

Different Approaches to Teaching Writing in English Language Lessons

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Abstract: Nowadays, attitudes towards writing and learning how to express your thoughts in writing have changed significantly. Writing as a learning goal is present in programs for all types of educational institutions, at all stages of learning the English language. The purpose of this article is to expand and deepen theoretical knowledge in the field of teaching writing in the English language in the lyceums.

Keywords: format, style, language, psychological difficulties, Difficulty concentrating, unstable performance, pedagogical flaws

Admittedly, this is due to the ever-increasing need for the use of written messages in all branches of modern life. Without this skill, we will not be able to use the Internet services, place an order, or even just write a letter to a friend. In addition, the ability to correctly write a message 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.

Learning to write has been one of the most important elements in all educational systems for a very long time. There are many different points of view on the best approach to teaching writing.

K. Tribble identifies three main areas:

- Focus on teaching form;
- Focus on the author;
- Focus on the reader;

These focuses define three main areas of learning to write:

1) The traditional or text-based approach is widely used in our lyceums. Here the teacher most often uses the textbook, where there are a lot of models. In addition, teachers using this approach consider correcting student errors to be their top priority. That is the main task of the teacher is to instill the concepts of correctness and obedience to the rules.

2) The second approach was developed as a response to the traditional and aimed at the author of the written message as an independent producer of texts.

3) And finally, the third approach, genre, is more socially oriented and based on the interaction between the author of the text and the reader. The main idea is that if the reader does not understand the idea of the text, then there will be no communication.

When teaching writing, teachers often face a serious problem: students have a lot of difficulties. These difficulties can be divided into three groups:

- Psychological difficulties.

In psychology, interest in the development of written language has arisen for a very long time. In Russian psychology, Vygotsky dealt with this problem. He noted that the development of written language cannot occur without mastering the writing technique. But why is the process of mastering written language so difficult for many students? First of all, because writing is the most complex conscious form of speech activity, which sharply differs from oral speech.

Unfortunately, the technologies that are used to teach writing today do not take into account the fact that the majority of students have insufficiently developed inter-analytic interaction. In the future, this can lead to difficulties in mastering writing skills.

- Language problems.

Verbal communication is supported through interaction, and usually, the interlocutor helps us to maintain it. Since speech is usually spontaneous, we do not pay much attention to the correctness of sentences and their connection with each other. In the letter, the opposite is true: you need to keep the communication channel open, using your own capabilities. This is quite a challenge for students of economics departments.

As can be seen from the above, when teaching writing at an early stage, there are a lot of different difficulties, the main types and possible reasons are shown in Table 1:

Table 3

Types of Difficulties	Possible Causes
Difficulty memorizing the graphic element of the letter	1) Insufficient formation of visual memory. 2) Disadvantages of teaching methods. 3) Forcing the pace of learning
Difficulty forming the correct trajectory of movement when performing a graphic element	1) Insufficient formation of visual-spatial perception, visual-motor coordination, visual memory. 2) Forcing the pace of learning
Failure to copy a letter, uneven strokes.	1) Insufficient development of motor functions. 2) Disadvantages of teaching methods.

Missing consonants and vowels.	1) Difficulties of sound-letter analysis. 2) Forcing the pace of learning
Replacement of consonants; not adding letters, syllables.	1) Insufficient formation of phonetic-phonemic perception. 2) Difficulty concentrating.
Does not use rules (does not put a full stop, merges prepositions and words, etc.)	1) Unbearable pace. 2) Difficulty concentrating. 3) Unstable performance. 4) Pedagogical flaws.
Very slow writing tempo	1) Difficulties of sound-letter analysis. 2) Individual pace of activity.

After analyzing the above material, we can conclude that learning to write should be taken very seriously from the very initial stage of training. If students' difficulties are left unaddressed, then in the future this can lead to even more serious problems, which will be much more difficult to fix than in the early period.

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