

INNOVATIVE WAYS OF INCREASING STUDENTS' WRITING SKILL AT SCHOOL

Mamutova Nargiza,

*English teacher, School №22, Uzbekistan,
Takhiatash district*

Annotation: This article deals with the modern ways of teaching writing skills and finds out different effective methods of teaching writing. It discusses about ways of organizing writing lessons in different classes.

Key words: writing, graphic organizer, Venn diagram, KWL, drawbacks

It is known that teaching writing skills is one of the complex procedures for the English language teachers. Furthermore, it is also difficult for the learners to get good command over writing skills because of its complexity in spelling, grammatical structure, usage, coherence, organization and so on. The ability to communicate through written symbols is so basic to the concept of education that literacy is often defined as being able to read and write. Healthy and normal children learn to speak and understand spoken words before they come to school.

However, very few of them learn to read and write before that stage, at best the skills a child brings into school which relate to writing are unintelligible scribbling rough drawing, which relate to writing, they alone can interpret; as such teachers of pupils have the task of noticing and correcting them in the most appropriate way. The teacher should as much as possible use enough teaching materials, which will help the child to be able to handle writing materials and be creative while writing. They must also be alert to try new ways of teaching. As they listen to learn, speak to communicate, read to discover and write to share ideas; he engages in creative communication, thus a new world is opened to him because they are able to interact with others. Below mentioned activities will help to teach writing and make the process of writing more effective.

Graphic organizers are a really good way to get students planning what they are going to write before they actually begin the task of writing. Graphic organizers are a visual representation of the information they would like to include in their writing. Some examples are: Venn diagram - these show

relationships between two or more things. Venn diagrams are great for showing similarities and differences. T-Chart - explores a topic with opposing views. Examples could include: likes/dislikes, before/after and advantages/disadvantages. KWL - a way to record student's knowledge on a topic before you begin and at the end of the topic. K-what students know; W-what students want to know; and L-what students learned. PMI - used to record different views. P-plus, M-minus, I-interesting. This organizer can be used by students when giving feedback to other students about their work. Pass it on- this activity can be used in small groups. It is best to use a template for this to guide how much students write. Each student has a turn to write an introduction. They then pass this on to the next student in the circle. Students read the introduction and then write the middle of the text. Finally, with the last pass around the circle, each student reads the introduction and middle and then writes a conclusion. The writing is passed back to the original writer to read and share with the group. Rapid/Rocket writing- the idea behind this is to get students to write down as much information as they can on a topic in a given time, without focusing on fixing spelling, grammar or other mistakes. Students should be provided with a time limit (such as 5 minutes). This could be the beginning of a series of lessons where the teacher focuses on different parts of the rapid writing, such as cohesion, spelling, punctuation and grammar. Drawbacks - it takes a lot of time and effort to write, and so it is only fair that student writing is responded to suitably. Positive comments can help build student confidence and create good feeling for the next writing class. It also helps if the reader is more than just the teacher. Class magazines, swapping letters with other classes, etc. can provide an easy solution to providing a real audience. Teachers should be facilitators and are responsible of creating the best possible conditions for learners. Moreover, the English teachers have to adopt some more new techniques to improve the EFL/ESL learners' writing skills. When the teachers give a certain writing task to the learners, they have to suggest the learners how to express ideas and organize

the given task. The teachers have to guide the learners with the process of writing that needs to divide the writing activity into several stages where each activity involves sub-skills in doing this process. Therefore, the teachers have to guide the learners properly in order to involve them in the activities with a lot of motivation and encouragement.

“No one is a ‘native speaker’ of writing” . Teachers need to let students know that there are no ‘native-like’ standards when it comes to academic writing. In teaching writing, we need to explicitly teach the writing processes and the specific strategies to enhance students’ writing competence. It is useful for writing teachers to learn the various approaches to teaching writing. However, teachers need to understand that helping students in idea generation and in planning as well as teaching the rhetorical moves of the particular genres alone are inadequate in helping students improve their writing. Teachers also need to teach students the socio-cognitive approach to writing, which takes into consideration readers’ expectations, socio-cultural contexts, and thinking processes involved in planning, organizing, and writing/revising the essays. Teachers need to make clear to the students that writing is a recursive, complex activity. In order to move forward, we need to re-read and revise our writing. A good piece of writing has to go through multiple times of revision. This applies not only to novice writers, but to experienced writers as well. Understanding this can help clarify a misconception that many students may have – that only non-proficient writers will need significant revisions to their work.

Used literatures:

1. Chandrasegaran, A. (2001). Think your way to effective writing (2nd ed.). Singapore: Prentice Hall.
2. Widdowson, H. G. (1983). New starts and different kinds of failure. In A. Freedman, I. Pringle, & J. Yalden (Eds.), Learning to write: First language/second language. New York: Longman.
3. Hyland, K. (2002). Teaching and researching writing. Harlow, UK: Pearson.