

## Developing Students Writing Skills Using Authentic Materials

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**Abstract:** The article considers about some strategies of developing students writing skills using authentic materials in language classes. The role of authentic materials and some methods of using them in writing classes are discussed as well.

**Keywords:** writing skills, authentic materials, language classes, teaching writing, role of writing, written speech, culture of writing, linguistic knowledge.

The relevance of teaching writing in recent years has undoubtedly increased, this is due to the fact that the role of writing in teaching English, like any foreign language, is increasing. The practical significance of written speech communication in the field of modern means of communication, such as e-mail, the Internet, in particular written communication with its help, is great. Our task, as teachers of English, is to create the most suitable conditions for mastering the skills of writing. The tasks that we must solve in the process of teaching written speech include the formation of students:

- graphic skills,
- verbal skills,
- the ability to formulate an idea in accordance with the task, also in a written style,
- knowledge about the culture of writing, about its role,
- intellectual readiness to create the content of a written work,
- Authentic ideas about the content of a written work.

It is important to indicate among the tasks of teaching written speech the expansion of students' knowledge and their horizons.

Writing and reading are closely related to each other, so learning should take place together, at the same time, complementing and ahead of each other. Writing, as well as reading, is based on a single graphic system and the same graph-phonemic correspondences are established, the difference is only in their direction - when reading, we use the direction from letters to sounds, and when writing - from sounds to letters.

Written speech allows you to save linguistic knowledge, serves as a reliable tool for thinking, stimulates speaking, listening and reading in a foreign language. Writing and written speech in the methodology of teaching English act as a means of teaching, as well as the goal of teaching the language. Writing is the technical component of written language. Written speech is a productive type of speech activity, which is expressed in the coding of a certain content with graphic signs.

Having studied the data of psychologists on the assimilation of material in various ways, which are given below, one, can once again be convinced of the important role of teaching writing and writing skills.

So, psychologists have found that the material heard is assimilated by 10%, seen by 20%, heard and seen by 30%, written down by 50%, when speaking by 70%, while teaching a friend by 90%.

The linguistic component of the content of teaching writing and writing is language knowledge, the graphic and spelling system of the language. The psychological component of the content of teaching writing is the ability to use the acquired knowledge and skills in practice, i.e. graphic and spelling

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skills implemented in the performance of written assignments. The methodological component involves the mastering by students of the techniques and methods of performing written tasks, which contribute to an easier and more fruitful assimilation of graphics, spelling, etc.

Difficulties in learning to write:

- the process of teaching written speech is constantly complicated by discrepancies between the sound and graphic way of expressing thought;
- a written statement must be specific and complete in order to fulfill its communicative function;
- there is no way to expressively intone one's speech;
- a written work requires special grammatical and syntactic design

In addition, students face the following challenges:

- limited vocabulary;
- fear of spelling and grammatical errors;
- interference of the native language at the level of a word, phrase, sentence and text;
- limited skills of self-organization, planning;
- Lack of ideas or ways to express them.

One of the important goals of modern foreign language teachers is to prepare students for the use of a foreign language in real situations of everyday and professional life. In this regard, teachers are constantly in search of suitable materials that are effective in teaching a foreign language. Often this makes teachers think about the fact whether it is enough to use the materials of textbooks specially released for learning a foreign language in the classroom, or is there a need to use authentic materials to develop and improve various speech skills of students, especially reading skills.

At present, the need to master the skills and abilities of oral and written foreign language communication for personal and professional purposes is a generally recognized fact. This is due to the fact that an important role in our time is played by the expansion of political, economic and personal interethnic contacts, the intensification of the dialogue of cultures between countries. The purpose of teaching a foreign language is to achieve intercultural communication.

As you know, mastering vocabulary and memorizing grammatical rules are not sufficient to master communicative competence. A huge number of people have the opportunity to travel abroad, cooperate with foreign companies, use Internet resources, and read literature in English.

Therefore, at the present stage, the goal is set for English language teachers: teaching a foreign language culture, which includes both the development of linguistic abilities, mental processes and personality traits of the student, and [1, 58]:

- knowledge of the culture of the countries of the studied language;
- education of the student's personality through the assimilation of universal values;
- mastery of a foreign language as a means of communication and awareness of the system of the language being studied;
- Insufficient motivation or its absence.

According to the requirements of the State Educational Standard, in the field of writing and written speech, students should develop the following skills and abilities:

- make extracts from the text
- make and write down a plan, read or heard
- write a short congratulation, express a wish



- write a personal letter
- write an essay
- fill out questionnaires and forms
- describe various facts, phenomena, events and impressions
- to express your opinion on the issue of interest
- make study notes, theses, abstracts
- compose written support for oral statements (reports, abstracts)

The following principles of teaching writing and writing are distinguished:

1. The principle of oral anticipation (pronounce first).
2. The principle of taking into account the spelling rules of the language being studied.
3. The principle of comparison with the native language - is aimed at the transfer of common graphic elements.
4. Combinations of rules and a large number of training exercises.
5. The principle of gradual formation of writing skills.

Lexical written exercises include grammatically and lexically directed conditional speech exercises:

- by pictures: write a few questions about the picture, describe with / without support, compare the pictures;
- in the text: answer / ask questions to the text, draw up a story plan, write a summary of the text, write correct / incorrect judgments;

Written speech occupies the most important place in the formation of monologue skills, which are fixed by exercises of the following types:

- a written description of a picture (or a series of pictures) on a topic or based on a topic;
- written presentation of the main content of the text (at the middle and senior stage);
- writing an essay on the topic after its thorough study;
- writing one's own opinion, expressing one's own point of view, argumentation;
- drawing up a plan and theses for a message (report) on a specific topic;
- writing a letter to a foreign peer;
- essay writing.

It is important to note that for a more productive learning of writing and writing, as well as for learning any other aspect of the language, motivation is required, which must be constantly developed. Students very often write with great reluctance, this is due to the difficulties they face, as well as the lack of motivation. It is necessary to interest students, to emphasize the importance of mastering written speech. This is hard and painstaking work, which, with the right organization, gives consistently positive results. In the classroom, it is necessary to "provoke" children to write, using game technologies, modern technical means, information and communication tools, this will make the lesson more interesting and help motivate students.

Knowledge of the culture of the countries of the studied language and awareness of its system is possible only if authentic material is used.

Translated from English, "authentic" means "natural". This term is most often used to characterize the texts used in the lesson. Authentic is traditionally considered to be a text that was not originally intended for educational purposes.



Authentic materials include personal letters, articles, and excerpts from the diaries of teenagers, advertisements, recipes, interviews, popular science and regional studies texts.

The use of authentic materials increases interest in learning a foreign language, helps to activate all types of speech activity, introduces the countries of the language being studied to the culture, and develops socio-cultural competencies.

More and more often foreign language teachers use texts from newspapers and magazines in their work. This is explained by the fact that [2, 113]:

- 1) The texts of periodicals reflect the real language and, therefore, represent a great linguistic and thematic diversity.
- 2) The texts of periodicals make it possible to use up-to-date information for teaching.
- 3) In newspapers and magazines you can find a variety of material that is of interest to the lesson: articles, interviews, biographies, opinion polls, ads, comics, photographs, advertisements, cartoons, etc.
- 4) The press is one of the sources of studying public life.

We offer a list of the main French periodicals of interest to foreign language teachers.

The use of authentic pragmatic materials in English lessons helps to increase motivation to learn English and is an effective means of forming foreign language cultural competence.

When selecting these materials, as well as in the process of organizing them, one should be guided by general didactic and proper methodological principles of teaching a foreign language.

Scientists have developed requirements for the selection of materials for the formation of socio-cultural competence. These requirements are the following [2, 86]:

- the authenticity of the materials used;
- information richness;
- novelty of information for the addressee;
- modernity and actual historicism;
- taking into account the interests of students (including professional ones), as well as hobbies, preferences;
- compliance of speech statements with the literary norm of the studied foreign language;
- regional and linguo-cultural significance of materials;
- selection and use of educational materials in accordance with the levels of foreign language proficiency of students (taking into account the principle of accessibility and feasibility);
- Organization of selected materials in accordance with the principles of thematic and increasing complexity.

Thus, working with authentic material opens up great opportunities for foreign language teachers. It is a rich source of up-to-date information, allowing you to study real life and events. This is a great linguistic diversity, revealing the modern language. By correctly setting tasks and defining tasks, you can get good results with students of any level of training.

#### Literature:

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