

## THE CONCEPT AND PURPOSES OF TEACHING WRITING

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**Abstract:** This scientific article provides information about today's attention to English language teaching, the development of language learning in our country, ways of writing. The concept of teaching writing encompasses not only the mechanics of language - such as grammar, vocabulary, and punctuation - but also the development of critical thinking, creativity, and the ability to express ideas coherently. Effective writing instruction aims to empower learners with the tools to organize their thoughts, engage with audiences, and produce texts for various purposes and contexts. The purposes of teaching writing include fostering communication skills, enhancing learning across disciplines, supporting cognitive development, and preparing students for real-world writing demands. This paper explores the multifaceted nature of writing instruction, emphasizing its significance in holistic language education and its impact on learner autonomy and academic success.

**Keywords:** Writing instruction, language education, writing skills, academic writing, communication, learner development, written speech, lexical composition, speak, high school, new level.

### Introduction

Writing is one of the four essential language skills - alongside listening, speaking, and reading - and holds a central place in both language learning and broader educational contexts. Unlike spoken communication, writing allows for greater planning, reflection, and precision, making it an indispensable tool for academic success, career development, and personal expression. In the classroom, teaching

writing is not limited to the transmission of grammar rules or sentence structures; it involves guiding students to think critically, organize ideas logically, and tailor their messages to suit different audiences and purposes [1].

The process of teaching writing also encourages learners to engage more deeply with language, reinforcing vocabulary, grammar, and comprehension through practice. Furthermore, writing serves as a means of assessment and communication across subjects, underscoring its interdisciplinary importance. This introduction sets the stage for a deeper exploration of the concept and purposes of teaching writing, considering both its theoretical foundations and practical applications in modern educational settings.

Writing is a vital component of language education, serving as both a means of communication and a tool for learning. Unlike speaking, which is often spontaneous, writing requires careful thought, organization, and revision. As such, teaching writing goes beyond teaching spelling or grammar - it involves helping students express ideas clearly, structure arguments logically, and adapt their style to different audiences and purposes.

The concept of teaching writing has evolved over time, shifting from product-oriented approaches that focus on correctness to process-oriented methods that emphasize drafting, feedback, and revision. In modern classrooms, writing is taught not only as a subject in itself but also as a way to support learning in other disciplines [2]. The purposes of teaching writing are varied: it helps students develop critical thinking skills, supports language development, enhances academic performance, and prepares learners for real-life communication tasks. Understanding these purposes is essential for designing effective writing instruction that meets the diverse needs of learners.

## Materials and methods

This study adopts a qualitative approach to explore the concept and purposes of teaching writing within educational contexts. The materials used include scholarly articles, educational textbooks, curriculum guidelines, and academic journals that discuss writing pedagogy, language acquisition, and instructional strategies. Key sources are drawn from both theoretical and practical perspectives to provide a comprehensive understanding of the topic.

Data were collected through a literature review of relevant research and best practices in writing instruction. Particular attention was paid to sources that examine the role of writing in language development, cognitive growth, and academic achievement. In addition, teaching frameworks such as the process approach, product approach, and genre-based approach were analyzed to compare their effectiveness and relevance in different educational settings [3].

The method also involved a comparative analysis of writing curricula at various educational levels - from primary to tertiary education - to identify common goals and instructional techniques. This approach allowed for the synthesis of findings that highlight the essential elements and diverse purposes of teaching writing across contexts.

### **Discussion and methodology**

Writing is one of the important means of teaching speaking in a foreign language, an important initial stage in the development of effective communication. But unfortunately, in our high school, teaching writing for a very long time remained secondary. Writing is just a means of teaching other types of speech activities, a means of allowing students to better absorb linguistic material. In addition, writing is used as a means of controlling the formation of students' speaking skills and abilities. And only in schools that specialize in one or more foreign languages does the curriculum include the practice of students' writing skills [4].

Nowadays, attitudes towards writing and learning the skills to express your thoughts in writing have changed dramatically. Writing as a learning objective is present in the curricula of all types of educational institutions, at all stages of learning and education.

In the methodology, writing is understood as mastering the graphic and spelling systems of a foreign language by students for fixing speech and language material in order to better memorize it and as an assistant in mastering oral speech and reading. Written speech in both linguistics and methodology is considered as a process of expressing thoughts in graphic form.

Often in the methodology, the terms "writing" and "written speech" are not opposed. The term "letter" may include both a letter as such and written speech. In the English-language methodological literature, these two concepts are also not opposed (compare: "writing as a means" - writing as a means of learning, and "writing as an end" - writing as the end result). The role of writing in the modern world is extremely great. Like speaking, writing is a productive activity, but even more complicated by a number of circumstances related to the conditions of written communication.

What are these conditions and the resulting qualities of written speech?

There are significant differences between speaking and writing, both in psychological and linguistic terms. Professor E.I. Passov says that, first of all, it should be noted that there is no direct recipient and intermediate feedback [5]. The speaker sees the immediate reaction of the listener to each phrase, this regulates his speech; the writer can only predict this reaction, therefore his speech is more justified, expanded. The writer must often first introduce the recipient to the appropriate situation, and then express his judgments. It also forces him to describe everything more fully, otherwise he will be misunderstood. The writer is deprived of the opportunity to expressively intone his speech, so he must more carefully syntactically construct a phrase, choose more adequate means.



The speaker is most often in conditions of acute time deficit; the writer is practically unlimited in time. Therefore, his attention is directed not only to the content, but also to the form of speech. Rereading what we have written, we always check how adequately the form used conveys the given content, meaning. The writer often uses, so to speak, long-term planning of his speech, which makes it more logical. He can choose the exact word, diversify the lexical composition of his speech.

The writer cannot use gestures, facial expressions, cannot omit phrases, so his speech is always grammatically more strictly framed. All the conditions for the functioning of written communication and the quality of written speech determine not only a certain difficulty or ease, but also the specifics of the work on teaching writing.

Written speech activity is the purposeful and creative fulfillment of a thought in a written word, and written speech is a way of forming and formulating thoughts in written language signs. It is the productive side of writing that is still not taught enough in foreign language lessons. Students' writing skills often lag far behind the level of exposure to other types of speech activity.

Writing, like speaking, is characterized by a three-part structure: motivational-motivational, analytical-synthetic and executive. In the motivational part, a motive appears, which appears in the form of a need, a desire to communicate, to convey something in writing, to communicate some information. The writer has an idea of the utterance. In the analytical and synthetic part, the utterance itself is formed and implemented: the selection of words necessary for composing the text, the distribution of subject features in a group of sentences, the selection of a predicate or a core part in the semantic organization of relations between sentences. The executive part of written speech as an activity is realized in fixing the product with the help of graphic signs - written text.

In order to reveal the role of writing and writing as a means of learning, it is necessary to consider the psychophysiological characteristics of writing. The written

encoding of information in any language is a complex activity. With its own production of a written message, the mechanism consists, firstly, of the same elements as in the formation of an audio message, and secondly, of the translation from the audio code into the graphic, the first moment is a diverse and complex activity: "programming of the gramatico-semantic side of the utterance and the choice of words, motor programming of components utterances (syntagm), choice of sounds, output". This activity when expressing thoughts in writing is complemented by the association of elements of the sound message and certain graphemes, and motor activity accompanied by the pronunciation of internal speech.

The tasks solved during the teaching of writing are related to the creation of conditions for mastering the content of teaching writing. These tasks include the formation of students' necessary graphic automatisms, speech-thinking skills and the ability to formulate a thought in accordance with the written style, expanding knowledge and horizons, mastering culture and intellectual readiness to create the content of a written work, forming authentic ideas about the subject content, speech style and graphic form of a written text.

The final requirements for teaching writing include the formation of students' ability to practically use foreign language writing as a way of communication, cognition and creativity in accordance with the achieved program level of mastery of a foreign language. To concretize the tasks of teaching writing, it is necessary to take into account the peculiarities of those skills in the field of writing that are provided by the program: the ability to write a friendly letter to a foreign correspondent, make an abstract, an abstract, a note in a wall newspaper, write a summary, a presentation of the text listened to and read, an essay.

Thus, letters and notes in the wall newspaper are characterized by the widespread use of speech cliches of a motivational and evaluative nature, epistolary formulas most typical of the style of writing, the predominant use of the indicative mood and personal verb forms, the absence of direct speech, the prevalence of interrogative and negative

constructions. The main linguistic characteristic of the text-summary, abstract and abstract, which are based on linguistic and semantic compression of the text, is the almost complete absence of complex phraseological units, general syntactic simplicity, wide use of evaluative vocabulary.

The retelling and the educational essay are characterized by the completeness and completeness of the presentation due to the use of complex syntactic constructions (a large number of complex sentences), the use of speech clichés to express a personal attitude to the events and facts described.

The tasks of teaching written speech consist, therefore, in forming students' skills and abilities:

1. to use in a written statement sentences corresponding to the models of the language being studied;
2. build language models in accordance with lexical, spelling and grammatical normativity;
3. use a set of speech clichés, formulas typical for a particular form of written communication;
4. to give fullness, accuracy and certainty to the statement;
5. use the techniques of linguistic and semantic compression of the text;
6. logically consistently state a written statement.

The ability in the field of writing presupposes a certain level of formation of all the skills included in its structure. Understanding by the skill, following I.A. Zimnaya, "the optimal level of perfection of the performed action", it is necessary to determine those actions that, in the structure of written speech activity, constitute the mechanism for constructing and implementing a speech utterance [6]. Writing is a complex process and can lead to frustration for learners. Like speaking, it is necessary to provide a

supportive environment for the students and to be patient. The activities mentioned below will help teach writing and make the writing process more effective. Graphic organizers are a great way to help students plan what they will write before they actually begin the writing task.

## **Conclusion**

Teaching writing is a fundamental aspect of language education that serves multiple purposes beyond the mere development of linguistic accuracy. It enables learners to organize their thoughts, express ideas effectively, and engage critically with content across academic and real-world contexts. Understanding the concept of writing instruction involves recognizing the shift from traditional, form-focused approaches to more dynamic methods that emphasize the writing process, audience awareness, and communicative intent.

The purposes of teaching writing are broad and interconnected: they support language development, enhance academic performance, foster critical thinking, and prepare students for various communication tasks in personal, academic, and professional domains. Effective writing instruction should therefore be purposeful, learner-centered, and adaptable to different levels and needs. By acknowledging both the cognitive and communicative dimensions of writing, educators can create more meaningful and impactful learning experiences that empower students as confident and competent writers.

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