



IMPORTANCE OF WRITING SKILLS IN EARLY FOREIGN LANGUAGE LESSONS

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Annotation

The article discusses the importance of developing writing skills in early foreign language classes. Opinions of world methodists on the subject were analyzed and commented on.

Keywords: writing skill, importance, early foreign language lessons, language learners

In the methods and approaches of foreign-language German lessons, the skill of writing had different meanings. Direct, audio-lingual and audiovisual methods associated with written-free teaching, and years later also the communicative approach, resulted in a new hierarchy of skills: the primacy of the oral forced the three remaining skills to be subordinated to the communicative competence to be achieved. The natural consequence of shifting the focus from knowledge to ability has been to enable learners to use the language appropriately. This resulted in the long-term overemphasis in the methodology and didactics of foreign language teaching and learning, especially in relation to the skills of reading and writing.

It is only in the last ten years that communicative teaching has come to a comprehensive understanding of communication that includes all four basic skills. While reading has gradually been given its due place in today's foreign language events, the scientific discussion about the use of writing in (early) foreign language lessons continues to be controversial. The teaching practice shows that writing can and should by no means be excluded from everyday teaching; however, it plays a very contradictory role in foreign language teaching. Writing didactics, on the one hand, emphasizes the importance of free, creative writing for writing development, but on the other hand, teaching practice shows that writing from the early years of learning predominantly plays a role as a mediator and not as a target skill.

According to Portmann (1991), the two forms of writing in foreign language lessons are considered to be pre-communicative (the ability to write is used here as a means to an end and primarily serves to consolidate and retain vocabulary and grammatical structures. Here, writing takes on the auxiliary function and becomes used as a learning aid in consolidating linguistic material) and productive (writing is seen as a





target ability and refers to the formulation of sentences that are then put together into a coherent text. This type of writing includes both text productions that address the text producers direct themselves, e.g. diary entries, as well as those that are addressed to the reader who is not identical with the text producer, e.g. writing a letter (a statement). Writing is a letter as a means of promoting other basic skills, as a learning aid to reach other spiritual learning objectives used in the classroom. In part, this phenomenon in Poland can be interpreted as a reflection of the implementation of the ministerial requirements, because in the framework curriculum for foreign language teaching in primary schools (for grades 1-3), the learning objective in the area of writing skills is the copying of words and short sentences.

In all textbooks approved by the Polish Ministry of Education for the first stage of education, a workbook is an integral part of the textbook. All workbooks contain exercises mainly to consolidate the lexicon or, to a lesser extent, the grammar. The writing accompanies the children from the first textbook lesson, if only in simple tasks at the beginning (e.g. assigning pictures and words, adding missing letters, one-word answers, etc.). In the following educational stage (elementary school, grades 1-4) in a communication-oriented lesson, writing mainly only has a supporting function in the development and training of other skills and abilities.

Arguments against the inclusion of writing in early foreign language teaching. Many arguments are made against the early adoption of scripture. Writing can be difficult because the analysis of what is spoken presupposes that it has to be synthesized into sequences of letters. The assignment of the spoken sounds to the corresponding graphemes often proves to be problematic, especially since these are pronounced differently in many languages and there are letters that stand for specific sounds in this language, such as ä, ö, ü.¹ Too early literacy in The foreign language, long before the foreign language words are consolidated in their pronunciation and intonation, can lead to the foreign language children learning to articulate the individual sounds and words incorrectly. Incorrect realizations of the phonological units, which in certain cases lead to differences in meaning, can become fossilized and are difficult to correct. The scientists also draw attention to the high probability of interference. The author emphasizes that when writing in a foreign language, the influence of monitoring processes is particularly noticeable in the fact that the first language interferes to a much greater extent both when planning and when formulating than when speaking, for example.





Arguments for early writing. Nevertheless, writing in the early foreign language lessons has the obvious advantage that the children are less exposed to the interference errors; their first language is not yet largely developed and the entire foreign language acquisition process is less cognitively centered than with older learners. The young learners try to a greater extent than the adult learners to choose from the repertoire of lexical and grammatical units they are familiar with, those that enable them to express themselves in the foreign language. They do not insist, as is often the case with adult learners, on translating the native structure word for word into the foreign language. Another argument that is often used against the inclusion of writing in early foreign language lessons is the fear that the children will be overwhelmed.

But you have to remember that the children neither want to be overwhelmed nor under-challenged: the learners want to be challenged in terms of their knowledge. It is not enough to present only fragmentary factual knowledge, as many school books do. Children are frustrated when the use of the foreign language is exhausted in activities such as counting yellow and red balloons or when the experience of foreign cultures does not involve much more than learning isolated facts [16-79 S]. Such teaching content does not convey any deeper anchored knowledge of the foreign language and its culture and does not represent a cognitive challenge. According to Sarter, it should also be emphasized that the renunciation of writing demands a high degree of auditory memory from the children: own or independent control over whether what is retained corresponds to what is heard - and how deceptive and incomplete the auditory memory alone is, anyone who has ever tried to write sentences, sentence segments or sometimes even a word without them in an unknown language To keep the help of writing down over a longer period of time.

Writing plays a role that should not be underestimated for visually inclined people. In my own teaching practice I have observed cases in which children of six years of age always liked to use the written language when they could not remember a word and wanted to keep it through the typeface. [16-89 S]

The need to write down is visible and understandable in young learners, as they grow up in a written environment and are surrounded by logos, symbols and characters from an early age. At the latest after you have realized that the signs are carriers of information, your curiosity about the writing is aroused. Speck-Hamdan comes to the conclusion that the more written a child's surroundings are, the more naturally the usefulness of writing becomes apparent to him. Today's children with media experience, according to Rück, have a strong visual orientation; they not only want to





hear and speak, they also want to see what they hear. "If you withhold scripture from them, they make their own. You use this remedy as a memory aid, as an aid against forgetting. And in this self-made spelling, all pronunciation errors are also reflected and consolidated." In an empirical study, Rymarczyk was able to prove that the children do not allow themselves to be deterred from writing in the foreign language. Creative writing is characterized by a noticeably fear-free atmosphere; this represents extraordinarily favorable conditions for the playful testing of one's own linguistic possibilities and limits. In all language levels one gives different support in the common European frame of reference.

I can say that there is still room for writing in foreign language classes. As Hoffman wrote, one should change the task of writing. If this succeeds, writing can claim to actually promote active communication skills. I got a shaded picture of the problem of the "how" question.

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