

**STRATEGIES FOR CONTINUATION WRITING TEACHING IN HIGHER  
EDUCATION ENGLISH****Ismailov Kamolatdin Kurultaevich,****vice-rector of the Institute of pharmaceutical education and research****Yuldashev Sherzod Zairjanovich,****Senior Teacher, Institute of pharmaceutical education and research****Taryanikova Marina Anatolievna,****Senior Teacher, Institute of pharmaceutical education and research****Talipov Begzod Botirovich,****assistant Teacher, Institute of pharmaceutical education and research****[sherzod.yunusobod4@gmail.com](mailto:sherzod.yunusobod4@gmail.com)**

**Abstract.** *In the context of the new curriculum reform, higher education English teaching is evolving towards an ecological and flexible approach to promote students' comprehensive development. Continuation writing is a novel type introduced under the new curriculum reform, effectively integrating reading and writing, promoting reading through writing and writing through reading. Through a virtuous cycle, it enhances students' language expression and thinking abilities, providing a guarantee for improving students' English performance. However, the application of this new type also increases the difficulty of English teaching. Therefore, teachers need to clarify the significance of the continuation writing and optimize the teaching mode in line with the current requirements of the new curriculum standards to provide a guarantee for students' lifelong development. Based on this, this article takes continuation writing as an example, combined with relevant textbook content, to deeply analyze how to better implement teaching strategies for continuation writing, in order to improve classroom efficiency and promote students' comprehensive development.*

**Keywords:** Higher education English; Continuation Writing; Teaching Strategies.

**Introduction.** Reading and writing are both crucial aspects of English teaching in institutes, and they carry significant weight in exams. Continuation writing is a new type of question in higher education English exams. In terms of continuation writing, the continuation texts are usually narratives, requiring students to carefully construct and logically write a relatively complete story. Continuation writing is a new question type that has been added to the English college and lyceum entrance examination in recent years, replacing the previous short

passage error correction questions. During the continuation writing process, the given reading materials contain key words or introductory phrases of paragraphs, enabling students to better continue writing in a complete manner. Continuation writing not only tests students' existing reading and writing abilities but also assesses their thinking, language use, and imagination, thereby balancing students' reading and writing levels. Therefore, in the context of the new college entrance examination, teachers need to vigorously promote continuation writing training, helping students accumulate experience in continuation writing and improve their exam-taking abilities. In higher education English teaching, teachers should seize the opportunity, make good use of the reading materials in textbooks, carefully design continuation writing teaching, organize students to engage in a large amount of written practice, and simultaneously improve their reading and writing abilities to enhance overall English learning outcomes.

**The Importance of Continuation Writing in Higher education English** Continuation writing in higher education English holds significant importance, and teachers should understand its significance in deepening students' understanding and cognition of the content they have learned. Firstly, it helps to enhance students' interest in learning. When conducting continuation writing teaching, students engage in two activities simultaneously, deepening their understanding and cognition of the English language. Secondly, linking reading with writing can help students develop good learning habits. Teachers should pay attention to students' language learning and provide feedback and summaries on the content they continue writing, organizing students to think and communicate about the continuation content together. Finally, it helps to build a good teacher-student relationship and promote the development of English teaching in the classroom. When conducting continuation writing, teachers need to provide students with a deeper learning experience, as well as more opportunities and space for communication between themselves and the students. Of course, teachers should also tailor the continuation writing training to the students' developmental needs, bringing students closer to their teachers while thinking about English knowledge. In summary, the implementation of continuation writing activities in higher education English teaching can provide students with a better learning experience and holds significant pedagogical value.

#### **Characteristics of Continuation Writing in Higher education English**

Continuation writing requires students to extract themes and key points from the provided reading materials and, within a certain timeframe, mimic the language features of the original text, creating a coherent, logically structured, and readable article with a clear plot. Continuation writing has four main characteristics:

**Comprehensibility.** Continuation writing typically provides reading materials of 350 words or less, mostly narratives or fiction with clear structures and strong comprehensibility, making it easy for students to grasp the plot development. Students can independently discover and understand the main points and key information in the materials.

**Writability.** Students' continuation writing often focuses on the climax or ending of a story, making it highly writable. With a clear understanding, students can mimic the creative thinking of the original text, continue the narrative, and engage in creative writing. Each provided material ensures that students have content to write about.

**Logicity.** The stories provided in continuation writing materials exhibit strong logicity, making it easy to identify the internal logic, such as time, space, and characters' psychological activities. Students are required to continue the story in line with the internal logic of the material, avoiding irrelevant content.

**Creativity.** While most composition writing can rely on memorized templates and imitated sentence structures to gain points, continuation writing is a semi-open question type, allowing students to decide the direction and ending of the story. Students must use their understanding of the original text to engage in reasonable imagination within a given timeframe and complete the continuation writing based on their own interpretation. Therefore, continuation writing cannot be approached through memorized templates and imitated sentence structures; students must demonstrate creativity.

### **Advantages of Continuation Writing in Higher education English**

**Contributes to Improving Teaching Quality.** The main purpose of continuation writing teaching is to enhance students' reading and writing abilities. Therefore, although the application of continuation writing raises the requirements for English teachers, it also provides clear direction for English teaching. As the content examined in continuation writing is relatively rich, teachers can assess students' overall writing quality and word expression, understand the issues in students' learning, and use this as a basis to enhance the targeted nature of education while also constructing an efficient classroom. Additionally, English and Uzbek are both language courses, but English lacks a specific learning environment. Therefore, overall, Uzbek students' practical English language application abilities are relatively poor. Some students may have a large vocabulary of English words, but they only use simple vocabulary in the writing process. Thus, during the continuation writing teaching process, teachers guide students to express themselves using more advanced vocabulary. This not only creates an environment for students to apply English knowledge but also enhances students' writing abilities.

**Contributes to Enhancing Students' Language Fluency.** Compared to traditional writing, continuation writing places higher demands on students' writing abilities. Students continue writing based on given materials, so they not only need to ensure the richness of their continuation content but also ensure that it is consistent with the ideas expressed in the original materials. For higher-level writing, they must also use language expressions similar to the materials to strengthen the connection between writing content and reading content. Therefore, continuation writing not only examines students' ability to apply knowledge but also requires more precise English expression. Through continuation writing teaching, students can grasp basic writing ideas and, through multiple continuation writing exercises, accurately understand the key words and meanings expressed in the context, allowing students to use English words more flexibly and improve their writing flexibility.

**Contributes to Strengthening Students' Language Application Abilities.** The purpose of language is to facilitate communication between people and to avoid misunderstandings during the communication process through effective, standardized vocabulary. English is also an important means of communication between people. The writing process in continuation writing involves creation and imitation. After mastering the central idea and intended expression of the reading material, students continue writing. Under the concept of exam-oriented education and the requirements of the new curriculum reform, schools also attach great importance to continuation writing. Compared to ordinary writing, the continuation writing method is more effective in motivating students. At the same time, in the actual writing process, students also pay attention to the quality of their own writing, which prompts students to actively read and memorize relevant knowledge. This approach plays an important role in improving students' positive attitudes toward English writing and language application abilities.

**Contributes to Enhancing Students' Independent Learning Abilities.** The higher education requires students to have strong self-control abilities. In the aspect of English writing learning, teachers should focus on improving students' independent learning abilities and ensure that students acquire core competences. By using the teaching method of continuation writing, it is beneficial to fully tap into students' initiative for independent learning, highlighting the students' subject status. In this teaching atmosphere, students can fully exert their imagination and creativity. When implementing the actual teaching of continuation writing, teachers should return the initiative in the classroom to the students and organize free discussions on writing issues. Respecting the students' subject status, guiding students in the right direction for teaching activities, reducing their own teaching intervention, and enabling students to have the

opportunity for independent exploration. Through conducting independent learning guidance, it is beneficial to improve students' comprehensive literacy and English abilities, and meet the teaching requirements of the new curriculum reform.

### **Current Situation of Continuation Writing in Higher education English**

**Overall Ineffective Teaching Effect.** The influence of exam-oriented education on teaching is relatively deep, and the teaching model is relatively rigid. Continuation writing is a new type of question proposed under the context of the new college entrance examination. This challenges traditional educational methods, leading to difficulties in acceptance among some teachers. At the same time, compared to traditional writing, continuation writing is more challenging. Teachers need to invest a significant amount of effort in teaching reading comprehension, vocabulary memorization, grammar, and writing methods, fundamentally altering the scope of traditional teaching. However, the current actual situation of continuation writing teaching shows that most teachers do not focus on training and educating students in the writing methods of continuation writing. Instead, they emphasize reading comprehension, grammar analysis, and other aspects. Due to the lack of necessary methodological explanations, students acquire a large amount of knowledge that they cannot apply flexibly. Some students also struggle with a significant disparity between the content of their continuation writing and the reading material. Additionally, due to the lack of necessary guidance in writing methods, many students encounter difficulties in continuation writing. Some students have relatively poor continuation writing abilities, and this can even lead to a fear of continuation writing. Furthermore, teachers are supposed to give students enough input, so that students can output, so in the actual teaching process, teachers also need to make effective lesson preparation, only in this way can effectively guide students to write. However, some teachers lack the habit of preparation. As a result, the construction of their language discourse and language use in teaching is relatively poor, affecting the overall effectiveness of English teaching.

**Weak Logical Continuity in Continuation Writing.** The ultimate presentation of continuation writing is a reflection of students' overall abilities. As for the current actual situation of continuation writing, weak logical continuity is a common issue. Due to the unique nature of the English teaching environment in Uzbekistan, even though students learn a large amount of English knowledge, they lack an environment for using the English language. At the same time, there are significant differences between Uzbek culture and foreign cultures. Therefore, students tend to think about English writing with a mindset influenced by Uzbek culture, resulting in oral issues in the final continuation writing content. In addition, the overuse

of vocabulary and inappropriate word usage are also common problems in current writing. Improper use of key words may cause the continuation content to deviate from the main theme, leading to misunderstandings by readers.

**Weak Learning Enthusiasm.** Continuation writing requires a large amount of vocabulary. Most students encounter the continuation writing in high school, and many students find this type relatively unfamiliar. They need to start learning related knowledge and writing methods from scratch, which greatly increases the students' psychological burden. In addition, continuation writing has a relatively high assessment content for students. It poses a significant challenge, and students easily feel defeated when they first encounter this question type. Furthermore, there are relatively more English courses in high school, the overall English curriculum is relatively compact. Combined with the need for extensive practice in continuation writing, the time left for students to practice continuation writing is relatively short, inadvertently increasing the burden on student learning. Moreover, there are still some teachers who use a single teaching method. In situations where both teaching methods and teaching content have issues, students become more disinterested in English, significantly reducing the effectiveness of classroom teaching.

#### **Teaching Strategies for Continuation Writing in Higher education English**

##### **Optimizing Classroom Content to Stimulate Interest in Continuation Writing.**

Interest is an effective method for helping students develop a sense of autonomous learning. In the process of teaching continuation writing in higher education English, teachers should focus on optimizing classroom content. By using teaching methods that are interesting, teachers can stimulate students' interest, encouraging them to actively participate in writing learning. Under traditional teaching concepts, English writing courses have presented singular and dull characteristics, leading to low student interest and ineffective writing learning outcomes. With the continuous advancement of the new curriculum reform process, teaching concepts have undergone significant changes. When conducting writing teaching, teachers integrate interesting, rich, and diverse elements into classroom teaching. Combining the interests and developmental requirements of higher education students, teachers should design targeted and guided writing teaching content to encourage active student participation in the learning process and to achieve a better learning experience. With the rapid development of information technology, higher education English teachers are incorporating multimedia information technology into traditional teaching methods to facilitate the smooth implementation of continuation writing teaching content. By using the diversity of information technology, teachers attract students' attention,

providing them with a better learning experience, cultivating good study habits, promoting the formation of innovative thinking, and facilitating comprehensive student development.

Taking the example of Book1 Unit 1 "Life Choices" from the 2019 edition published by Cambridge University Press, this unit mainly revolves around the theme of "Life Choices." The teaching activities focus on the article "Students in the Village School!" to help students gain a deeper understanding and insight into life choices and volunteer work, improving their English proficiency and core competences. To ensure a better learning experience, teachers should optimize classroom content. For example, when conducting reading continuation writing on the article's ending, "Although he had only intended to stay for one year he now feels ready to stay for another year," teachers should encourage students to use their imagination and creativity to continue writing about volunteer work for the following year. Through reading and continuation writing, students can develop a correct value system and life philosophy, promoting the effective improvement of core competences.

**Fostering Creative Thinking through Lead-in.** English knowledge at the higher education level is difficult and has complex structures. Therefore, before conducting English teaching, teachers should create a good learning atmosphere by connecting with real-life situations during the lead-in, motivating students to actively participate in the English learning process. Utilizing multimedia information technology to enrich teaching content, guiding students to adopt the teaching method of continuation writing, and fully utilizing their imagination and creativity to enhance English skills and core competences. During the lead-in, teachers should consider students' interests and developmental needs, using a variety of teaching methods to stimulate students' active participation in learning. Guiding students to conduct in-depth reading of English articles, encouraging them to independently organize the vocabulary, knowledge points, and grammar involved in the English articles, and communicating with the teacher in a timely manner when encountering problems to improve their comprehensive English abilities. The lead-in is an important teaching procedure for cultivating students' learning interests. Teachers should use interesting teaching methods to attract students' attention and engage them wholeheartedly in learning English writing.

Taking the example of Book 3 Unit 8 "Green Living" from the 2019 edition published by Cambridge University Press, in conducting the teaching of this unit, teachers should utilize multimedia teaching methods during the lead-in. Relevant videos and images about "green living" should be displayed to help students quickly engage in the reading continuation writing teaching. When conducting reading comprehension of "white bikes on the road," teachers should

discuss the benefits of cycling and guide students to independently explore the article. Through a comprehensive reading of the entire text and considering the question "Where will bike-sharing go in Uzbekistan? You decide," students engage in reading continuation writing, combining the article's introduction to the bicycle project and the specific situation of cycling in Uzbekistan, encouraging reasonable imagination and fully utilizing their creativity to enhance creative thinking and writing abilities.

**Connecting with Real Life to Fully Stimulate Students' Imagination.** "Life is education." English knowledge at the higher education level is complex and difficult to comprehend. Teachers should integrate real-life situations to enhance the authenticity of the teaching content and reduce the difficulty of the curriculum. Using engaging teaching methods to stimulate students' imagination, enabling them to enhance their innovative thinking abilities. When conducting reading comprehension of English articles, teachers should connect with real-life situations and extend the articles accordingly. Through the method of continuation writing, the original text is deeply processed, ensuring that students not only grasp the basic English knowledge but also effectively improve their comprehensive abilities. Writing forms at the higher education level have been relatively monotonous, with limited topics for students to choose from. This teaching method is not conducive to the formation of students' innovative thinking. Therefore, teachers should change the traditional teaching structure and utilize continuation writing, allowing students to recreate based on their own writing experiences, thereby enhancing their comprehensive abilities. The process of continuation writing is beneficial for fully stimulating students' imagination and creativity. Adapting and extending the article content based on real-life situations is conducive to promoting the improvement of one's English proficiency.

Taking the example of Book 3 Unit 9 "Learning" from the 2019 edition published by Cambridge University Press, the teaching content of this unit is closely related to real-life situations. Higher education English teachers should integrate real-life situations to stimulate students' learning interests and enhance their sense of independent learning. Higher education students need to study many subjects such as English, Uzbek, physics, chemistry, mathematics, history, geography, and geometry. When conducting reading continuation writing for the article "active learning," teachers should describe the specific manifestations of students' active learning in each subject in their daily lives. By integrating real-life situations, the teaching of this lesson not only helps students acquire English vocabulary but also promotes the mastery of active learning methods, achieving the effective integration of quality education and subject education,



and driving the rapid development of the new curriculum reform. Teachers need to guide students to engage in independent writing using the writing techniques and elegant language in the article. By utilizing the exemplary essays in the textbook and combining their own actual learning methods, students engage in continuation writing, achieving a comprehensive improvement in English literacy.

**Solidifying Knowledge Base to Lay a Good Foundation for Writing.** The vocabulary is the foundation for all English teaching activities. When designing reading continuation writing, teachers should focus on helping students increase their knowledge base and lay a good foundation for writing, thereby carrying out subsequent teaching activities. During the process of higher education English writing instruction, teachers should encourage students to develop perseverance. In daily life and study, they should continuously accumulate and store knowledge. Through repeated self-memorization, they can construct a sound knowledge framework. When reading articles, they should promptly provide feedback to the teacher on any points of knowledge they do not understand, thus enhancing their English abilities. Through persistent efforts, students can strengthen their knowledge base, thereby promoting their comprehensive abilities and the improvement of their core English literacy. When conducting reading continuation writing instruction, teachers should guide students to annotate the key vocabulary in the article and use independent inquiry methods to conduct detailed analyses of the meanings and usages of words, thereby expanding their knowledge base and improving their English writing abilities.

Taking the example of Book 3 Unit 5 "Humans and Nature" from the 2019 edition published by Cambridge University Press, in the practical teaching of continuation writing for this lesson, teachers need to guide students to query and memorize the key vocabulary in the reading material. They should grasp the application and meanings of the key words "island, inside, direction, whirlpool, strange." Furthermore, they should use the ending of the article "Now I have told you and cannot expect you to believe me any more than the fishermen did." as a basis for the continuation writing.

**Strengthening the Teaching Force to Improve Teachers' Professional Literacy.** The teaching level of teachers directly influences students' learning situations. In order to help higher education students, improve their English literacy, it is essential to first enhance the professional literacy of teachers. Through various training and educational methods, teachers can improve their professional teaching level, thereby creating a favorable teaching atmosphere. When conducting writing instruction for higher education continuation writing, English teachers should

focus on continuously accumulating their own knowledge, establishing advanced teaching concepts, adopting various innovative teaching methods, and creating an interesting teaching environment so that students can have a positive learning experience during their English studies. In the process of practical teaching, teachers should fulfill their professional duties and continuously enrich their professional literacy in their spare time. Schools should actively cooperate to strengthen the teaching force, regularly organizing expert lectures and teacher seminars. This will allow teachers to improve their professional literacy through communication and exchange, thus promoting the effective implementation of the continuation writing teaching method.

Taking the example of Unit 6 "The Admirable" from the 2019 edition published by Cambridge University Press, teachers can organize teachers to participate in special seminars to further develop their professional abilities. By conducting academic exchanges and discussions around the theme of "the admirable," the English professional abilities and comprehensive literacy can be significantly enhanced, creating a favorable learning environment for students and promoting the effective implementation of comprehensive teaching.

**Conclusion.** Continuation writing places demands on students' English literacy, and related teaching activities can not only help students achieve more desirable performance in the college entrance examination but also effectively develop students' comprehensive literacy. Therefore, teachers should carefully analyze the characteristics of the continuation writing type and explore scientific teaching strategies for reading and continuation writing. In the process of practice, teachers need to organize reading and continuation writing teaching activities based on the reading materials in the textbook or supplementary materials related to the unit topics and use charts to cultivate students' abilities in organizing original texts and conceiving continuations. After students complete the reading and continuation writing activities, teachers also need to guide students to accumulate continuation writing language through diversified reading and continuation writing texts and provide targeted comments and suggestions for their continuation writing works through evaluation, helping students identify areas for improvement and ultimately achieve the desired results in reading and continuation writing teaching.

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