



TEACHING WRITING THROUGH STORIES

Bekturdiyeva Guli Sodiqjon qizi

Student of SamSIFL

ABSTRACT

This article provides information about teaching writing through stories as a foreign language. Moreover, this article analyzes some methods to support the success of teaching of writing skills by using story books.

KEYWORDS: *handwriting, think of an idea, create a character, conflict, turning point, resolution.*

INTRODUCTION

People need to have good writing skill. They need to learn to write different kinds of writing starting from the beginner level. They will bring abilities to their adulthood where they face the global world that demands them to be able to listen, speak, read, and write in foreign language.

MAIN PART

Writing is considered to be a medium category of human communication that involves the representation of a language with written symbols and there are quite plethora of dictionary versions which offer wide range of its definitions. For instance, according to Longman dictionary writing means the words that have been written or printed; according to the MacMillan English dictionary it is to create something such as a story or song by putting words together; while Oxford mentions that writing is a key skill for the ability to put the words down on the paper is a critical skill, and so on and so forth. If we can't explain something orally to other people we can use writing method and express thoughts and ideas in a readable form. As far as I remember, it took me a while until I could produce recognisable letters. But it was fun as my mom was resourceful and turned this seemingly boring activity into a game. I remember writing letters, or something I thought was letters, in the air, in the sand and salt. So by the time I went to school, I could write in block letters.

We know that learning to write requires cognitive and affective investments. For the sake of analysis, in our work we must make the distinction between writing and learning to write. When you learning writing you must practise a lot because it is regular exercise of an activity or skill is the way to become proficient in it. Well, you



know, in this day and age, modern technologies have largely marginalized handwriting, and you do not see people writing by hand as much as they did in the past. Almost all of us typing a lot on computers and texting on phones, so rarely use paper and a pen anymore. However, I still think some things need to be handwritten and it is important to teach young kids to handwrite. I think handwriting exercises really do wonders for their cognitive development. Handwriting can speak volumes about somebody's personality. For instance, if you have neat handwriting, people tend to think that you are a good-hearted person. On the other hand, if your writing is unintelligible, they may think badly of you. But all of us can't judge a book by its cover.

Writing stories helps us learn to put our thoughts into order and use written language to communicate our ideas. Taking those first steps towards writing a story can be fun and challenging activity for us (essential our children). By planning and writing a story, people learn to put their thoughts in order and communicate their ideas in a variety of ways. Finding ideas and inspiration for writing a story can be tricky for both children and adults alike. How we begin a story? Pose a question; introduce a character; set a scene; plant the seeds of an idea; There are lots of ways to start a story but what they all have in common is that to be effective they need make a reader want to carry on reading. Learning writing through stories is divided into 7 main steps:

Step 1: Spark a reader's interest: at the beginning of a story, all you want is for readers to read on. So make sure you begin in a way that makes them want to with our tips.

Step 2: Think of an idea: the best way to think of a good idea is to start reading a book which you like. When I read a book in a quiet place, nobody does not make my blood boil and I feel inspired and on top of the world. If you are not alone ask your friends, family members or children to make predictions about how the book ends. Their alternative ending may become awesome material for a new and original book. All of us can also write stories based about real-life experiences in this case your first day of school, losing your first tooth or adventures at university.

Step 3: Create a character and setting: everyone can create a character and setting. Will your main character be a child, an adult or your favourite animals? Where will the story be set? Let your imagination run wild.



Step 4: The beginning: In particular, our stories have a beginning, middle and an end. People expand on their original story idea and set the opening scene. If you are writing a character-driven novel or story, begin with the character. Let the reader see something about that character that will make them want to get to know them better. What is special or different about their main character? Maybe it is a car which helps other cars or people, a rabbit who wants to be a police officer in the city of wild animals.

Step 5: The conflict: a story with no conflict can be rather dull. Help reader understand the concept of conflict in a story by revisiting some of their favourite books. Explain to them when a conflict arises and encourage them to create one for their own story. They can even introduce a new character to shake things up.

Step 6: The turning point: the turning point is usually in the middle of the story and helps to make a story more interesting. Ask reader to think of something would least expect – this is your child's time to unleash their imagination .

Step 7: The resolution: a good story does not finish without a final resolution. Ask your child how the conflict in their story pans out. Challenge them to link the conflict with the turning point to create a meaningful resolution.

Step 8: The end: a satisfying ending is the perfect way to finish a story. If the beginning of a story draws the reader in and sets the stage for the drama about to unfold, the end must resolve that storyline and leave the reader satisfied with what happened to the characters. An ending must always wrap up and resolve the central conflict you laid out in the beginning of the story. A reader should walk away with a feeling that the story is complete. Predictable endings will make a great story fall flat.

Improving the quality of education and training is a critical issue, particularly at a time of educational expansion. In terms of classroom practice and instruction design, this research has the following implications. Firstly, children story books when they are selected carefully can be a valuable resource for teaching and learning creative writing since stories can develop children's imagination and desire for creating and composing stories. The students are inspired to use different ways to analyze, review and play with a story. They also share their writing and what they have read. Although most of them have varieties of ideas and imagination, they need a lot of guidance in understanding the concept to write a good piece of writing.



REFERENCES

1. <https://readingseggs.com>
2. <https://www.cultofpedagogy.com>
3. en.m.wikipedia.org