



DIFFERENT APPROACHES IN IMPROVING WRITING SKILLS FOR STUDENTS

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ABSTRACT

Learning English language has become a significant and the most necessary factor that gives everybody a lot of opportunities. Therefore, the one who wants to have one of the opportunities should thoroughly master all four skills such as writing, reading, speaking and listening together with the grammar of this language. Obviously, all of these four skills play a large role in the field of learning English language. In this article we will discuss the importance and variety of ways to improve these skills, especially, writing skills.

KEYWORDS: Methods, writing skill, academic vocabulary.

INTRODUCTION

Learning a new language and such kind of skills is not easy as we know, yet with learning variety of tricks to improve them is also not difficult. It is known that writing along with listening, speaking and reading is the skill that requires not only a good vocabulary or grammar structure, but also its own style and structure. Learning and observing new writing tricks will be useful for students in order to make their skills better.

Most students need to write paragraphs and reports for coursework. Applying various writing techniques should help students better understand the mechanisms of writing. A gradual approach to writing should take students on a journey that starts from simple paragraphs, centered on the idea of coherence and cohesion and they demand critical thinking.

In terms of more practical procedures, teaching writing as a productive skill involves steps such as providing a model of the target written product, working on the model with specific focus on meaning and analyzing the text to discover language, practicing on a similar task by imitating the form and the language and producing an answer to a new task that involves personalizing both the content and the form.[1] In addition to this, here are some technics for students to organize their writings efficiently.

Brainstorming. When learners face with tasks that require to write their ideas, some of them find it useful to generate their ideas by 'brainstorming' the topics concerned. This is actually a good way to create a material as a first step towards planning their work. The activity is a preliminary stage in the writing process, and learners should take into consideration that it acts principally as a pump – priming exercise to supply them with thoughts, topics and materials for their writing task.

This is sometimes called 'pre – writing' phase in producing a piece of work. The reason why, as it is mentioned above, there are materials almost ready to write that include information that really matter.

Many students tend to write their task without any preparation and this is the mistake that leads their work to be low quality. Moreover, it also leads the task to be more difficult. The generation of ideas before they start the actual task of writing can remove this one layer of difficulty. Furthermore, with the notes that students took they will not wonder what to write next. And also, if a new idea pops up to their mind while they are preparing a pre – writing notes, they can just add the new ideas and can keep up with their task [2].

Brainstorming is a method that students should write the name of a specific topic and write information that belongs to the topic which is the most important and way more understandable.

Clustering. It is called ‘mind mapping’ or just mapping also. Clustering can help learners become aware of different ways to think about a subject or a topic. To do a cluster learners write general subject down in the middle of their paper. Then, using the whole sheet of paper (it can be their own copybook) they rapidly write down ideas related to that subject. If an idea spawns another idea, they just link them using lines, circles or different shapes to form a cluster of ideas. The point of a clustering here is to use lines or other shapes to show visually how someone’s ideas relate to one another and to the main subject.

A cluster or map combines the two stages of brainstorming into one. It also allows to glance, the aspects of the subject about which a learner have the most to say, therefore it can help choose the focus the subject for writing.

Teaching and learning English in high school is also considered as a significant theme for educators nowadays, so looking at Malaysian content we will learn that, although ESL students spent 11-13 years learning the English language in schools, the writing skills seem weak. In this stage, they had to make sure that their sentences were grammatically correct. Their sentences should be arranged coherently too. The use of linguistic feedback tool such as Ginger, Spell Checker may be unable to asses the quality but it provides feedback on language accuracy like grammar, spelling and pronunciation and it is also fundamental to good writing skills.[3]

CONCLUSION

Learning English language as a second or foreign language seems a bit difficult for some students no matter if they study at school or university. Obviously, developing their writing skills is an important factor for learning the language well and understanding writing techniques within learning it.

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