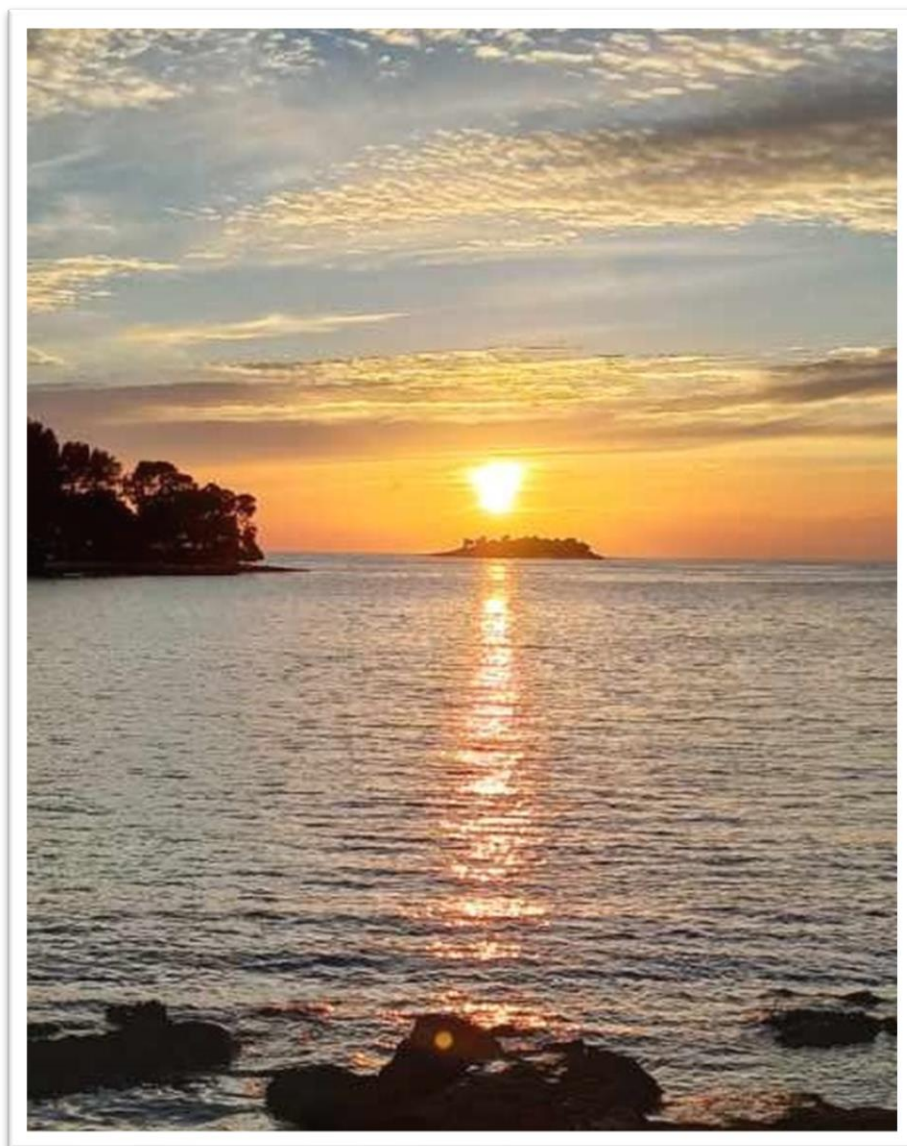


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26.-28. junij 2024

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The Writing Process in Classroom Teaching

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Abstract

The writing process or the so-called written speech is as important as the oral or vocal speech although there are opinions that the writing process is of secondary importance. For these reasons, less attention was paid to writing, both theoretically and practically. Nowadays, psychologists show a particular interest in the writing process. The tests that were carried out showed, as Lev Vygotsky says, "written speech is not simply the translation of voice speech into written signs, nor is mastering written speech a simple process of mastering the writing technique". The writing process differs from the voice process or oral speech both abstractly and concretely. Because of this we say that writing actually represents a high degree of abstract thinking. Precisely because of the abstractness, writing is a much more difficult process for the student than reading. According to Vygotsky, writing is abstract because, unlike oral speech, the person to whom the written speech is addressed is missing, not present, unlike oral speech, which is essentially a conversation. The difference between reading and writing is that reading represents the "transformation" of the written code into an oral one (decoding the written characters), and writing is the reverse process - the "transformation" of voice complexes into certain graphic units.

Keywords: checking, reading, teaching, writing, written compositions.

1. Introduction

It is necessary to understand that the writing process is not only mastering the writing technique, but also a way of thinking and expressing, which actually makes it quite a complex process. According to Gurjanov, writing is necessary for an adult as a means of expressing thoughts. Regarding the rules of the legibility of the written text, i.e. what shape the letters should have and their connection in words and sentences, the adult does not think at all about his movements or the way of writing. The legibility and speed of a person's writing is the result of a habit formed through long exercises.

Over time, a person's handwriting becomes individual, permanent with a certain form of writing the letters. Each person writes at a certain speed, in everyday written speech that speed can range up to 100 letters per minute, increasing the speed of writing can reduce the readability, correctness and beauty of writing. Advanced writing is actually automated and therefore the person focuses on the content rather than the technique of movement while writing.

In the pro grade, the student starts by writing the letters and therefore it is not possible to automate the writing process so quickly. Students write the first letters mechanically, because while writing they are burdened with the writing technique and not with the content of what is written. When writing the words, the student must analyze them, that is, determine which letters the word consists of, write each letter separately, leaving a space between them. During the initial process of writing, the student is exposed to a large number of thought operations. The student thinks about how to hold the pencil, how to sit, the shape of the elements of the letters, the space between letters as well as the space between words, etc. which is actually very difficult to synchronize and therefore typos are made. At this stage, more attention is needed on the part

of the teacher in order to point out the mistakes at the beginning, as well as help in overcoming them.

2. Independent written compositions

Independent written composition, in fact, is the most perfect and complex, but also the most difficult way of written expression. It is awarded on the previous types of written exercises and therefore the success in this way of written expression largely depends on the correct organization and on the other listed types of written exercises. As such, it is usually applied in the upper grades, but that does not mean that first grade students should not and cannot take their first and simple steps in this type of written expression.

Students should make their first attempts at independent written expression on topics from their everyday life, the contents of which are close and well known to them. Examples that can serve as a motive for independent writing of written compositions can be taken from the various topics of the texts in the textbooks. And the teacher, after his observation, can introduce examples from the daily school or extra-school life of the children.

The introduction of this type of written exercises, however, should take place gradually. First of all, you should write on a topic that is well known to all students. The teacher, together with the students, will prepare a writing plan, and then to show them how to write such a composition, they will jointly create a collective written composition. For example: Students suggest sentences for the beginning of the written composition. The best among them is chosen and written on the board. Then the following sentences are selected and written down, and so on until the end of the composition. Afterwards, the students copy that joint work in their notebooks. Of course, the first independent compositions will also be short, of only a few sentences.

Later, when they become more familiar with this way of written expression, the students will be able to write simple free written compositions on topics that the teacher will indicate to them or that they will choose themselves.

The class in which an independent written composition is written usually has the following flow:

If a composition is written on a common topic, a short conversation is held in the introductory part of the lesson to remind the students of the most significant moments of the content they will write about. Then the purpose of the lesson is announced and a plan is drawn up on the board, which the students must of course adhere to. In order to prevent possible mistakes, some grammar rules can be repeated, especially those that will find application in writing, and writing instructions are also given. Furthermore, the students write independently, and before the end of the lesson, several written tasks are read to analyze and give an assessment of their success, that is, failure. At the end of the class, a general conclusion is made about the success of the work performed.

If, on the other hand, the students have to write on topics that they freely choose, then the teacher can recommend them the day before to think more about the topic they want to write about. The next day they announce the titles of the topics they have chosen. A few students can also read the prepared plans, explaining at the same time how they think to realize their writing. The other students listen to the presentation of their classmates, and the teacher uses the opportunity to pay attention to some things to the students, as well as to give them certain

instructions for writing. Then the students write independently. Before the end of the lesson, several student compositions are read, and after their analysis, the teacher teaches the students how to write such a composition.

More detailed correction of independent written compositions is usually done in some of the following teaching hours. It is good if for this purpose a new, collective, written composition is made on the board, which the students then copy in their notebooks. It is also the best way to introduce them to this type of written expression.

3. Free written compositions

A very suitable form for the development of independent written expression is also the so-called free written compositions, which students write on topics of their own free choice and outside of class. For this purpose, the student usually determines one day a week, in which these compositions are read in the Macedonian language classes. If possible, the compositions should be read by all students in class, and then - on the principle of voting - the students themselves, helped by the teacher, choose the best written composition, which is written on the board. Then comes analysis and fine-tuning of the written text: students can propose changes or replacement of words and sentences, until they find better language formulations, addition or shortening of the composition, etc. At the end, the students write the purified text in their notebooks.

This way of working creates a certain competition among students. Everyone strives to perform the task as well as possible, so that his composition is also subject to consideration and recorded in the students' notebooks. Of course, the teacher, for his part, will take care of it. Students regularly sign these written compositions. The best written compositions are also often published in the school newspaper, as long as there is one of course.

Writing free written compositions, as confirmed by practice, is a good way to awaken and nurture the creative abilities of students. Many students, precisely through this form of written expression, will make their first attempts at literary creation.

4. Other types of written exercises

Some other types of free written expression are also initiated in the textbooks for initial reading and writing: writing greeting cards and letters, for example, holidays can serve as an occasion for this: New Year, March 8, etc. In achieving this type of written expression, the teacher will have to help the students more widely, showing them a certain variety in their composition. For example: where is the date written, how should the person to whom the letter or greeting is written be changed. Also, they are given the basic instructions for compiling the contents, where and how to write the address, where to put the postmark, where to write the address of the one who is sending the letter or greeting card, etc.

As an occasion to introduce students to this type of written expression, real texts found in Macedonian language textbooks for grade school can serve as well.

5. Correction of written compositions

The correction and assessment of written exercises and compositions have multiple meanings. They can represent an incentive for the student to master the norms of written

expression faster and more reliably. On the other hand, for the student, they also represent information about how he is progressing, what he is doing wrong, what he needs to do to overcome his mistakes, etc. Without such information, the student will not know how to perceive his own mistakes - so he can stagnate and fall behind. The grade, for its part, is not only a measure of the student's knowledge, but also represents a kind of evaluation of his effort and progress, etc. This is why it should be a rule for the teacher: it is better not to do a written exercise, if there is no intention to review it.

In some cases, correcting and evaluating written work can have a disincentive effect on the student. This especially applies to cases where the teacher's requirements are too strict. That is why he should not, especially at the beginning of this grade, set greater demands on the written assignments, so that the students do not get discouraged and do not lose confidence. Moreover, the teacher, knowing his students, should use, but with great tact, praise and rebuke, because they can, in a certain way, contribute to the same goal.

Errors in written compositions can be marked in several ways. However, the basic rule should also apply here: during the correction, they should enable the student to discover the error as independently as possible, and then correct it himself.

The most common case is that the teacher underlines the mistake. At the same time, it is not desirable for the teacher to write on the misspelled letter or word how they are spelled correctly. This practice does not stimulate the student to think and therefore should be avoided, that is, it should be used only in cases where it is assumed that the student will not understand the mistake, and therefore will not be able to correct it. How the letters, words or sentences are spelled correctly, the teacher can specify, but usually on the side of the same line or at the end of the written exercise.

Other notes can be written at the end of the written assignment. For example: what is good - and what is not - in the written task, what the student should pay special attention to, what he is doing wrong, what grammar rule should be repeated, etc. In the definitive evaluation of the written task, in addition to the content and the formal side of the writing, the student's handwriting will certainly have to be taken into account, that is, how legible, beautiful and neat the writing is.

The correction of the written composition, as far as it is carried out in a special lesson, usually has the following course:

At the beginning of the lesson, the teacher should make the objective of the lesson and at the same time read several more successful written compositions, as well as give more detailed explanations (for each written composition separately) why he considers these written tasks to be good. Then he calls several students to read their compositions. The other students are watching closely. After reading each written composition, the students present their remarks with an explanation and a suggestion as to how, in their opinion, it should be written better, modified, etc.

After such an analysis of several written compositions, the teacher should distribute the notebooks to the students with the task of each carefully looking at the marked errors and correcting them. In doing so, he may call some students to come up to the board and show how to correct a mistake. These should mostly be students in whose written compositions such a mistake is found.

The students rewrite the corrected written tasks in their notebooks. As long as the teacher decides to jointly correct the written composition, then together with the students, he can create a completely new, collective written composition, on the board, which the students will then copy in their notebooks.

The listed types of written exercises are mutually related and mutually conditioned. Each of them, in its own way, contributes to the students gradually, but surely, introducing and mastering the basic laws of written expression. It is therefore difficult to distinguish which of these writing exercises is more significant than the others.

6. Conclusion

In teaching practice, as we have already ascertained, the mentioned written exercises gradually, according to their complexity, build on each other. At the same time, the teacher should constantly be aware that with each new written exercise the student takes a step forward in the development of his individual written expression and that practice in writing one type affects the success in the next type of written exercises, and so on until finally was achieved not an appropriate level and culture of written communication.

Starting from the fact that written expression in the beginning almost does not differ from oral expression, i.e. that children write the way they speak, and they also speak when they write, the difficulties in written expression can be more than technical in nature, therefore in the first grade they will prevail written exercises aimed at overcoming these difficulties. However, the cultivation of written expression will continue in the following grades through the teaching and through the free reading of the students, because only the written word, together with the oral one, will represent the most important assumption for the mental development of young people and for the successful adoption of the basics of science.

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Short biography

Prof. dr. Irena Kitanova was born in Štip. She finished primary and secondary school - gymnasium - in her home town. In 2000, she enrolled at the Faculty of Educational Sciences, "Goce Delchev" University of Shtip. From the first year she focused on practical teaching and was consequently involved in the project "Critical thinking through reading and writing". In the year 2002/2003, she graduated from the Department of Primary Education as a Generation Student, thus obtaining the title of a graduate class teacher. In 2009, she defended her Master's thesis at the Faculty of Education of Bitola on "A complex procedure for letter acquisition in initial reading and writing and its improvement", obtaining the title of Master of Pedagogy in the field of Methodology. In 2015, she defended her doctoral thesis on "Determinants of active listening" at the University "St. Kliment Ohridski", Faculty of Education in Bitola. Currently she is working as a professor at the Faculty of Educational Sciences at the "Goce Delchev" University, Shtip, on courses in the field of teacher education and methodology of the first and second cycle of studies.