

**TEACHING WRITING FOR SOCIAL ACTION: AFFECT, ACTIVISM AND
THE COMPOSITION CLASSROOM**

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Annotation: *The article discusses the expansion and deepening of theoretical knowledge in the field of teaching writing in English at school. Conclusions are drawn about the most productive methods of teaching writing at school. It is supposed to use the method of studying theoretical information, followed by highlighting the most important aspects.*

Key words: *teaching writing, classroom composition, students' speech skills and abilities, ultimate requirement, involving students.*

Writing is one of the important means of teaching foreign language speech, an important initial stage in the development of productive communicative activity. But, unfortunately, in our general education school, teaching writing was given secondary importance for a very long time. Writing was only a means of teaching other types of speech activity, a means that allowed students to better master the language material. In addition, writing was used as a means of monitoring the formation of students' speech skills and abilities. And only in schools with in-depth study of a foreign language (FL) did the program include the mastery of students' writing skills.

At present, the attitude towards writing and learning the ability to express one's thoughts in writing has changed significantly. Writing as a learning goal is present in programs for all types of educational institutions, at all stages of learning a foreign language.

First of all, this is due to the ever-increasing need for the use of written messages in all areas of modern life. Without this skill, we will not be able to use the Internet, make any order, or even just write a letter to a friend. In addition, the ability to write a message correctly is simply necessary for us in the process of professional activity. And here it is already necessary to observe certain norms for writing messages: format, style, language, etc.

By learning a second language, we learn to communicate with other people: to understand them. Talk to them, read their written messages and write your own messages. But communication is not the only reason why writing is included in a language learning program. There is another important reason: learning to write helps students learn. First of all, the vocabulary is replenished, idioms and grammatical structures are studied. Also, when students complete the writing assignments, they should think about how to make a sentence correctly, how to write it, how to relate it to other sentences, etc. The very close connection between writing and the thought process makes writing one of the important components of any language course.

The ultimate requirement in teaching writing is the development of students' ability to express their thoughts in writing. At the end of the course, students should be able to:

Make extracts from the text;

Make and write down a plan of the text read or listened to;

Write a short congratulation, express a wish;

Fill out the form in writing (indicate first name, last name, age, etc.)



Write a personal letter using the material of one or more topics covered in the lessons of oral speech, using speech clichés accepted in the country of the language being studied;

For graduates of schools with in-depth study of foreign languages, the following requirements are put forward:

Description of various facts, phenomena, events;

Expressing your impressions;

Expressing one's own opinion on this fact, event;

Creation of educational records notes on the material read;

Writing a detailed plan of oral or written communication;

In order to create written messages, students should be able to:

To convey the main idea, the content of the listened or read text;

Describe, compare, contrast facts;

Prove; argue your point of view;

To be able to characterize, evaluate, express their own attitude to the stated facts.

The most important task for the teacher is to involve students in the writing process. He should interest them in writing any work, explain to them the importance and usefulness of this skill. But, in order for students to successfully complete the task, the teacher must give them the necessary knowledge and support. Below are some practical tips for teachers offered by D. Burn?

1) Teach students how to write.

Writing skills are often taken for granted, especially if the trainees are old enough to write and speak successfully in their mother tongue. But, oral skills - listening and speaking - need to be taught using special techniques and exercises. The same with writing: to teach this skill, you need to apply special techniques and methods.

2) Provide sufficient and relevant writing experience.

There is a claim that oral capabilities are the basis for learning to listen. The same principle applies to writing: it must be represented by a wide range of written language. If students see only dialogues in their notebooks and tests in their books, they will not be able to write other types of written messages.

3) Show students how written language functions as a communication system.

Students need to know how we communicate through written language and how it differs from oral communication. In particular, they need to show that any written message has a communicative function, whether it is addressed to any particular reader or not.

4) Teach students how to write a text.

The author has already noted earlier that writing includes the ability to organize coherent text from sentences. Most of the practical tasks should be aimed at learning the techniques that are necessary for writing various types of texts.

5) Teach students how to write different kinds of texts.

Of course, a teacher cannot require students to masterfully write all kinds of texts. In any case, they will not need many of them in the future. But at the same time, it's not enough just to try to teach



them some general way of writing messages. As well as in speech, they must be able to choose the appropriate style; they must properly format the message.

6) Written assignments must be realistic and relevant.

Very often, written assignments seem unrealistic to students, as they do not give the feeling that they are being written for someone or someone. The teacher should focus on those types of written messages that are most interesting to children and they need them. For example, personal communications (notes, letters) or professional (formal letters, reports).

7) Combine writing with other skills.

Writing is sometimes referred to as the "Cinderella" of the four skills, as writing assignments are usually given at the end of a topic or as homework. The teacher must necessarily combine writing with other skills so that students see that writing is a "real" skill.

8) Use different techniques and exercises.

This is very important as students get tired very quickly doing the same type of tasks. In addition, some techniques and formats correspond to a certain level. For example, letter writing is usually learned at an early stage, as it involves the use of spoken forms of the language. In addition, the teacher cannot be completely sure of the effectiveness of any one technique.

9) Empathize with your students.

The teacher should not be the "judge", especially if writing skills are being tested or examined. The teacher should try to see not what the student could not, but what he managed to do.

As we can see, the teacher needs to give enough to the students before moving on to the writing process itself.

As T. Hedge defines, the writing process consists of several stages, which can be represented in the following diagram:

But in reality, the writing process is much more complicated, as the author constantly has to go back to the draft to correct something or make a new plan. In addition, it must be emphasized that the complexity of the process will depend on the type of written communication. The writing process can be represented as follows:

Pre-written period

Exchange of ideas/

Writing a draft

Examination

Clean copy

In addition, the process of writing can be described as consisting of three main periods. Below, these three periods are considered using the example of a process approach to teaching writing, which is one of the most effective at present:

Pre-written period.

In this period, the author must answer two important questions:

a) What is the author's purpose in writing this message?

This question determines the function of the future message. For example, a report that will convince and encourage action, or an explanation of the mechanism, which should be very detailed and understandable.



b) Who is the author writing for?

This question is related to the audience that will read the message. Thinking about this question helps the author understand what to write and how to present the work - seriously, formally, in a friendly way. In addition, a work plan is drawn up for this period, which may be subject to changes in the future.

Period of writing and rewriting.

The second stage of the writing process is the writing period itself, during which the first draft is usually written. T. Hedge says that "... during this period, the author often interrupts to re-read the text, to better understand how it develops, to double-check the plan in order to introduce new ideas and changes." This is the so-called revision when the author keeps returning to the plan, to the draft, rechecking it, supplementing it, etc. As a rule, at this stage, more attention is paid to the idea of the text, its content, rather than correcting punctuation or grammatical errors. Based on the foregoing, the author of this term paper proposes to depict the process of writing through the scheme proposed by K. Tribble:

Since this stage of writing a written message is the most important and productive, the author considers it appropriate to give a few tips from Paula La Roque for successful writing of a written message. Students must know them for the successful completion of written assignments:

Don't make sentences too long. But, if you need to use a long sentence, try to put short sentences before and after it.

Try not to use more than three different grammatical structures in one sentence.

Try not to use sentences in the passive voice. Also, avoid using polysyllabic words, as well as slang words and expressions.

Replace pompous words and expressions with simple ones. For example, instead of saying "today," use "now."

Don't leave offers "open". Of course, clarity and brevity are welcome, but it is necessary to supplement and explain the main sentences, to reveal the idea.

Be sure to read the work aloud to check for rhythm, legibility, and readability.

Use concrete concepts, not abstract ones.

Use one "strong" verb instead of several "weak" ones.

Try to refer to the experience of your future reader. After all, everyone imagines different pictures while reading and they understand everything in different ways.

The above tips will help not only students in writing work, but also the teacher, who will find it easier to explain to his students how to complete the assignment correctly and productively.

3) After - the written period.

At this stage, a final version of the work is being written. Grammar, punctuation, spelling is checked more intensively, the appearance of the work is being made out. At this stage, the author most seriously checks his work, "judges" it, trying to look at it through the eyes of the reader.

All of the above allows us to talk about the complexity and importance of the written process. The teacher must definitely teach his students to write correctly, going through all three stages of the writing process to explain to them that without thinking about their work, without answering the necessary questions before writing the work, it will be very difficult for them to successfully



complete the task. Only then can a teacher be sure that his students will succeed in acquiring such a skill as writing.

Conclusion

Having studied and analyzed a large amount of theoretical material on the methodology of teaching writing in English, which was one of the objectives of this course work, the author concluded that the most productive and interesting in terms of teaching principles is a process approach based on teaching writing through the study of three stages : pre-written, written and post-written. This approach is focused not only on the text, but also on the author and the reader, which gives students the opportunity not only to write a work according to a template, but to think, analyze and arrange their thoughts in a form understandable to the reader.

Another task of this work was to select the most adequate and effective types of tasks and exercises that contribute to the formation of writing skills. According to the author, these are: writing instructions, compiling lists, etc. They are the most interesting for students, as they are directly related to everyday life, and students see their importance, which motivates them perfectly.

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