consequently, as the first President of the Republic of Uzbekistan I. A Karimov noted "One of our main goals is to educate a healthy generation, both physically and mentally" [1,18].

In the frame of realization of the Law of the Republic of Uzbekistan "About the Education system" there created the complex system of teaching foreign languages, directed to the formation of harmoniously developed, highly educated, thinking in modern way, growing generation and further integration of the republic into world cooperation [2,1].

Considering these most important principles and the experiences of developed countries of the world, the Republic of Uzbekistan has recognized its main direction of educational development. They are as follows:

- Modification and further perfection of the education and socialization content
- Development of new school, curriculum and textbooks
- Stress on individual ability and talent
- Vocational and Professional development in accordance with changing economical needs
- Integrating Uzbekistan with world educational standards

Actuality of theme of the research. Foreign language teaching is considered to be one of the most important parts of teaching process in our Republic. As well as all parts of teaching, writing is being considered as most important of educating foreign language. The actuality of this work is in its creative approach to the study and methods of teaching writing, besides, it contains

a detailed review of ways and methods of teaching writing and improving writing skills. As we consider the knowledge of a foreign language is evaluated in 4 main language skills: speaking, writing, reading and listening. All these skills add each other and are valuable. Writing is a rather serious task and it demands a lot: beautiful handwriting, correct spelling, proper grammar and valuable logical meaning. That's why it creates more difficulties to students than other language skills. For a proper writing students should master not only grammar, but vocabulary, syntax and logics. In our research work we combined methods of writing which will take in consideration all these matters.

The work will be valuable for them who want to know about the writing process, modern ways of teaching it and for them who want to use these ways of teaching at lessons, because we've tried to underline the main useful characteristics of them, and show their advantages.

The writing process is both a key concept in the teaching of writing and an important research concept in the field of composition studies.
Generally the writing process is seen as consisting of five stages:

- Prewriting
- Drafting
- Revising
- Editing: proofreading
- Publishing

These stages can be described at increasing levels of complexity for both younger students and more advanced writers. The five stages, however, are seldom described as fixed steps in a straightforward process. Rather, they tend to be viewed as overlapping parts of a complex whole. Thus, for instance, a writer might find that, while editing a text, she needs to go back to draft more prose, or to revise earlier parts of what she has written.

The aim of the research is to demonstrate modern ways of teaching writing process in foreign languages, find out which method of teaching is more successful for usage. We have chosen this theme, because our duty as a future

teacher is to teach pupils/students properly, to give them enough knowledge of English. For these reasons, as well as other teachers of English we must know about writing process and ways of teaching it and how to use them during English lesson. That is why, the theory of methods of teaching and practical aspects of them will be widely discussed in this research work.

The main **tasks of the research work** are:

- to present methods of developing writing skills effectively;

-to investigate the steps of writing process, their peculiarities and difficulties;

-to enlighten the main problem of the research work;

-to improve writing skills by new effective methods and tasks;

-to give important information about writing an essay, scientific article and letter.

Object of the research work - teaching writing and improving writing skills at all stages and levels of foreign languages teaching.

Subject of the research work - written speech of students at English lessons.

Methods of the inquiry:

o Analysis of scientific and methodical literature on the study;

o Summarizing the experience of leading educators, psychologists and trainers;

o Method of observation;

o Trial training;

o Inductive-deductive method;

o Descriptive method.

Problems solved in teaching writing, linked to the creation conditions for mastery of content teaching writing. They include in themselves to offer students the necessary graphic automatisms, speechmaking skills to formulate his thoughts in accordance with writing style, knowledge and outlook, learning and culture intellectual willingness to create content written product of speech, formation of an authentic representation of a subject content, style of speech and graphic form of a written text [6,34].

Written speech allows you to save the language and factual knowledge is reliable tool for thinking, stimulates speaking, listening and reading a foreign language. If you correctly identify the purpose of learning to write and writing, consider the role of letters in the development of other skills, using exercises all relevant objectives, do these exercises on a suitable the training stage, the spoken language gradually becomes richer and more logical.

Supporting role, email is the formulation of grammatical skill in the performance of writing tasks from simple cheating to tasks that require a creative approach that creates the necessary conditions to remember. Without relying on a letter to students is difficult to keep in mind lexical and grammatical material.

Written speech is regarded as creative communication skills, understood as the ability to express in writing their thought. For this we need to own spelling and calligraphy skills, ability to build and place of composition in writing speech product, composed of inner speech and the ability select appropriate lexical and grammatical units [10,82].

Approbation of the work. The main results of the research work were demonstrated and published in the following articles:

1. **Abdinazarov Uktam** -
2. **Abdinazarov Uktam** -
3. **Abdinazarov Uktam** -

Moreover, research work was discussed at the Annual Conferences of Young Scholars (Ёш олимлар), and Republican conferences (2016, 2017) and at the meeting of the Department of English language and literature and was recommended for defense.

This research work represents **theoretical value** for those willing to take up their future carrier in the field of teaching as invaluable reference to the writing process and the ways of establishing and developing the teaching writing process. The research work also gives ground for further investigation of writing process and methods if its improvement.

And **the practical value** of the research work involves the idea that the teaching writing process represent a field aimed to train future teachers to teach verbal and written materials basing on the study of foreign languages, to differentiate, to understand the language features of foreign languages as lexicology, phraseology, syntax and style for adopting the best method of teaching.

The research work can be used for writing qualification papers, course work and scientific articles on the theme of investigation and also to improve one's writing skills in practice.

Structure of the research work. The research work consists of Introduction, 3 chapters, Conclusion and List of used literature. In the Introduction the actuality of theme, the aim, tasks, methods of inquiry, theoretical and practical value are demonstrated. In Chapter 1   we   have described theoretical and methodological basis of investigations of theory of writing process and describe the main steps of writing process. Chapter 2 includes embedment of the theory into practice, i.e. we showed methods of teaching writing and improving writing skill in practice. Here the types of writing are also added. Chapter 3 is devoted mainly to   teaching writing scientific articles, essays and letters. The main results of the research work are   enlightened   in Conclusion. Scientific issues   and articles used in our research work are   enumerated in the List of used literature.

CHAPTER 1
METHODOLOGICAL ASPECTS OF TEACHING WRITING IN EFL CLASSES
1.1 Historical background of teaching writing

Does a training in 'formal grammar' improve a child's ability to write? At one time it was taken for granted that the answer was yes, so children were taught grammatical analysis as part of the effort to improve their writing. However when educational researchers sought evidence for the expected effects, the results were negative; for example, one of the classic experiments concluded: It seems safe to infer that the study of English grammar had a negligible or even harmful effect upon the correctness of children's writing in the early part of the five secondary schools.

A number of studies in the 60s and 70s have since been accepted as 'classic' support for the view that grammar teaching does nothing for children's writing. By the late 60s the dominant view in both the UK and the USA, and possibly throughout the English-speaking world, was that "most children cannot learn grammar and ... even to those who can it is of little value."   No doubt this view fitted the spirit of the times both in English teaching (where grammar was seen as a shackle on children's imagination) and in linguistics (where Chomsky was arguing that grammatical competence develops 'naturally' according to an innate program, so teaching is simply irrelevant) [8,23-24].

Since then much has changed in both the UK and the USA, and the pendulum seems to be on the return swing. It would be naive to think that the pendulum is driven by academic research - indeed, there has been very little research on grammar and writing since the flurry in the 60s and 70s; rather it reflects very general attitude changes in education and more generally throughout society. However the result is that there is now much more enthusiasm in some educational circles for the idea that conscious grammar (resulting from formal teaching) could have the useful benefit of improving writing. These government directives apply to all state-run schools in England, primary and secondary, and

prescribe in some detail both content and methods. The prescriptions are by no means bland commonplaces; on the contrary, they are an attempt to change current practice, and nowhere more so than by reintroducing the teaching of grammar [11,8].

One of the reasons given for this major change of teaching policy is the beneficial effect of grammar teaching on the children's writing; but this has inevitably invited criticism from those who believe that the earlier research has proved this effect to be a myth. The status of the research evidence is clearly an important issue and even an urgent issue given that the policy is already being implemented. What, then, does the published research really say about the effects of grammar teaching? Given that some kind of formal grammar seems to be taught in most school systems outside the Anglo-Saxon world, and given that it is usually taught for the sake of its effects on writing, there must be some research on its effectiveness.

The earliest research questioning the value of grammar teaching found that it was simply a waste of time in the sense that most children could not apply any of the categories even after many years of teaching. This is clearly a fundamental objection if it is true, but most research has found that, when well taught, any kind of grammar (traditional or modern) can be learned by most school children at least at secondary level and in some cases at primary level - for example, fifth-graders. My survey showed that grammatical analysis is regularly taught in some countries to children as young as six or seven, and the evidence from developmental psychology is that met linguistic awareness starts to develop naturally [51,29].

All that the early research seems to show, therefore, is that it is possible to teach grammar in such a way that children learn nothing; but this is hardly surprising - the same is surely true of any subject. However the early research should act as a warning to any who might argue that any kind of grammar teaching is better than none. It is also interesting to remember that grammar was one of the few subjects that teachers taught purely on the basis of what they themselves learned at school, without any kind of 'boost' at university; a subject with such

weak intellectual underpinnings is doomed to eventual extinction, so it is imperative to ensure that the same mistake is not repeated [15,73].

Grammar teaching could be surreptitious, as it were, with a clear underlying theory of grammar but minimal use of grammatical terminology. This is in fact how a lot of grammar teaching has been done; and in particular there is a well-recognized activity called 'sentence combining' which seems to be widely used in the USA. There is some evidence, apparently good, that this kind of activity benefits children's writing and in some studies it turned out that this kind of grammar teaching produced better results than more traditional teaching of grammatical analysis [86,33].

Do structured grammatical exercises improve writing? Grammar teaching could be surreptitious, as it were, with a clear underlying theory of grammar but minimal use of grammatical terminology. This is in fact how a lot of grammar teaching has been done; and in particular there is a well-recognized activity called 'sentence combining' which seems to be widely used in the USA. There is some evidence, apparently good, that this kind of activity benefits children's writing, and in some studies it turned out that this kind of grammar teaching produced better results than more traditional teaching of grammatical analysis. For example, Hillocks surveys the many studies of the effects of sentence combining, and finds them overwhelmingly POSITIVE at all levels. 60% show significant gains in syntactic maturity; 30% non-significant gains; 10% no gains."

Why should these exercises be so much more successful than traditional analysis? It seems reasonable to assume that it is at least in part because they are exercises in the production of language, and specifically in the production of written language, so they feed much more directly into the child's growing repertoire of productive skills than exercises in grammatical analysis do. In short, they are more closely integrated into the teaching of writing, so the skills acquired in isolation are more likely to transfer directly into a usable skill. However this conclusion does not necessarily rule out the possibility of transfer from grammatical analysis under the right conditions.

Can grammatical analysis ever benefit writing? Here the research evidence is divided. There are studies which show no benefit from teaching grammatical analysis, contrasting with other studies which do show a benefit. In the latter studies the benefit can be shown in two ways: by comparing the writing of an experimental group who have received grammar teaching with that of a control group who have not, or by correlating subjects' writing skills with their explicit knowledge ('grammatical awareness'). The link to grammar teaching in the second case rests on the plausible assumption that this enhances grammatical awareness. However it may be possible to go further by isolating the features that distinguish the two groups of studies. This report suggests some features of grammar teaching which has positive effects on writing:

• It is clearly focused on one particular area of grammar (subordinate and main clauses) which correlates with an aspect of writing where children need help (punctuation).

• It is spread over many years - at least from third to sixth grade.

• It starts in primary school.

The first of these characteristics may be the crucial one, as it seems to be missing from the negative studies and is present in many if not all of the positive ones. We may assume that the long period of study and the early start helped, though we have to recognize that some of the positive studies have lacked these features - indeed some have shown effects after very short periods of teaching by an enthusiast.

1.2 Methodological issues and trends in writing instruction

Written composition became a concern for American high schools in the late nineteenth century. At the time, elementary schools did not teach composition; rather, writing instruction meant teaching students to form letters, to spell words, and to have legible (if not beautiful) handwriting. The high schools, however, focused on preparing an elite group of males for universities, a task that would

increasingly demand attention to writing. In 1873 Harvard University initiated a writing requirement as part of its admissions process, asking each candidate to produce a composition about a literary work. Other colleges soon followed with similar requirements, and high schools began to prepare students to fulfill these expectations.

Writing continued to have a place in the secondary curriculum throughout the twentieth century. Students were commonly assigned essays in the forms of description, narration, exposition, or argument, following rhetorical traditions dating back to the late nineteenth century. If teachers followed contemporary textbooks, they taught lessons on the ideal written product, focusing on words, sentences, and paragraphs as component parts, and emphasizing usage and style. Student essays were graded on the basis of how well they approximated these forms and conventions [73,14].

Stimulated by the 1966 Dartmouth conference, which brought together leading British and American specialists in the teaching of English, major pedagogic and empirical shifts marked the late 1960s and early 1970s. Active research programs studying writing in the schools followed in both countries, and new ideas were introduced from abroad. The consequences were twofold. First, leading literacy educators argued that assigning and grading writing was not enough, suggesting that students should be supported through an elaborated process of generating ideas, reflection, planning, composing, and revising. Second, U.S. educational leaders began to argue for the teaching of writing in these ways at the very start of schooling, maintaining that learning to write could help students learn to read, and vice versa.

Founded in 1974, the National Writing Project (NWP) quickly emerged as a major professional development movement in the United States. Building from the work of exemplary classroom teachers, the NWP has continued to influence writing curriculum, instruction, and evaluation internationally. By 1985 the U.S. federal government funded a research center devoted to the study of written language; attention turned to how writing develops across the lifespan, the

influences of varied school and out-of-school experiences on learning to write, and how these lived experiences intersect with learning to write in school [72,64].

As educators have recognized that writing is judged effective where it is appropriate to audience, purpose, and occasion, innovative classrooms have come to provide practice in addressing a range of rhetorical contexts and composing challenges [75,638]. This focus on the contexts in which writing occurs has been accompanied by an equally intensified interest in the diverse profiles of individual writers–what they bring to particular composing events, and how teachers can effectively support and monitor their growth over time. While these concerns have been reflected in university-based research and emerging theoretic conceptions of the writing process, pedagogic innovations have been primarily formulated by teachers themselves, most notably through the work of the NWP.

A hallmark of these teaching innovations has been an abiding concern with the nature of students' composing processes, and with how teachers across the grade levels might more effectively gear instruction to individual needs, backgrounds, and interests. Process-oriented instructional approaches have become common, with teachers providing opportunities to brainstorm ideas, complete initial rough drafts, receive peer and teacher feedback, and revise and proofread. Ideally, such approaches acknowledge that writers in the world beyond school do not follow a prescribed series of steps. Acknowledging the social aspect of the writing process, many teachers have also provided paper and electronic publication opportunities. Recognizing that discrete grammar instruction does not reliably enhance student writing, teachers have increasingly addressed matters of correctness and style as students polish their own drafts [79,45].

Guided by theory, research, and insights from their own work with students, teachers have also formulated instructional approaches that acknowledge the developmental trajectories of writers of various ages. Although teachers continue to guide young children toward the standard forms, many are encouraging students to explore sound-letter correspondences through their own "invented spellings," drawing on research that explores these approximations as important

developmental building-blocks. Later, as students move through secondary language arts classes, teachers provide assignments similarly informed by an awareness of students' emerging abilities, as thematic instructional units offer opportunities to build from basic writing tasks to more sophisticated challenges that ask students to synthesize and critique information gleaned from divergent sources.

The Writing-to-Learn and Writing-Across-the-Curriculum movements have fostered interest in activities that encourage writing as a tool for exploration and learning in all fields of study. Students may be asked to generate hypotheses or reflect on issues in journals and during spontaneous writing, while more formal writing assignments provide opportunities to learn the discourse conventions of particular disciplines. Especially in middle schools, interdisciplinary teams are creating promising venues for language-arts teachers to assist subject-area colleagues in integrating writing activities across the curriculum.

Given this interest in writing as a process and as a tool for learning, some have worried that teachers may be paying insufficient attention to the quality of students' written products [64,33-34]. This focus on the quality of completed writing has infused recent policy debates, and both national and state-level efforts have introduced standards for writing and testing programs. Because writing varies considerably across tasks and contexts, developing valid standardized tests that reliably measure achievement and growth is an enterprise fraught with challenge.

Although the most credible tests include actual writing samples, the cost of rating such exams has led some to advocate the use of machine-scored tests assessing students' knowledge of vocabulary and grammar; because students' scores on such tests often correlate well with scores on actual writing, argue some, they offer an affordable and efficient alternative. Because tests tend to drive curricula, teachers and literacy scholars worry that such assessments may encourage teaching practices predicated on an insufficient model of proficiency in writing–one that privileges discrete skills over an ability to negotiate the demands of writing for real purposes and audiences [48,65].

As literacy educators argue the need to ground instruction in a broader conception of writing achievement, test-makers continue to work toward assessment strategies that better encompass the range and complexity of the kinds of writing people do in their lives beyond school [54,122]. During the 1990s the National Council of Teachers of English convened the New Standards project, a group of literacy educators charged with formulating approaches to portfolio assessment that might serve both classroom-level and larger-scale purposes. The cost and complexity of such endeavors have relegated portfolios primarily to the levels of schools and classrooms, where they continue to provide evidence of students' processes, products, and growth over time.

As writing pedagogy enters a new millennium, several issues present enduring challenges for educators. Large-scale writing assessments have continued to reveal comparatively lower levels of achievement among linguistic minority students; in the mid-1990s, for instance, National Assessment of Educational Progress (NAEP) data suggested that European-American students were achieving at a higher level on most of the assessed writing tasks than students from other ethnic groups [56,88].

Why should these exercises be so much more successful than traditional analysis? It seems reasonable to assume that it is at least in part because they are exercises in the production of language, and specifically in the production of written language, so they feed much more directly into the child's growing repertoire of productive skills than exercises in grammatical analysis do. In short, they are more closely integrated into the teaching of writing, so the skills acquired in isolation are more likely to transfer directly into a usable skill. However this conclusion does not necessarily rule out the possibility of transfer from grammatical analysis under the right conditions [19,132]

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teaching with that of a control group who have not, or by correlating subjects' writing skills with their explicit knowledge ('grammatical awareness'). The link to grammar teaching in the second case rests on the plausible assumption that this enhances grammatical awareness. The least we can say is that, contrary to popular wisdom, the question is still open.

However it may be possible to go further by isolating the features that distinguish the two groups of studies. Equally good results in punctuation were attained in the third grade both by those classes that had not learned to analyze sentences and by those that had; in the sixth grade, better results were shown by the latter group. The sixth-grade pupils who are good at punctuation have generally mastered parts of speech and are able to distinguish between subordinate and principal clauses; knowledge of a generally prescribed list of conjunctions is less important. The first of these characteristics may be the crucial one, as it seems to be missing from the negative studies and is present in many if not all of the positive ones. We may assume that the long period of study and the early start helped, though we have to recognize that some of the positive studies have lacked these features - indeed some have shown effects after very short periods of teaching by an enthusiast [32,53].

If children do write better when they are taught grammatical analysis, does it matter what kind of grammatical analysis they learn? We consider first the question of the choice between modern and traditional grammar. The studies have tried out traditional grammar, transformational grammar and specific parts of systemic grammar, but it is not clear that any approach has a clear advantage, and most studies were not intended to compare alternative grammars. Nor do the relevant studies agree [60,34].

Secondly, should grammar teaching go beyond the traditional focus on sentence-level grammar (i.e. syntax)? The research strongly supports the inclusion of both morphology and features relevant to the organization of discourse and texts.

In conclusion, the idea that grammar teaching improves children's writing skills is much better supported by the available research than is commonly supposed. If a small part of the research effort that has been put into demonstrating the uselessness of grammar ... had been distributed over a wider field, more might be known about how skill in the use of English can best be developed.

Unless the student gets a feeling for sentence patterning ... his own sentence patterns will show many obvious defects. Research on the effectiveness of teaching English grammar in improving English composition has been mainly negative, but until this research has been repeated with improved methods of teaching English grammar, I will remain unconvinced that grammar is useless in this respect.

1.3 General description of writing process

Good writing is essential for success in school and the 21st Century workplace. Writing is a complex combination of skills which is best taught by breaking down the process. The writing process involves a series of steps to follow in producing a finished piece of writing. Educators have found that by focusing on the process of writing, almost everyone learns to write successfully. By breaking down writing step-by-step, the mystery is removed and writer's block is reduced. Most importantly, students discover the benefits of constructive feedback on their writing, and they progressively master, and even enjoy, writing [68,24-25].

Writing and written language in the way of language learning is not only a learning tool, but more as a goal of foreign language teaching. Letter - this is technical component writing. Written speech by talking together with a so-called productive (expressive) is a kind of verbal activity and is expressed in the fixation of certain content graphic signs. Psychophysical basis of the written language is the interaction of motor, visual and auditory-speech analyzers [84,57].

Reliance on all analyzers in the training gives a considerably greater effect. According to psychologists, heard the material is absorbed by 10%, seen by 20%, heard and seen by 30%, recorded at 50%, with pronunciation of 70% in the training of another 90%. Psychologists believe that the basis of the written

language is spoken language. And speaking, and writing can be seen from a plan (what to say) to the selection of the necessary funds (which are necessary words, as they combine in an utterance) and to implement the plan by means of language orally or in writing. [27,78-79]

As is known, the letter is closely related to reading. In their system is a graphics language. If the letter is coding or Encrypting thoughts through graphics, while reading - their decoding or deciphering.

If you correctly identify the purpose of learning to write and writing, consider the role of letters in the development of other skills to use exercises that fully cover the objectives, do these exercises at the appropriate stage of training, the spoken language gradually becomes richer and more logical. Supporting role, email is the formulation of grammatical skills, and written assignments from simple cheating to tasks that require a creative approach that creates the necessary conditions for studying.

Without relying on a letter to students is difficult to keep in mind the lexical and grammatical material. The whole system of language and shareware speech exercises to be performed in writing, refers to the learning of writing. Written presentation, essays, creative dictations, drafting plans and talking points for posts on a given topic, writing a personal or business letters, that is, stories written on a given situation, refer to the communicative writing. In other words - the written speech exercises for learning or a related topic of conversation practice [74,116].

Written speech is regarded as a creative communication skills, understood as the ability to express in writing their thoughts [20,14]. For this we need to own spelling and calligraphic skills, ability to build and place of composition in writing, voice work, composed of inner speech and the ability to select appropriate lexical and grammatical units.

Teaching writing involves different kinds of speech exercises: vocal exercises for teaching written communications, writing, speech exercises for working with printed text, writing, speech exercises, resulting from the process of reading, listening and speaking.

In the perception of foreign speech at the hearing (listening), students can make notes:

1) make a summary audio texts to advance the proposed plan (keyword);

2) make a record of printed reference signal in the plays audiotexts;

3) in accordance with a given communicative situation (task) to separate from audio texts information and record it.

You can use the free dictation. In this case, the teacher reads audiotexts by paragraph, students write down what is remembered, in order to facilitate the assignment given in advance a plan or keywords. In the perception of written language learners make up a list of issues for discussion with a real or imaginary person, abstracts, pick up a written lecture on the cards, make kodogrammy, tables for the oral presentation on a topic (issue) or the situation.

The practice of writing can make a transcription of printed text or audio texts from memory, according to the plan or to make written proposals to address the specific issue or specific problem. The cycle ends with lessons on writing home (dictation - written retelling of the text or the entire text.) Ability to present in writing their thoughts in a foreign language should be developed consistently and constantly. To solve this problem there are a number of exercises reproductive and productive nature [23,12].

All exercises are done in writing. Interest, are, for example, such tasks:
-Restore the beginning and end of the story;

-Restore the dialogue on specific "guides" replicas;

- Change the appearance of text (message to the conversation, a dialogue on the description);

- Describe the ambiguous situation in the various texts and dialogues;

- Explain the contradiction between the text and illustrative information;

- Answer to a letter by letter, phone call, conversation, etc.;

- Choose the keywords that lead to certain pre-known result, etc.

In the modern method of teaching writing and writing in a foreign language has spread so-called "creative writing". Under the "creative writing" refers to the

nature of the most productive exercises varying degrees of difficulty, varied in form and content, often in the form of a game. Using "creative writing" Methodists set themselves specific questions: when to write, how much and for what purpose? Deliver a letter to the pleasure and to whom? etc. Distinctive features of these exercises is that they hold necessarily in writing, the content of speech are creative, interesting and enjoyable for students and for teachers. Played upon poems of famous poets used the monogram, collectively written funny stories, written letters to fictional characters. We should not forget the three most important conditions for the introduction of creative writing in the classroom: learning objectives, principles, methods and techniques of teaching and learning control [23,13].

Steps in the Writing Process

1. **Pre-writing:** This is the planning phase of the writing process, when students brainstorm, research, gather and outline ideas, often using diagrams for mapping out their thoughts. Audience and purpose should be considered at this point, and for the older students, a working thesis statement needs to be started.

2. **Drafting:** Students create their initial composition by writing down all their ideas in an organized way to convey a particular idea or present an argument. Audience and purpose need to be finalized.

3. **Revising:** Students review, modify, and reorganize their work by rearranging, adding, or deleting content, and by making the tone, style, and content appropriate for the intended audience. The goal of this phase of the writing process is to improve the draft.

4. **Editing:** At this point in the writing process, writers proofread and correct errors in grammar and mechanics, and edit to improve style and clarity. Having another writer's feedback in this stage is helpful.

5. **Publishing:** In this last step of the writing process, the final writing is shared with the group. Sharing can be accomplished in a variety of ways, and with the help of computers, it can even be printed or published [61,85].

The five steps of writing can be demonstrated as the following:

STEP 1: PREWRITING

- ✓ Decide on a topic to write about.
- ✓ Consider who will read or listen to your written work.
- ✓ Brainstorm ideas about the subject.
- ✓ List places where you can research information.
- ✓ Do your research.

STEP 2: DRAFTING

- ✓ Put the information you researched into your own words.
- ✓ Write sentences and paragraphs even if they are not perfect.
- ✓ Read what you have written and judge if it says what you mean.
- ✓ Show it to others and ask for suggestions.

STEP 3: REVISING

- ✓ Read what you have written again.
- ✓ Think about what others said about it.
- ✓ Rearrange words or sentences.
- ✓ Take out or add parts.
- ✓ Replace overused or unclear words.
- ✓ Read your writing aloud to be sure it flows smoothly.

STEP 4: PROOFREADING

- ✓ Be sure all sentences are complete.
- ✓ Correct spelling, capitalization, and punctuation.
- ✓ Change words that are not used correctly.
- ✓ Have someone check your work.
- ✓ Recopy it correctly and neatly.

STEP 5: PUBLISHING

- ✓ Read your writing aloud to a group.
- ✓ Create a book of your work.
- ✓ Send a copy to a friend or relative.
- ✓ Put your writing on display.
- ✓ Illustrate, perform, or set your creation to music.

    ✓ Congratulate yourself on a job well done!

    Remember better writing tips will help you:

- Be more productive and achieve better results with your writing.

- Discover proven, practical tips to quickly improve your written communication skills.

- Find material to coach or teach others to write more effectively.

- Update your knowledge on modern English usage – the rules you need to follow and the ones you can safely ignore.

- Share your writing tips and questions with me and other visitors to the site [103].

Writing emphasizes the writing process because it emphasizes the value of dialogue as a teaching technique. Teaching the writing process empowers students by asking them to talk about their writing at every step of the writing process [50,92]. Students submit work according to a set schedule of lessons and assignments, and instructors provide feedback on the work, mixing encouragement with constructive criticism. Students apply these comments to the next step in that assignment. Both exchange comments about the writing, creating a conversation between instructor and student — both about the content of the writing and about the process of *doing* the work.

Historically, educators have struggled with the challenge of teaching students how to write well, traditionally focusing on the finished product. Since the 1970s, writing instruction has been changing. Teachers no longer emphasize the finished product; instead, they teach the "writing process." One of the strengths of the structure of the writing process is its usefulness for a wide range of diverse learners. Students are taught a variety of styles to structure their thinking, ranging from analytical outlines to highly visual graphic organizers. Students explore ways for organizing and visualizing their ideas that is the most effective for them. For instance, many right-brained visual thinkers find the highly-graphical spatial bubble-diagram organizers most effective in the pre-writing stage. Verbal thinkers like to use lists, charts and free writing to organize their thoughts [63,25].

In effective writing, the process begins with this kind of brainstorming. Some advanced writers will try to start with a prewriting outline or collection of ideas that exists only in their head, but they are required to put it in writing, either by way of a graphic organizer or in a more linear format, like listing or free writing. Students also create a topical outline to help organize their ideas, and the advanced students are required to develop a working thesis statement. The goal is for students to become personally invested in their work [55,83].

Because writing is recursive and any of the steps can be repeated, most academic or professional writers recognize that writing can be a messy process. Teachers and students alike regard rough drafts as "sloppy copies" due to the number of changes and corrections that are noted on them. During the writing process, the writer moves fluidly back and forth between the tasks that contribute to creating the final written product. For instance, once they draft their essay, the first step in revision might be to realize that the structure does not work.

The initially conceived structure might be incomplete, poorly organized, or include too many divergent ideas that don't support their topic or thesis. At this point, the writer might return to the key points in a graphic organizer or outline as a way of reconsidering the structure [58,99]. The writers might add, delete or change things on their outlines, while also rereading their essay and editing some of the passages to improve content and clarity.

If the writer decides on a new structure, whole paragraphs may be moved around, deleted or rewritten. Having someone else read the revised writing helps the writer see if it needs further revision. When the writer is satisfied with content and organization, it's time to proofread for any issues in grammar, usage and mechanics. Finally, the writer will fine-tune the writing, maybe rework some of the transitions as a final editorial revision, and then publish the work to their audience. The process is complete [52,67].

For many students, writing can be intimidating, upsetting and mystifying. Parents who try to teach writing find that their children can be defensive about any criticism on their writing, and without any kind of teacher's guide, critiquing their

children's writing can be a surprisingly difficult process and source of friction. By approaching writing as a process, instructors encourage students to postpone closure on a piece of writing until they have explored *all* of its possibilities. Breaking the act of writing down into distinct steps enables students to maintain perspective on their writing, to understand that the feedback is about a specific aspect of their writing, and to discover they can master and yes, even enjoy writing!

Writing pedagogy has been shaped by an array of influences over the years, including social and demographic change, insights derived from research, and grassroots movements among teachers. Recognizing that writing assumes many guises and serves varied purposes, teachers and researchers continue to chart the challenge of preparing diverse students to meet the literate demands of private, academic, and civic life [81,39].

Conclusion on Chapter 1

So, writing and written language in the way of language learning is not only a learning tool, but more as a goal of foreign language teaching. Letter - this is technical component writing. Written speech by talking together with a so-called productive (expressive) is a kind of verbal activity and is expressed in the fixation of certain content graphic signs.

Psychophysical basis of the written language is the interaction of motor, visual and auditory-speech analyzers. Reliance on all analyzers in the training gives a considerably greater effect. According to psychologists, heard the material is absorbed by 10%, seen by 20%, heard and seen by 30%, recorded at 50%, with pronunciation of 70% in the training of another 90%. Psychologists believe that the basis of the written language is spoken language. And speaking, and writing can be seen from a plan (what to say) to the selection of the necessary funds (which are necessary words, as they combine in an utterance) and to implement the plan by means of language orally or in writing.

Without relying on a letter to students is difficult to keep in mind the lexical and grammatical material. The whole system of language and shareware speech exercises to be performed in writing, refers to the learning of writing. Written presentation, essays, creative dictations, drafting plans and talking points for posts on a given topic, writing a personal or business letters, that is, stories written on a given situation, refer to the communicative writing. In other words - the written speech exercises for learning or a related topic of conversation practice.

Written speech is regarded as a creative communication skills, understood as the ability to express in writing their thoughts. For this we need to own spelling and calligraphic skills, ability to build and place of composition in writing, voice work, composed of inner speech and the ability to select appropriate lexical and grammatical units.

Teaching writing involves different kinds of speech exercises: vocal exercises for teaching written communications, writing, speech exercises for working with printed text, writing, speech exercises, resulting from the process of reading, listening and speaking.

The practice of writing can make a transcription of printed text or audio texts from memory, according to the plan or to make written proposals to address the specific issue or specific problem. The cycle ends with lessons on writing home (dictation - written retelling of the text or the entire text.) Ability to present in writing their thoughts in a foreign language should be developed consistently and constantly. To solve this problem there are a number of exercises reproductive and productive nature.

In the modern method of teaching writing and writing in a foreign language has spread so-called "creative writing". Under the "creative writing" refers to the nature of the most productive exercises varying degrees of difficulty, varied in form and content, often in the form of a game. Using "creative writing" Methodists set themselves specific questions: when to write, how much and for what purpose? Deliver a letter to the pleasure and to whom? etc. Distinctive features of these exercises is that they hold necessarily in writing, the

content of speech are creative, interesting and enjoyable for students and for teachers. Played upon poems of famous poets used the monogram, collectively written funny stories, written letters to fictional characters.

<div align="center">Steps in the Writing Process</div>

1. Pre-writing: This is the planning phase of the writing process, when students brainstorm, research, gather and outline ideas, often using diagrams for mapping out their thoughts. Audience and purpose should be considered at this point, and for the older students, a working thesis statement needs to be started.

2. Drafting: Students create their initial composition by writing down all their ideas in an organized way to convey a particular idea or present an argument. Audience and purpose need to be finalized.

3. Revising: Students review, modify, and reorganize their work by rearranging, adding, or deleting content, and by making the tone, style, and content appropriate for the intended audience. The goal of this phase of the writing process is to improve the draft.

4. Editing: At this point in the writing process, writers proofread and correct errors in grammar and mechanics, and edit to improve style and clarity. Having another writer's feedback in this stage is helpful.

5. Publishing: In this last step of the writing process, the final writing is shared with the group. Sharing can be accomplished in a variety of ways, and with the help of computers, it can even be printed or published.

Remember better writing tips will help you:

- Be more productive and achieve better results with your writing.

- Discover proven, practical tips to quickly improve your written communication skills.

- Find material to coach or teach others to write more effectively.

- Update your knowledge on modern English usage – the rules you need to follow and the ones you can safely ignore.

CHAPTER 2
APPLICATION OF THEORY OF TEACHING WRITING INTO PRACTICE

2.1 Effective ways of teaching and improving writing skills

Writing a letter - a very successful form of exercise, wearing multifunctional character. For teaching writing the letter should begin with a series of speech exercises. In the first stage can be offered exercises to memorize the speech formulas, clichés used in the letter forms of writing to the addressee, ways of expressing gratitude, acknowledgment of receipt of the letter, hope for a speedy response, etc [31,114].

This is followed by viewing the texts of letters, the definition of the various schemes of letters, the selection of individual sentences, supporting ideas, key words. Students will make analysis of the texts of letters, given the characteristics of their authors, determine the nature of writing (personal, family, business, problem, a letter of thanks, congratulations, invitation, etc.), analyze the means of presentation of thoughts in different styles and character letters means to move from one thought to another, etc.

In the second stage we can propose a plan letter using the sample phrases and keywords. Forms of address and other clinches must match the content, structure and style of writing.

In the next stage of work students are invited to make a collective letter, then the thematic message of a given situation, letters different nature (personal, family, business), the letter-response to the request or the addressee letter-active character or a letter of response on a given issue, based on specific addressee. Maybe writing letters to different recipients with different target settings, but with the same content or modifying the same text message. It should work on drafting questions for the recipient, to determine their place in the letter.

Learning a foreign language involves the mastery of students these kinds of speech activities as listening, speaking, reading and writing. In the programs of secondary school letter is not considered a major educational goal [77,123]. It is

considered as a means of learning, contributing to the development of skills and oral communication skills and reading, as well as the acquisition of linguistic material. The requirements of practical language skills at an early stage of training is as follows: students should acquire the skills of calligraphic writing letters, words, phrases, and learn spelling words learned in speech and writing used in the exercises. Teaching English calligraphy is of great importance for proper staging of teaching English especially at the primary level of education. Studying English

Calligraphy, a student pays attention to the spelling peculiarities of English letters, which is very valuable.

In the first stage of mastering calligraphy - a skill that generates a sequence of work on the assimilation and retention of some form letters on the letter. Necessary moments in the formation of calligraphy - the ability - the awareness and interest [33,45].

At the next stage of calligraphy is a skill constantly reinforced by the practice of writing. The task of teachers is to keep the way of calligraphy skills to the skill of calligraphy and make this skill stable. Letter can be an effective learning tool only if the students reach a certain level of spelling skills.

When teaching spelling is necessary to consider the rules of reading and spelling [87,68]. They are really useful when writing words, spelling, which is based on the phonetic principle, i.e. such as pen, desk, bag, pig, and the floor plate pupil can write a word because plait by analogy with the rain, grain. The word beautiful - butiful, beautifool, butifool. No cheating, no dictation, no name on the letter or record the rules of reading cannot provide sufficiently effective assimilation of the spelling of difficult words students. Special difficulties in learning spelling words Spelling cause of which is based on historical principles.

Students should remember that the spelling pronunciation of each letter is pronounced, so for example teacher, Wednesday. This work should be carried out at the initial stage of training. Having mastered the spelling to reading, students are well acquire skills of reading and writing, which cannot but lead to improved skills and oral communication skills. Just when teaching writing skills of

individual words and phrases, and sentences help me a lot visual dictation. They contribute to the development of students' visual memory. First, students see written on the board. Then erased and written by guys write from memory. To check the validity of writing again the written text and the students themselves examine the text. Thus they develop the ability to self-control.

All this work is carried out gradually. When learning a foreign language, students must master a letter to the extent that is necessary in order to assist them in mastering its vocabulary, grammar, essential for the development and improvement of speech and reading. The letter also creates in students the following skills:

1. writing letters;

2. translation of speech sounds in spelling characters: letters and letter combinations;

3. orthographically correct spelling of words, combinations of words and sentences;

4. written to perform various exercises that help to better assimilation of educational material necessary for the development and improvement of speech and reading [34,92].

Forming all of these skills in students, it becomes easier to use writing as a tool for language learning assistant in the mastery of speaking and reading. From simple tasks cheating students go to assignments of varying difficulty, requiring a creative move to solving them problems such as: headline meaningful segments of text, written questions to the text of a written reply to questions, make a plan message. An important teaching function is performed by written work related to read the text. The use of letters very helpful to a better understanding of the text and formulating thoughts in connection with the read. You can use these writing assignments:

- Write down the proposals, which reflect the main ideas of the author and then cross out the words that just explain them. Write to the resulting reduction in

supply.

- Shorten the text, writing of him only those proposals that pass its main content.

-Describe the text content in three to five sentences.

-Make a note of the proposals that you liked best (literary text).

- Write down the proposals, of which you have learned into a new (popular science) [102].

At the initial stage using the above listed exercise as well as a description - is the simplest form of verbal communication. The middle phase of learning is used as a form of reasoning, the most complex form of verbal communication, which requires students to knowledge, vocabulary and expressions of verbal statements that have helped to express their thoughts in writing.

Letter to the foreign language teaching is both a means of learning a foreign language (graphics, spelling, written using exercises to help you better grasp of language materials and acquire spoken language and reading.)

Thus, successful teaching writing at an early stage contributes to the improvement of writing skills, the end result of which is the written part of the CSE in English, consisting of writing essays and personal letters. In grade 9 may be as an elective course in English language to improve the program "Learning to write in English"

Presented in this course assignments are needed for the overall development of students. This knowledge will be useful not only for those students who will take the CSE, but also for those planning to get a job and preparing to become a specialist in modern society. It is important that each student has learned all the requirements for this job, learned all the necessary phrases and learned to think and write in English. This of course will help develop writing skills, improve literacy. The success of the course will be provided if students have mastered the material taught and will be able to write letters, postcards, etc. This success will be doubled if we can get online and connect with British schoolchildren. In the classroom you can use the wheel and individual interviews. Homework is

compulsory for all. Check the job done by the survey of words, phrases and theoretical material.

The special features of the socio-cultural component of written communication include: rules for writing dates, addresses, addresses, conclusions, summaries, business letters, reports, etc. In some cases, a lack of knowledge of socio-communications can lead to misunderstandings or cultural conflicts. Writing and written language in the way of language learning is not only a learning tool, but more as a goal of foreign language teaching. Letter - this is a technical component writing. Written speech by talking together with a so-called productive (expressive) is a kind of verbal activity and is expressed in the fixation of certain content graphic signs. [40,65]

The whole system of language and shareware speech exercises to be performed in writing, refers to the learning of writing. Written presentation, essays, creative dictations, drafting plans and talking points for posts on a given topic, writing a personal or business letters, that is, stories written on a given situation, refer to the communicative writing. In other words - the written speech exercises for learning or a related topic of conversation practice.

Writing a letter - a very successful form of exercise, wearing multifunctional character. Thus, successful teaching writing at an early stage contributes to the improvement of writing skills, the end result of which is the written part of the CSE in English, consisting of writing essays and personal letters [91]. Therefore, to teach record spoken language, including learning to write personal and business letters, fill out forms, write a brief and detailed curriculum vitae, a statement of admission to school or work, etc. - All this is the main goal of learning to write, to perform the same supportive role in teaching reading, speaking, grammar, vocabulary.

Using plain English style

When you are producing a technical or business report you want it to 'get results'. If you are a student this can mean literally getting a good grade. More generally we mean that you want to convince the reader that what you have to say

is sensible so that they act accordingly. If the report is a proposal for the target readers to do something, then you want the reader to accept your recommendations. If the report describes a piece of research then you want the reader to understand what you did and why it was important and valid [35,255].

Trying to be 'clever' and 'cryptic' in the way you write will confuse and annoy your readers and have the opposite effect to what you wanted. In all cases you are more likely to get results if you present your ideas and information in the simplest possible way.

Sentence and paragraph length: keeping them short is the simplest first step to Improve writing. Bullet points and lists: using these makes things clearer and less cluttered. Using the simplest words and expressions available: this section also describes words and expressions to avoid. Avoiding unnecessary words: this is about removing redundancy.

- Using verbs instead of nouns
- Using active rather than passive style [82,57].

Sentence and paragraph length

Contrary to what you may have learnt in school, there is nothing clever about writing long, complex sentences. For technical writing it is simply wrong. You must get used to the idea of writing sentences that are reasonably short and simple. In many cases shorter sentences can be achieved by sticking to the following principles:

1. A sentence should contain a single unit of information. Therefore, avoid compound sentences wherever possible. In particular, be on the lookout for words like and, or and while which are often used unnecessarily to build a compound sentence.

2. Check your sentences for faulty construction. Incorrect use of commas for how to use commas correctly is a common cause of poorly constructed and excessively long sentences.

Use parentheses sparingly

Most uses are due to laziness and can be avoided by breaking up the sentence. Never use nested parentheses if you want to retain your reader. Learning about some of the principles described below, especially using active rather than passive constructs, will go a long way toward helping you shorten your sentences. Just as it is bad to write long sentences it is also bad to write long paragraphs. A paragraph should contain a single coherent idea. You should always keep paragraphs to less than half a page. On the other hand, successive paragraphs that are very short may also be difficult to read. Such an approach is often the result of poorly structured thinking. If you need to write a sequence of sentences that each express a different idea then it is usually best to use bullet points or enumerated lists to do so [35,257].

Bullet points and enumerated lists

If the sentences in a paragraph need to be written in sequence then this suggests that there is something that relates them and that they form some kind of a list. The idea that relates them should be used to introduce the list. For example, the following paragraph is a mess because the writer is trying to make what is clearly a list into one paragraph: Getting to university on time for a 9.00am lecture involves following a number of steps. First of all you have to set your alarm – you will need to do this before you go to bed the previous night. When the alarm goes off you will need to get out of bed. You should next take a shower and then get yourself dressed. After getting dressed you should have some breakfast. After breakfast you have to walk to the tube station, and then buy a ticket when you get there. Once you have your ticket you can catch the next train to Stepney Green. When the train arrives at Stepney Green you should get off and then finally walk to the University.

The following is much simpler and clearer: To get to university on time for a 9.00am lecture:

1. Set alarm before going to bed the previous night

2. Get out of bed when the alarm goes off

3. Take a shower

4. Get dressed

5. Have some breakfast

6. Walk to the tube station

7. Buy ticket

8. Catch next train to Stepney Green

9. Get out at Stepney Green

10. Walk to the University

The simple rule of thumb is: if what you are describing is a list then you should always display it as a list. The above is an example of an enumerated list. The items need to be shown in numbered order. If there is no specific ordering of the items in the list then you should use bullet points instead. For example, consider the following paragraph:

Good software engineering is based on a number of key principles. One such principle is getting a good understanding of the customer requirements (possibly by prototyping). It is also important to deliver in regular increments, involving the customer/user as much as possible. Another principle is that it is necessary to do testing throughout, with unit testing being   especially crucial. In addition to the previous principles, you need to be able to maintain good communication within the project team (and also with the customer). The paragraph is much better when rewritten using bullet points:

Good software engineering is based on the following key principles: Get a good understanding of the customer requirements, possibly by prototyping. Deliver in regular increments, involving the customer/user as much as possible. Do testing throughout (unit testing is especially crucial).   Maintain good communication within the project team (and also with the customer).

There are numerous examples throughout this report of bullet points and enumerated lists. You should never be sparing in your use of such lists. Also, note the following rule for punctuation in lists: If all the list items are very short, by which we normally mean less than one line long, then there is no need for any punctuation. Otherwise use a full stop at the end of each list item [42,81].

Using the simplest words and expressions possible

On a recent trip to Brussels by Euro star the train manager made the following announcement: "Do not hesitate to contact us in the event that you are in need if assistance at this time". What she meant was: "Please contact us if you need help now", but she clearly did not use the simplest words and expressions possible. While this may be acceptable verbally, it is not acceptable in writing.

The golden rules on words and expressions to avoid are:

Replace difficult words and phrases with simpler alternatives;

Avoid stock phrases;

Avoid legal words and pomposity;

Avoid jargon.

Replace difficult words and phrases with simpler alternatives

The only time you should use any of these words is when they have a specific well-defined technical interpretation. For example, the word "render" does have a specific technical meaning in the context of building maintenance (as when you 'render' a wall) and also in computer graphics (as when you 'render' an image). However, you should never use the verb 'render' when what you really mean is 'make'. Thus, while many pompous writers would think they were being clever by writing a sentence like:

The testing strategy rendered it impossible to find all the faults. What they really mean is the much simpler:

The testing strategy made it impossible to find all the faults [43,154].

Avoid stock phrases

Stock phrase should be avoided in favour of the simpler alternative. Such phrases are cumbersome and pompous.

There is a reasonable expectation that ...   Probably …

Owing to the situation that …   Because, since …

Should a situation arise where …   If …

Taking into consideration such factors as …   Considering …

Prior to the occasion when … Before …

At this precise moment in time … Now …

Do not hesitate to … Please …

I am in receipt of … I have …

Avoid legal words and pomposity

Lawyers seem to have a language of their own. This is primarily to ensure that their documents are so difficult to understand that only other lawyers can read them. This ensures more work and money for lawyers because it forces ordinary people to pay lawyers for work they could do themselves. Yet for some strange reason ordinary people often think they are being very clever by using legal words and expressions in their own writing. Do not fall into this trap. Avoid legal words like the following:

forthwith   hereof

henceforth hereto

thereat whereat

hereat herewith

therein whereon

Also avoid nonsensical legal references like the following:

"They said software compiler…" which should be changed to

"The software compiler…" and:

"The aforementioned people have agreed …" which should be changed to

"A and B have agreed…"

Avoid jargon

Expressions like RAM, Poisson distribution, FA Cup, and distributor cap are examples of jargon. In general, jargon refers to descriptions of specific things within a specialized field. The descriptions are often shorthand or abbreviations. If you are certain that every reader of your report understands the specialist field then it can be acceptable to use jargon. For example, if your only potential readers are computer specialists then it is reasonable to refer to RAM without the need to explain what RAM is or stands for. The same applies to Poisson

Distribution if your readers are all statisticians, FA Cup if your readers are British football fans, or distributor cap if your readers are car mechanics. In all other cases (which is almost always) jargon should be avoided. If you cannot avoid it by using alternative expressions then you should define the term the first time you use it and/or provide a glossary where it is defined.   [17,36]

Avoiding unnecessary words and repetition

Many sentences contain unnecessary words that repeat an idea already expressed in another word. This wastes space and blunts the message. In many cases unnecessary words are caused by 'abstract' words like nature, position, character, condition and situation as the following examples show:

The product is not of a satisfactory nature. The product is unsatisfactory
The product is not of a satisfactory character.   The product is unsatisfactory.
We are now in the situation of being able to…. We can now begin detailed design begin detailed design.
In general, you should therefore use such abstract words sparingly, if at all.

Often writers use several words for ideas that can be expressed in fewer. This leads to unnecessarily complex sentences and genuine redundancy as the following examples show:
The printer is located next to the computer. The printer is next to the computer
The printer is located in the immediate. The printer is near the computer   vicinity of the computer the image moving. The user can see the image moving

For example, the word suitable in the sentence "John left the building in suitable haste" is a modifying word. It is redundant because the sentence "John left the building in haste" has exactly the same meaning. Similarly, the other form of a modifying word – the one ending in 'y' as in suitably – is also usually redundant. For example, "John was suitably impressed" says nothing more than "John was impressed". Other examples are:
 absolute nonsense
absolutely critical considerable difficulty
considerably difficult

Modifying words can be fine when used with a concrete reference, as in the example "Jane set John a suitable task" but in many cases they are not and so are best avoided: Here are the most common modifying words to avoid: appreciable excessive sufficient approximate fair suitable comparative negligible undue definite reasonable utter evident relative.

Finally, one of the simplest ways to shorten and simplify your reports is to remove repetition. Poorly structured reports are often characterized by the same idea being described in different places. The only 'allowable' repetition is in introductions and summaries. You can avoid repetition by checking through your report and jotting down a list of the key ideas as they appear. Where the same idea appears more than once, you have to decide once and for all the place where it should best go and then delete and/or merge the text accordingly.

Using verbs instead of nouns

Look at the following sentence:

"Half the team were involved in the development of system Y".

This sentence contains a classic example of a common cause of poor writing style. The sentence is using an abstract noun 'development' instead of the verb 'develop' from which it is derived. The simpler and more natural version of the sentence is:

"Half the team were involved in developing system Y".

Turning verbs into abstract nouns always results in longer sentences than necessary, so you should avoid doing it. The following examples show the improvements you can achieve by getting rid of nouns in favour of verbs:

He used to help in the specification of new… He used to help specify new products. Acid rain accounts for the destruction of ancient   stone-work. Acid rain destroys ancient stone-work …

Measurement of the material density was… The instrument measured the material performed by the instrument density

The analysis of the data was performed by Fred.   Fred analyzed the data

The testing of the product was carried out by Jane.   Jane tested the product

It was reported by Jones that method x facilitated inspection techniques by the testing team. Jones reported that method x helped the utilization of testing team use inspection techniques. [38,321]

The last example is a particular favourite of mine (the bad version appeared in a published paper) since it manages to breach just about every principle of good writing style. It uses a noun construct instead of a verb and it includes two of the forbidden words (facilitated, utilization). However, one of the worst features of this sentence is that it says "It was reported by Jones" instead of simply "Jones reported". This is a classic example of use of passive rather than active constructs. Using active rather than passive style

Consider the following two sentences:

1. Joe tested the product

2. The product was tested by Joe

Both sentences provide identical information. The first is said to be in the active style and the second is said to be in the passive style. In certain situations it can make sense to use the passive style. For example, if you really want to stress that a thing was acted on, then it is reasonable to use the passive style as in "the city was destroyed by constant bombing". However, many writers routinely use the passive style simply because they believe it is more 'formal' and 'acceptable'. It is not. Using the passive style is the most common reason for poorly structured sentences and it always leads to longer sentences than are necessary. Unless you have a very good reason for the change in emphasis, you should always write in the active style.

The following examples show the improvements of switching from passive to active:

The report was written by Bloggs, and Bloggs wrote the report, and it was found to be excellent. The values were measured automatically by the control system. The control system measured the values automatically.

It was reported by the manager that the project was in trouble. The manager reported that the project was in trouble.

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Using personal rather than impersonal style

"My results have shown…" is an example of a sentence using the personal (also called first person) style. This contrasts with:

"The author's results have shown…"

which is an example of the impersonal (also called third person) style.

Whether to use personal or impersonal style is a subject that still causes fierce debate. Some writers feel that a report is not truly scientific if it is written in the personal style, and they back up this claim by pointing to prestigious scientific journals that insist on third person writing. In fact, it is increasingly hard to find any reputable journal that continues with such a policy. The most important justification for using first person style is that it is more natural and results in simpler sentences. Many examples of the kind of poor sentence structure that we have seen in the previous two sections (using passive rather than active style and using nouns rather than verbs) are caused when authors are forced to write in the third person. Consider the following examples:

The current research work of the author of

I also describe my current research work

We must examine and discuss the results obtained, are necessary before a decision can before we decide be taken in many cases you have to include excruciating diversions to make what you are trying to say unambiguous if you insist on the impersonal style. For example:

"The author's results have shown …"

May actually be ambiguous because it is no longer clear which author you are really referring to. This leads to the contorted refinement:

"The results by the author of this report show …"

Which sounds pompous and unnatural. It certainly compares poorly with

"My results have shown…"

In the following example:

"Recent experiments involving formal inspections have resulted in ..."

it is not clear whether the writer is referring to their own experiments, other researchers' experiments, or a combination of the two.

Even worse than ambiguity is where use of impersonal rather than personal style introduces genuine uncertainty. For example, consider the following:

"It is not possible to state the exact mode of operation of the drug".

This leaves serious doubts in readers' minds. It might mean that the authors do not know how the drug works, but it might also mean that it is impossible to specify the operation of the drug. Finally, many authors who are reluctant to use the personal style, but realize that they cannot write a sentence naturally without it, opt to use the expression 'one' as in "One can conclude from the experiment ...". You should avoid this, as it sounds pompous. If you feel uneasy about saying "I" then say "we". In other words the 'royal' we is better than the royal 'one'. [21,95]

Explain new ideas clearly

If you are trying to introduce or explain a new idea or abstract concept then there are three techniques you can use to help your readers and improve your message. The general rule is to try to provide an example before providing an abstract definition or generalization. Use analogies: Suppose you wanted to explain what email was to somebody who had just woken from a 40-year coma. You could try telling them that email was much like sending a letter, but without having to physically use a stamp and find a letterbox. This is an example of an analogy. Use a diagram: If you can provide a simple diagram that captures an abstract concept then you are effectively providing a pictorial analogy. This can be very effective if done well.

Use consistent naming of the same 'things'

Many generations of schoolchildren have been indoctrinated with the rule: "Never use the same word twice". So, we get writers who feel that they must always use a different word to describe the same thing. In technical and business writing exactly the opposite rule applies:

You should always use the same word to refer to the same thing. Anything else causes confusion and annoyance to readers.

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Consider, for example, the following paragraph that was written in a group project final report:

In the first three weeks of the project we wrote a project plan for the system. We were ambitious in our requirements because we wanted the group project to be a success and we wanted the software to be of high quality. In fact we were determined that our software would win the prize. By the end of term we realized there were major problems with the project. The first increment of the project we delivered was inconsistent with the requirements specification and it was clear the final code would not be the best system as there were clearly better groups than ours. The problem with this paragraph is that there are three key 'things' that are referred to in different and inconsistent ways. The 'things' are: The project: This refers to the entirety of the group experience. The plan: This refers to a document describing the requirements and schedule for implementing them. The system: This refers to the software system that the group project is supposed to deliver.

Unfortunately, we find that these things are referred to at different parts of the paragraph as: The project: project; group project; group.
The plan: project plan; requirements; requirements specification. The system: system; software; project; code; final code.

Not only is there inconsistent naming of the same 'things' but we also find genuine ambiguity because the same words are used to refer to different 'things'.
There appear to be two distinct reasons why students write in this way:
1. They have been brainwashed by the 'never use the same word twice' rule at school.
2. They are genuinely confused in their own minds and therefore hide their confusion by deliberate ambiguity.

In situations such as this it is important to identify each different 'thing' first and decide once and for all how it should be named. Once you have made this decision be consistent and use the same name throughout when you refer to that 'thing'. In the above example this would lead to the following improved text:

In the first three weeks of the project we wrote a plan for the system. Our plan was ambitious because we wanted the project to be a success and we wanted the system to be high quality. In fact we were determined that our project would win the prize. By the end of term we realized there were major problems with the project. The first increment of the system we delivered was inconsistent with the plan and it was clear the final system would not be the best system as there were clearly better systems than ours [41,26].

If you were writing a manual on 'how to impress the boss' where the manual is supposed to be relevant for any boss/employee relationship, you would probably want to avoid the following kind of statements:
If you find yourself with little to do ask your boss if he wants you to help him.
The use of 'he', 'she', 'him', 'her', when referring to non-specific people can in fact be avoided, without having to resort to the awful 'he/she', 'him/her' alternative. You can use the following methods: Use plural pronouns instead of singular. Thus, use 'they' in place of 'he' or 'she', use the pronoun 'them' in place of 'him' or 'her', and use the pronoun 'their' in place of 'his' and 'her'. So the above text could be rewritten as '…ask your boss if they want you to help them'. And you could write 'the programmer should test his own code' as 'the programmer should test their own code'.   Rewrite the sentence in the plural. Thus, instead of 'England expects every man to do his duty' write 'England expects everyone to do their duty'. Use 'you' or 'your'. Thus, instead of saying 'every employee should leave his desk tidy' say 'leave your desk tidy'. Rewrite the sentence to avoid any reference to awkward pronouns. Often, such an alternative is simpler anyway. For example, you could write 'If you find yourself with little to do ask if the boss wants some help'.

The main points we should have learnt from this chapter are: Keep sentences and paragraphs short. Never use a complicated word or phrase when there is a simpler alternative. Remove any unnecessary words and repetition. Use active rather than passive style. Use active verbs rather than abstract nouns. Use personal rather than impersonal style.

Explain new ideas clearly by using examples, analogies, and diagrams. If what you are describing is a list then use an enumerated list or bullet points. Avoid stock phrases, legal words and pomposity. For each abstract 'thing' referred to in your report, use a consistent name to refer to the 'thing'. In other words ignore the 'rule' that says you should never use the same word twice. Use of 'he' or 'she' to refer to non-specific people is regarded as politically incorrect and is easy to avoid. Never use the words utilise or facilitate since these are respectively the most useless and pompous words in the English language [36,84].

2.2 Modern ways of teaching writing process

Since XX-th century there have been performed a lot of methods, ways and techniques of teaching as well as teaching writing and improving writing skills.
In this part of my qualification research work I will describe some of contemporary ways of teaching writing and improving writing skills.

The most essential method of teaching writing is the grammar translation method because it is directly connected with writing. The grammar translation method instructs students in grammar, and provides vocabulary with direct translations to memorize [89,11]. It was the predominant method in Europe in the 19th century. Most instructors now acknowledge that this method is ineffective by itself. It is now most commonly used in the traditional instruction of the languages. At school, the teaching of grammar consists of a process of training in the rules of a language which must make it possible to all the students to correctly express their opinion, to understand the remarks which are addressed to them and to analyze the texts which they read.

The objective is that by the time they leave college, the pupil controls the tools of the language which are the vocabulary, grammar and the orthography, to be able to read, understand and write texts in various contexts. The teaching of grammar examines the texts, and develops awareness that language constitutes a system which can be analyzed. This knowledge is acquired gradually, by traversing the facts of language and the syntactic mechanisms, going from simplest to the

most complex. The exercises according to the program of the course must untiringly be practiced to allow the assimilation of the rules stated in the course. That supposes that the teacher corrects the exercises. The pupil can follow his progress in practicing the language by comparing his results. Thus can he adapt the grammatical rules and control little by little the internal logic of the syntactic system [44,212-213].

The grammatical analysis of sentences constitutes the objective of the teaching of grammar at the school. Its practice makes it possible to recognize a text as a coherent whole and conditions the training of a foreign language [69,93]. Grammatical terminology serves this objective. Grammar makes it possible for each one to understand how the mother tongue functions, in order to give him the capacity to communicate its thought. Application of methods used in Latin and Greek to teaching of modern languages. Rules of grammar, not the language itself, are all important. Verb declensions are set out tables, vocabulary lists to be learned, leading to translation from mother tongue into target language and vice-versa. Little or no attention to pronunciation.

Assumption was that language consists of written words and of words which exist in isolation, as though they were individual bricks which could be translated one by one into their foreign equivalents and then assessed according to grammatical rules into sentences in the foreign language [62,105]. Underlying justification for such a method rested upon belief that what should be taught was not the language itself but the faculty of logical thought and provided valuable mental discipline, equal to the classics.

- the learner would acquire the skill of translating in writing from MT to FL and from FL to MT

- spoken form of FL played very little part in the learning process

- language was merely a deductive process: from data or a set of rules presented, learner had to create sentences in FL through transfer techniques.

Even if learning a language by Grammar-Translation method trained mind in logical thought, there is little evidence to suggest that this faculty is transferable to other walks of life beyond the language classroom When is written translation of actual use to the learner? [53,84]

This method gives pupils the wrong idea of what language is and of the relationship between languages. Language is seen as a collection or words which are isolated and independent and there must be a corresponding word in the native tongue for each foreign word he learns.

Deplorable to assume that language is only acquired through translation skills, and this at the expense of oral skills (imagine disaster in, comprehensive schools with mixed ability classes)

Low translation standard - caused by grammatical techniques which force learner to deduce FL sentences 'by selecting from a multiplicity of rules and exceptions and individualised words. Inevitable that language learning process should fall down. Even among more able pupils who may be able to achieve a higher level of success, there is feeling that this is all there is to language learning. Not a rewarding or satisfying activity. Language learning should be fun and bring some joy and pride in achievement with it. Other method of teaching writing is Silent Way lesson really resembles another, because the content depends on the know-how "here and now" of learners who are "here and now."[47]

A beginning or elementary lesson will start with working simultaneously on the basic elements of the language: the sounds and prosody of the language and on the construction of sentences. The materials described above will be frequently used. At first, the teacher will propose situations for the students to respond to, but very quickly the students themselves will invent new situations using the rods but also events in the classroom and their own lives [49,62].

A recurrent pattern in low level Silent Way classes is the initial creation of a clear and unambiguous situation using the rods. This allows the students to work on the challenge of finding ways -as many as possible- of expressing the situation in the target language. The teacher is active, proposing small changes so that the

students can practice the language generated, always scrupulously respecting the reality of what they see. They rapidly become more and more curious about the language and begin to explore it actively, proposing their own changes to find out whether they can say this or that, reinvesting what they have discovered in new sentences. The teacher can then gradually hand over the responsibility for the content of the course to the students, always furnishing the feedback necessary for the learning process. The content of the course then becomes whatever the students want it to be, usually an exploration of their own lives, their thoughts, feelings and opinions [28,63].

In more advanced courses, the basic way of functioning remains the same. Although the class might look quite different to an inexperienced observer, the students will be exploring the language in the same spirit. The rods are seldom necessary and the word charts are used much less frequently, since the students can usually find their own mistakes once they become aware that there is a mistake to look for. The students will be invited to talk to each other on any subject they wish. The lesson will be based on their mistakes - "the gifts of the student to the class" as Gattegno liked to call them. The teacher will not correct the mistakes, but help the students to do so themselves by encouraging them to discuss the problem, and find other similar and/or contrasting examples.

Whatever the level, giving learners the opportunity to explore and capitalize on their mistakes enables them to work both on the language and on their own functioning as learners and encourage confidence and the expansion of their know-how. This is an intrinsically interesting experience as is visible and audible in the intense involvement of students in Silent Way classes. The fun students have in this type of class is not derived from extraneous activities imported into language classrooms (games, songs, role-plays...) but on the sheer pleasure of self discovery though the exercise of their mental capacities (imagination, intuition, sensitivity, etc.) on the task of language learning itself [22,46].

The fun for the teachers is in having to "think on their feet" to see that their students are constantly faced with do-able linguistic challenges in the "here and now".

Firstly, the teacher's silence is a constant reminder that, in this approach, the teacher's role is not to transmit knowledge but to create situations in which the students can build linguistic know-hows: pronunciation, syntax, morphology... all the aspects that constitute being able to speak a language [94,69]. Secondly, the teacher's silence forces him to reflect constantly on his own clarity, and these changes the preparation of his class completely. The teacher always has to try to find strictly non-ambiguous means of presenting each situation. Thirdly, the teacher's silence allows him to keep his students in direct contact with the unknown. It is the teacher's silence which allows the lesson to become an improvisation played between the students and himself jointly as they advance. For the class to take place at all, the teacher has to stay with the students wherever they happen to be, following them in their exploration and working on their errors and mistakes as they are produced.

The most applicable to writing teaching, TOTAL PHYSICAL RESPONCE has a number of advantages: Students will enjoy getting up out of their chairs and moving around. Simple TPR activities do not require a great deal of preparation on the part of the teacher. TPR is aptitude-free, working well with a mixed ability class, and with students having various disabilities. It is good for kinesthetic learners who need to be active in the class. Class size need not be a problem, and it works effectively for children and adults [103].

However, it is recognized that TPR is most useful for beginners, though it can be used at higher levels where preparation becomes an issue for the teacher. It does not give students the opportunity to express their own thoughts in a creative way. Further, it is easy to overuse TPR-- "Any novelty, if carried on too long, will trigger adaptation." It can be a challenge for shy students. Additionally, the nature of TPR places an unnaturally heavy emphasis on the use of the imperative mood, that is to say commands such as "sit down" and "stand up". These features are of

limited utility to the learner, and can lead to a learner appearing rude when attempting to use his new language. Of course, as a TPR class progresses, group activities and descriptions can be used which continue the basic concepts of TPR into full communication situations. [9,25]

The Audio-Lingual Method, or the Army Method or also the New Key, is a style of teaching used in teaching foreign languages. It is based on behaviorist theory, which professes that certain traits of living things, and in this case humans, could be trained through a system of reinforcement—correct use of a trait would receive positive feedback while incorrect use of that trait would receive negative feedback.

This approach to language learning was similar to another, earlier method called the Direct method. The Audio-lingual method is the product of three historical circumstances. The prime concern of American Linguistics at the early decades of the 20th century had been to document all the indigenous languages spoken in the USA. However, because of the dearth of trained native teachers who would provide a theoretical description of the native languages, linguists had to rely on observation. For the same reason, a strong focus on oral language was developed [93,65].

The third factor which created the need to post large number of American servicemen all over the world. It was therefore necessary to provide these soldiers with at least basic verbal communication skills. Unsurprisingly, the new method relied on the prevailing scientific methods of the time, observation and repetition, which were also admirably suited to teaching en masse. Because of the influence of the military, early versions of the audio-lingualism came to be known as the "army method." As mentioned, lessons in the classroom focus on the correct imitation of the teacher by the students. Not only are the students expected to produce the correct output, but attention is also paid to correct pronunciation. Although correct grammar is expected in usage, no explicit grammatical instruction is given. Furthermore, the target language is the only language to be

used in the classroom. Modern day implementations are more lax on this last requirement.

Despite being discredited as an effective teaching methodology in 1970, audio-lingualism continues to be used today, although it is typically not used as the foundation of a course, but rather, has been relegated to use in individual lessons. As it continues to be used, it also continues to gain criticism, as Jeremy Harmer notes, "Audio-lingual methodology seems to banish all forms of language processing that help students sort out new language information in their own minds." As this type of lesson is very teacher centered, it is a popular methodology for both teachers and students, perhaps for several reasons but in particular, because the input and output is restricted and both parties know what to expect

Drills and pattern practice are typical of the Audiolingual method [100].

These include:

Repetition : where the student repeats an utterance as soon as he hears it

Inflection : Where one word in a sentence appears in another form when repeated

Replacement : Where one word is replaced by another

Restatement : The student re-phrases an utterance

Examples

Inflection:

Teacher: I ate the sandwich.

Student: I ate the sandwiches.

Replacement:

Teacher: He bought the car for half-price.

Student: He bought it for half-price.

Restatement:

Teacher: Tell me not to shave so often.

Student: Don't shave so often!

The following example illustrates how more than one sort of drill can be incorporated into one practice session:

"Teacher: There's a cup on the table ... repeat

Students: There's a cup on the table

Teacher: Spoon

Students: There's a spoon on the table

Teacher: Book

Students: There's a book on the table

Teacher: On the chair

Students: There's a book on the chair.''

Communicative Language Teaching is usually characterized as a broad approach to teaching, rather than as a teaching method with a clearly defined set of classroom practices. As such, it is most often defined as a list of general principles or features. One of the most recognized of these lists is five features of CLT:

1. An emphasis on learning to communicate through interaction in the target language.

2. The introduction of authentic texts into the learning situation.

3. The provision of opportunities for learners to focus, not only on language but also on the Learning Management process.

4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.

5. An attempt to link classroom language learning with language activities outside the classroom.

These five features are claimed by practitioners of CLT to show that they are very interested in the needs and desires of their learners as well as the connection between the language as it is taught in their class and as it used outside the classroom. Under this broad umbrella definition, any teaching practice that helps students develop their communicative competence in an authentic context is deemed an acceptable and beneficial form of instruction. Thus, in the classroom CLT often takes the form of pair and group work requiring negotiation and cooperation between learners, fluency-based activities that encourage learners to develop their confidence, role-plays in which students practice and develop

language functions, as well as judicious use of grammar and pronunciation focused activities.

However, not all courses that utilize the Communicative Language approach will restrict their activities solely to these. Some courses will have the students take occasional grammar quizzes, or prepare at home using non-communicative drills, for instance.

Learning by teaching by Martin consists of two components: a general anthropological one and a subject-related one.

The anthropological basis of Learning by teaching is related to the pyramid or hierarchy of needs introduced by Abraham Maslow, which consists, from base to peak, of 1) physiological needs, 2) safety/security, 3) social/love/belonging, 4) esteem/self-confidence and 5) being/growth through self-actualization and self-transcendence. Personal growth moves upward through hierarchy, whereas regressive forces tend to push downward. The act of successful learning, preparation and teaching of others contributes to items 3 through 5 above. Facing the problems of our world today and in the future, it is essential to mobilize as many intellectual resources as possible, which happens in Learning by teaching lessons in a special way. Democratic skills are promoted through the communication and socialization necessary for this shared discovery and construction of knowledge [96,52].

The subject related component (in foreign language teaching) of Learning by teaching aims to negate the alleged contradiction between the three main components: automatization of speech-related behavior, teaching of cognitively internalized contents and authentic interaction/communication [99].

Assigning in-class writing activities proposes the following steps and ways:

Ask students to write what they know about a topic before you discuss it. Ask your students to write a brief summary of what they already know or what opinions they hold regarding the subject you are about to discuss. The purpose of this is to focus the students' attention, there is no need to collect the summaries.

Ask students to respond in writing to questions you pose during class. Prior to class starting, list two or three short-answer questions on the board and ask your students to write down their responses. Your questions might call for a review of material you have already discussed or recalling information from assigned readings.

Ask students to write from a pro or con position. When presenting an argument, stop and ask your students to write down all the reasons and evidence they can think of that supports one side or the other. These statements can be used as the basis for discussion.

During class, pause for a three-minute write. Periodically ask students to write freely for three minutes on a specific question or topic. They should write whatever pops into their mind without worrying about grammar, spelling, phrasing, or organization. This kind of free writing, according to writing experts, helps students synthesize diverse ideas and identify points they may not understand. There is no need to collect these exercises.

Have students write a brief summary at the end of class. At the end of the class period, give your students index cards to jot down the key themes, major points, or general principles of the day's discussion. You can easily collect the index cards and review them to see whether the class understood the discussion.

Have one student keep minutes to be read at the next class meeting. By taking minutes, students get a chance to develop their listening, synthesizing, and writing skills. Boris suggests the following:

- Prepare your students by having everyone take careful notes for the class period, go home and rework them into minutes, and hand them in for comments. It can be the students' discretion whether the minutes are in outline or narrative form.
- Decide on one to two good models to read or distribute to the class.
- At the beginning of each of the following classes, assign one student to take minutes for the period.

- Give a piece of carbon paper to the student who is taking minutes so that you can have a rough copy. The student then takes the original home and revises it in time to read it aloud at the next class meeting.

- After the student has read their minutes, ask other students to comment on their accuracy and quality. If necessary, the student will revise the minutes and turn in two copies, one for grading and one for your files [103].

Structure small group discussion around a writing task. For example, have your students pick three words that are of major importance to the day's session. Ask your class to write freely for two to three minutes on just one of the words. Next, give the students five to ten minutes to meet in groups to share what they have written and generate questions to ask in class.

Use peer response groups. Divide your class into groups of three or four, no larger. Ask your students to bring to class enough copies of a rough draft of a paper for each person in their group. Give your students guidelines for critiquing the drafts. In any response task, the most important step is for the reader to note the part of the paper that is the strongest and describe to the writer why it worked so well. The following instructions can also be given to the reader:

- State the main point of the paper in a single sentence
- List the major subtopics
- Identify confusing sections of the paper
- Decide whether each section of the paper has enough detail, evidence, and information
- Indicate whether the paper's points follow one another in sequence
- Judge the appropriateness of the opening and concluding paragraphs
- Identify the strengths of the paper

Written critiques done as homework are likely to be more thoughtful, but critiques may also be done during the class period.

Use read-around groups. Read-around groups are a technique used with short assignments (two to four pages) which allows everyone to read everyone else's paper. Divide the class into groups no larger than four students and divide

the papers (coded for anonymity) into as many sets as there are groups. Give each group a set and ask the students to read each paper silently and decide on the best paper in the set. Each group should discuss their choices and come to a consensus on the best paper. The paper's code number is recorded by the group, and the same process is repeated with a new set of papers. After all the groups have read all the sets of papers, someone from each group writes on the board the code number from the best paper in each set. The recurring numbers are circled. Generally, one to three papers stand out.

Ask students to identify the characteristics of effective writing. After completing the read-around activity, ask your students to reconsider those papers which were voted as excellent by the entire class and to write down features that made each paper outstanding. Write their comments on the board, asking for elaboration and probing vague generalities. In pairs, the students discuss the comments on the board and try to put them into categories such as organization, awareness of audience, thoroughness of detail, etc. You might need to help your students arrange the characteristics into meaningful categories [102].

2.3   Teaching different types of writing

There are several types of academic writing:

1. **Imitative writing** – at the beginning level of learning to write, students will simply "write down" English letters, and possibly sentences in order to learn the conventions of the orthographic code. Some forms of dictation fall into this category although dictations can serve to teach and test higher order processing as well.

2**. Intensive (controlled) writing** – usually arrears in controlled written grammar exercises. Some written tasks as essays, compositions, summary are also included into intensive writing.

3. **Self- writing** - this type means writing with only the self in mind as an audience. The most vivid example of this type of writing is notetaking where students take notes during a lecture for the purpose of later recall.

4. **Display writing** – short answer exercises, essay examinations, research reports are display writing examples, when students have to display their knowledge of language and academic skills.

5. **Real writing** – this type is done not for marks or checking by teachers. Its aim is genuine communication. Writing diaries, letters, post cards, notes, personal messages or other informal writing can take place [95,68].

Writing and written language in the way of language learning is not only a learning tool, but more as a goal of foreign language teaching. Letter - this is technical component writing. Written speech by talking together with a so-called productive (expressive) is a kind of verbal activity and is expressed in the fixation of certain content graphic signs. Psychophysical basis of the written language is the interaction of motor, visual and auditory-speech analyzers. Reliance on all analyzers in the training gives a considerably greater effect [30,42].

According to psychologists, heard the material is absorbed by 10%, seen by 20%, heard and seen by 30%, recorded at 50%, with pronunciation of 70% in the training of another 90%. Psychologists believe that the basis of the written language is spoken language. And speaking, and writing can be seen from a plan (what to say) to the selection of the necessary funds (which are necessary words, as they combine in an utterance) and to implement the plan by means of language orally or in writing.

If you correctly identify the purpose of learning to write and writing, consider the role of letters in the development of other skills to use exercises that fully cover the objectives, do these exercises at the appropriate stage of training, the spoken language gradually becomes richer and more logical. The whole system of language and shareware speech exercises to be performed in writing, refers to the learning of writing. Written presentation, essays, creative dictations, drafting plans and talking points for posts on a given topic, writing a personal or business letters, that is, stories written on a given situation, refer to the communicative writing. In other words - the written speech exercises for learning or a related topic of conversation practice [7,103].

Written speech is regarded as a creative communication skills, understood as the ability to express in writing their thoughts. For this we need to own spelling and calligraphic skills, ability to build and place of composition in writing, voice work, composed of inner speech and the ability to select appropriate lexical and grammatical units [78].

Teaching writing involves different kinds of speech exercises: vocal exercises for teaching written communications, writing, speech exercises for working with printed text, writing, speech exercises, resulting from the process of reading, listening and speaking.

In the perception of foreign speech at the hearing (listening), students can make notes:

1) make a summary audiotexts to advance the proposed plan (keyword);

2) make a record of printed reference signal in the plays audiotexts;

3) in accordance with a given communicative situation (task) to separate from audiotexts information and record it.

You can use the free dictation. In this case, the teacher reads audiotexts by paragraph, students write down what is remembered, in order to facilitate the assignment given in advance a plan or keywords.

In the perception of written language learners make up a list of issues for discussion with a real or imaginary person, abstracts, pick up a written lecture on the cards, make tables for the oral presentation on a topic (issue) or the situation. The practice of writing can make a transcription of printed text or audio texts from memory, according to the plan or to make written proposals to address the specific issue or specific problem. The cycle ends with lessons on writing home (dictation - written retelling of the text or the entire text.) [14,27]. Ability to present in writing their thoughts in a foreign language should be developed consistently and constantly. To solve this problem there are a number of exercises reproductive and productive nature. All exercises are done in writing. Interest, are, for example, such tasks:

- Restore the beginning and end of the story;

- Restore the dialogue on specific "guides" replicas;

- Change the appearance of text (message to the conversation, a dialogue on the description);

- Describe the ambiguous situation in the various texts and dialogues;

- Explain the contradiction between the text and illustrative information;

- Answer to a letter by letter, phone call, conversation, etc.;

- Choose the keywords that lead to certain pre-known result, etc.

In the modern method of teaching writing and writing in a foreign language has spread so-called "creative writing". Under the "creative writing" refers to the nature of the most productive exercises varying degrees of difficulty, varied in form and content, often in the form of a game. Using "creative writing" Methodists set themselves specific questions: when to write, how much and for what purpose? Deliver a letter to the pleasure and to whom?, etc. Distinctive features of these exercises is that they hold necessarily in writing, the content of speech are creative character, interesting and enjoyable for students and for teachers. Played upon poems of famous poets used the monogram, collectively written funny stories, written letters to fictional characters. We should not forget the three most important conditions for the introduction of creative writing in the classroom: learning objectives, principles, methods and techniques of teaching and learning control [12,28].

There are five main types of writing according to the style of content: expository, descriptive, narrative persuasive and creative. There are many other subtypes that fall under these titles but it's easiest to start here.

Expository writing is where the author intends to inform, explain, describe or define their subject to you. This is the most common type of writing you will find in text books and online. As the author is mostly trying to tell you all about the subject, their opinions are left out leaving you with facts and figures instead of trying to defend or support an opinion. An example of expository writing is "How-to" articles, where the author is explaining how to build or do something yourself.

Descriptive writing uses a lot of great visual words to help you see the person, place or thing they are writing about. The writing can be poetic at times, and explain things in great detail. When you are reading descriptive writing you feel as if you are there or can actually picture in your mind what they are describing. Metaphors, similes and symbols are often used in descriptive writing.

Narrative writing is very common in novels, poetry and biographies. The author puts themselves in their characters shoes and writes as if they were that person. They tell life stories and involve plots and storylines. Narrative is fun to read because you can replace the author with yourself and it will seem as if the story is happening to you.

Persuasive writing takes on the opinion of the writer or issue the writer is writing for. This is considered biased material and is most often found in advertising. You know all of those commercials you see on television? Behind all the talk and messages is a persuasive writer. Always make sure you do background research when reading this type of material, as every story has two sides!

Creative writing is perhaps the most fun type of writing. Anything you think up in your head can be turned into creative writing. Creative writing is often thought provoking, entertaining and more interesting to read than say persuasive writing is. Short stories, poetry, novels and plays often fall into the creative writing category. It doesn't necessarily need to follow any line of facts, just as long as it's interesting to read [70,232-233].

Conclusion on Chapter II

There are several types of academic writing:

1. Imitative writing – at the beginning level of learning to write, students will simply "write down" English letters, and possibly sentences in order to learn the conventions of the orthographic code. Some forms of dictation fall into this category although dictations can serve to teach and test higher order processing as well.

2**.** Intensive (controlled) writing – usually arrears in controlled written grammar exercises. Some written tasks as essays, compositions, summary are also included into intensive writing.

3. Self- writing - this type means writing with only the self in mind as an audience. The most vivid example of this type of writing is notetaking where students take notes during a lecture for the purpose of later recall.

4. Display writing – short answer exercises, essay examinations, research reports are display writing examples, when students have to display their knowledge of language and academic skills.

5. Real writing – this type is done not for marks or checking by teachers. Its aim is genuine communication. Writing diaries, letters, post cards, notes, personal messages or other informal writing can take place.

Writing a letter - a very successful form of exercise, wearing multifunctional character. For teaching writing the letter should begin with a series of speech exercises. In the first stage can be offered exercises to memorize the speech formulas, clichés used in the letter forms of writing to the addressee, ways of expressing gratitude, acknowledgment of receipt of the letter, hope for a speedy response, etc.

This is followed by viewing the texts of letters, the definition of the various schemes of letters, the selection of individual sentences, supporting ideas, key words. Students will make analysis of the texts of letters, given the characteristics of their authors, determine the nature of writing (personal, family, business, problem, a letter of thanks, congratulations, invitation, etc.), analyze the means of presentation of thoughts in different styles and character letters means to move from one thought to another, etc.

In the second stage we can propose a plan letter using the sample phrases and keywords. Forms of address and other clinches must match the content, structure and style of writing.

In the next stage of work students are invited to make a collective letter, then the thematic message of a given situation, letters different nature (personal,

family, business), the letter-response to the request or the addressee letter-active character or a letter of response on a given issue, based on specific addressee. Maybe writing letters to different recipients with different target settings, but with the same content or modifying the same text message. It should work on drafting questions for the recipient, to determine their place in the letter.

When learning a foreign language, students must master a letter to the extent that is necessary in order to assist them in mastering its vocabulary, grammar, essential for the development and improvement of speech and reading. The letter also creates in students the following skills:

1. writing letters;

2. translation of speech sounds in spelling characters: letters and letter combinations;

3. orthographically correct spelling of words, combinations of words and sentences;

4. written to perform various exercises that help to better assimilation of educational material necessary for the development and improvement of speech and reading.

Forming all of these skills in students, it becomes easier to use writing as a tool for language learning assistant in the mastery of speaking and reading. From simple tasks cheating students go to assignments of varying difficulty, requiring a creative move to solving them problems such as: headline meaningful segments of text, written questions to the text of a written reply to questions, make a plan message.

The special features of the sociocultural component of written communication include: rules for writing dates, addresses, addresses, conclusions, summaries, business letters, reports, etc. In some cases, a lack of knowledge of socio-communications can lead to misunderstandings or cultural conflicts. Writing and written language in the way of language learning is not only a learning tool, but more as a goal of foreign language teaching. Letter - this is a technical component writing. Written speech by talking together with a so-called productive

(expressive) is a kind of verbal activity and is expressed in the fixation of certain content graphic signs.

The whole system of language and shareware speech exercises to be performed in writing, refers to the learning of writing. Written presentation, essays, creative dictations, drafting plans and talking points for posts on a given topic, writing a personal or business letters, that is, stories written on a given situation, refer to the communicative writing. In other words - the written speech exercises for learning or a related topic of conversation practice.

In conclusion we must remember the effective advices for improving our writing skills:

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- Pay attention to sentence and paragraph length
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- Replace difficult words and phrases with simpler alternatives
- Avoid stock phrases
- Avoid legal words and pomposity
- Avoid jargon
- Avoid unnecessary words and repetition
- Use verbs instead of nouns
- Explain new ideas clearly
- Use consistent naming of the same 'things'

There are five main types of writing according to the style of content: expository, descriptive, narrative persuasive and creative. There are many other subtypes that fall under these titles but it's easiest to start here.

Expository writing is where the author intends to inform, explain, describe or define their subject to you. This is the most common type of writing you will find in text books and online. As the author is mostly trying to tell you all about the

subject, their opinions are left out leaving you with facts and figures instead of trying to defend or support an opinion. An example of expository writing is "How-to" articles, where the author is explaining how to build or do something yourself.

Descriptive writing uses a lot of great visual words to help you see the person, place or thing they are writing about. The writing can be poetic at times, and explain things in great detail. When you are reading descriptive writing you feel as if you are there or can actually picture in your mind what they are describing. Metaphors, similes and symbols are often used in descriptive writing.

Narrative writing is very common in novels, poetry and biographies. The author puts themselves in their characters shoes and writes as if they were that person. They tell life stories and involve plots and storylines. Narrative is fun to read because you can replace the author with yourself and it will seem as if the story is happening to you.

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CHAPTER III. PROBLEMS OF ASSESSMENT OF WRITING SKILLS IN HIGHER EDUCATIONAL ESTABLISHMENTS.

CONCLUSION

The research work contains a great theoretical basement for those who are willing to teach future professionals in a sphere of education, as well as those who are willing to write some source themselves. So, writing and written language in the way of language learning is not only a learning tool, but more as a goal of foreign language teaching. Written speech by talking together with a so-called productive (expressive) is a kind of verbal activity and is expressed in the fixation of certain content graphic signs.

Psychophysical basis of the written language is the interaction of motor, visual and auditory-speech analyzers. Reliance on all analyzers in the training gives a considerably greater effect. According to psychologists, heard the material is absorbed by 10%, seen by 20%, heard and seen by 30%, recorded at 50%, with pronunciation of 70% in the training of another 90%. Psychologists believe that the basis of the written language is spoken language. And speaking, and writing can be seen from a plan (what to say) to the selection of the necessary funds (which are necessary words, as they combine in an utterance) and to implement the plan by means of language orally or in writing.

Without relying on a letter to students is difficult to keep in mind the lexical and grammatical material. The whole system of language and shareware speech exercises to be performed in writing, refers to the learning of writing. Written presentation, essays, creative dictations, drafting plans and talking points for posts on a given topic, writing a personal or business letters, that is, stories written on a given situation, refer to the communicative writing. In other words - the written speech exercises for learning or a related topic of conversation practice.

Written speech is regarded as a creative communication skills, understood as the ability to express in writing their thoughts. For this we need to own spelling and calligraphic skills, ability to build and place of composition in writing, voice work, composed of inner speech and the ability to select appropriate lexical and grammatical units.

Teaching writing involves different kinds of speech exercises: vocal exercises for teaching written communications, writing, speech exercises for working with printed text, writing, speech exercises, resulting from the process of reading, listening and speaking.

The practice of writing can make a transcription of printed text or audio texts from memory, according to the plan or to make written proposals to address the specific issue or specific problem. The cycle ends with lessons on writing home (dictation - written retelling of the text or the entire text.) Ability to present in writing their thoughts in a foreign language should be developed consistently and constantly. To solve this problem there are a number of exercises reproductive and productive nature.

In the modern method of teaching writing and writing in a foreign language has spread so-called "creative writing". Under the "creative writing" refers to the nature of the most productive exercises varying degrees of difficulty, varied in form and content, often in the form of a game. Using "creative writing" Methodists set themselves specific questions: when to write, how much and for what purpose? Deliver a letter to the pleasure and to whom? etc. Distinctive features of these exercises is that they hold necessarily in writing, the content of speech are creative, interesting and enjoyable for students and for teachers. Played upon poems of famous poets used the monogram, collectively written funny stories, written letters to fictional characters.

During this research we have investigated all of the writing process of five stages:

1. Pre-writing: This is the planning phase of the writing process, when students brainstorm, research, gather and outline ideas, often using diagrams for mapping out their thoughts. Audience and purpose should be considered at this point, and for the older students, a working thesis statement needs to be started.

2. Drafting: Students create their initial composition by writing down all their ideas in an organized way to convey a particular idea or present an argument. Audience and purpose need to be finalized.

3. Revising: Students review, modify, and reorganize their work by rearranging, adding, or deleting content, and by making the tone, style, and content appropriate for the intended audience. The goal of this phase of the writing process is to improve the draft.

4. Editing: At this point in the writing process, writers proofread and correct errors in grammar and mechanics, and edit to improve style and clarity. Having another writer's feedback in this stage is helpful.

5. Publishing: In this last step of the writing process, the final writing is shared with the group. Sharing can be accomplished in a variety of ways, and with the help of computers, it can even be printed or published.

We have proved that these stages can be described at increasing levels of complexity for both younger students and more advanced writers. The five stages, however, are seldom described as fixed steps in a straightforward process. Rather, they tend to be viewed as overlapping parts of a complex whole.

As we depicted, the process writing approach has had its critics, including those who note its failure to consider sociocultural issues. There are also critics who maintain that process writing doesn't focus sufficiently on form.

Nevertheless, the steps involved in this approach provide a practical framework for teaching writing to all levels of adult English language learners, from those with only the most basic literacy skills to those transitioning to college-level courses.

Moreover, process writing can support a less stressful writing experience because of the emphasis on valuing writers' ideas, not solely their knowledge of writing mechanics. It can teach life skills by giving learners opportunities to practice strategies to improve their own writing, such as revising and editing. It can provide a meaningful context for direct teaching of the structures of texts and the forms of standard written English. Perhaps most important, it can help build confidence by giving voice to learners' ideas and showing them that they too can produce written texts worthy of sharing with others.

Remember better writing tips will help you:

- Be more productive and achieve better results with your writing.

- Discover proven, practical tips to quickly improve your written communication skills.

- Find material to coach or teach others to write more effectively.

- Update your knowledge on modern English usage – the rules you need to follow and the ones you can safely ignore.

- Share your writing tips and questions with me and other visitors to the site.

We also showed that in recent years the role of writing in learning foreign language is gradually increased and, in some sense, the letter starting to be seen as a reserve to increase the effectiveness of teaching foreign language. Can not be ignored and practical significance written verbal communication in the light of modern means of communication, such as electronic mail, Internet, etc. In the latter case, the letter as a form of verbal communication develops on the basis of the only authentic material.

Since XX-th century there have been performed a lot of methods, ways and techniques of teaching as well as teaching writing and improving writing skills.

The most essential method of teaching writing is the grammar translation method because it is directly connected with writing. The grammar translation method instructs students in grammar, and provides vocabulary with direct translations to memorize Language learning should be fun and bring some joy and pride in achievement with it.

Other method of teaching writing is Silent Way lesson really resembles another, because the content depends on the know-how "here and now" of learners who are "here and now." The most applicable to writing teaching, total physical response (TPR) has a number of advantages: Students will enjoy getting up out of their chairs and moving around. Simple TPR activities do not require a great deal of preparation on the part of the teacher. TPR is aptitude-free, working well with a mixed ability class, and with students having various disabilities The Audio-Lingual Method, or the Army Method or also the New Key, is a style of teaching used in teaching foreign languages. It is based on behaviorist theory, which

professes that certain traits of living things, and in this case humans, could be trained through a system of reinforcement—correct use of a trait would receive positive feedback while incorrect use of that trait would receive negative feedback.

Learning how to write an essay can be a maddening, exasperating process, but it doesn't have to be. If you know the steps and understand what to do, writing can be easy and even fun. Below are brief summaries of each of the ten steps to writing an essay.

1. Research: Begin the essay writing process by researching your topic, making yourself an expert.

2. Analysis: Now that you have a good knowledge base, start analyzing the arguments of the essays you're reading. Clearly define the claims, write out the reasons, the evidence.

3. Brainstorming: Your essay will require insight of your own, genuine essay-writing brilliance.

4. Thesis: Pick your best idea and pin it down in a clear assertion that you can write your entire essay around. Your thesis is your main point, summed up in a concise sentence that lets the reader know where you're going, and why.

5. Outline: Sketch out your essay before straightway writing it out. Use one-line sentences to describe paragraphs, and bullet points to describe what each paragraph will contain.

6. Introduction: The introduction should grab the reader's attention, set up the issue, and lead in to your thesis.

7. Paragraphs: Each individual paragraph should be focused on a single idea that supports your thesis. Begin paragraphs with topic sentences, support assertions with evidence, and expound your ideas in the clearest, most sensible way you can.

8. Conclusion: Gracefully exit your essay by making a quick wrap-up sentence, and then end on some memorable thought, perhaps a quotation, or an interesting twist of logic, or some call to action.

9. Style: Format your essay according to the correct guidelines for citation.

10. Language: You're not done writing your essay until you've polished your language by correcting the grammar, making sentences flow, incorporating rhythm, emphasis, adjusting the formality, giving it a level-headed tone, and making other intuitive edits.

Scientific research articles provide a method for scientists to communicate with other scientists about the results of their research. A standard format is used for these articles, in which the author presents the research in an orderly, logical manner. This doesn't necessarily reflect the order in which you did or thought about the work. This format is:

- o Title
- o Authors
- o Abstract
- o Introduction
- o Discussion
- o Conclusion

A teacher should do the following in order to help students in writing:

View the improvement of students' writing as your responsibility.

Let students know that you value good writing.

Regularly assign brief writing exercises in your classes.

Provide guidance throughout the writing process.

Don't feel as though you have to read and grade every piece of your students' writing.

Find other faculty members who are trying to use writing more effectively in their courses.

Remind students that writing is a process that helps us clarify ideas.

Explain that writing is hard work.

Give students opportunities to talk about their writing.

Encourage students to revise their work.

Explain thesis statements.

Stress clarity and specificity.

Explain the importance of grammar and sentence structure, as well as content.

Distribute bibliographies and tip sheets on good writing practices.

Ask a composition instructor to give a presentation to your students.

Let students know about available tutoring services.

Use computers to help students write better.

In this research work we described several types of academic writing:

1. Imitative writing – at the beginning level of learning to write, students will simply "write down" English letters, and possibly sentences in order to learn the conventions of the orthographic code. Some forms of dictation fall into this category although dictations can serve to teach and test higher order processing as well.

2. Intensive (controlled) writing – usually arrears in controlled written grammar exercises. Some written tasks as essays, compositions, summary are also included into intensive writing.

3. Self- writing - this type means writing with only the self in mind as an audience. The most vivid example of this type of writing is notetaking where students take notes during a lecture for the purpose of later recall.

4. Display writing – short answer exercises, essay examinations, research reports are display writing examples, when students have to display their knowledge of language and academic skills.

5. Real writing – this type is done not for marks or checking by teachers. Its aim is genuine communication. Writing diaries, letters, post cards, notes, personal messages or other informal writing can take place.

There are five main types of writing according to the style of content: expository, descriptive, narrative persuasive and creative. There are many other subtypes that fall under these titles but it's easiest to start here.

Expository writing is where the author intends to inform, explain, describe or define their subject to you. This is the most common type of writing you will find in text books and online. As the author is mostly trying to tell you all about the subject, their opinions are left out leaving you with facts and figures instead of

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Problems solved in teaching writing, linked to the creation conditions for mastery of content teaching writing. They include in themselves to offer students the necessary graphic automatisms, speechmaking skills to formulate his thoughts in accordance with writing style, knowledge and outlook, learning and culture intellectual willingness to create content written product of speech, formation of an authentic representation of a subject content, style of speech and graphic form of a written text.

The main purpose of research was to describe teaching writing, the theory and practice of it to show techniques of improving writing skills, and these aims and purposes were fully completed.

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