

THE REPUBLIC OF UZBEKISTAN MINISTRY OF HIGHER AND
SECONDARY SPECIAL EDUCATION KOKAND STATE PEDAGOGICAL
INSTITUTE NAMED AFTER MUKIMI

“Recommend to defense”

Dean faculty

_____M.H.Rasulova

“ _____ ” _____ 2020

5111400-Foreign language and literature

The department of English Language and Literature

The student of the group 403

Abdurahmonova Mushtariy Xomidjon qizi

QUALIFICATION PAPER

THEME: “The Problems of forming and improving writing skills of the academic
lyceums’ students in English”

Scientific adviser: _____

Reviewers: _____

The head of English language
and literature department:

_____E. Yusufaliyev

“ _____ ” _____ 2020

KOKAND 2020

INGLIZ TILI VA ADABIYOTI KAFEDRASINING YIG'ILISH
BAYONNOMASIDAN KO'CHIRMA

2020 yil 20-may

Qo'qon shahri

K U N T A R T I B I:

Har xil masalalar: Bitiruv malakaviy ishlarni himoyaga tavsiya etish haqida.

Eshitildi:

Kafedra mudiri E.Yusufaliyev so'zi: "Ingliz tili va adabiyoti" ta'lim
yo'nalishi ___-guruh bitiruvchisi _____ ning
_____ rahbarligida tayyorlagan

_____ mavzusidagi

BMI tugallangan ish sifatida himoyaga tavsiya etilsin.

Ichki taqrizchi etib _____
_____ nomzodini tavsiya qilaman.

KAFEDRA YIG'ILISHI QAROR QILADI:

1. Chet tillar fakulteti, 5111400 Ingliz tili va adabiyoti ta'lim yo'nalishi
___ - guruh bitiruvchisi _____

_____ rahbarligida tayyorlagan _____

mavzusidagi BMI tugallangan ish sifatida himoyaga tavsiya etilsin.

2. _____
_____ tashqi taqrizchi etib tayinlansin.

Yig'ilish raisi:

E.Yusufaliyev

Yig'ilish kotibasi:

D. Yusupova

**THE MINISTRY OF PUBLIC EDUCATION OF THE REPUBLIC OF
UZBEKISTAN KOKAND STATE PEDAGOGICAL INSTITUTE NAMED
AFTER MUKIMI**

Faculty: Foreign languages

Department: English language and literature

Academic year: 2016-2020

Student: Abdurahmonova Mushtariy Xomidjon qizi

Scientific supervisor: Z.Isakova

Speciality: 5111400 Foreign languages (English language and literature)
**for the bachelor's work on the theme "The Problems of forming and
improving writing skills of the academic lyceum' students in English"**

Annotation

Diploma paper is devoted to a very current theme is about The problems of forming and improving writing skills of the academic lyceum's students in English. Teaching writing plays vital role in English methodology from history until today and their usage and methodological points of view is explained in the work by examples of different literature. The qualification paper consists of three parts which touch upon questions of the problems of forming and improving teaching writing and making several solutions to these problems. In the first chapter, Review of general characteristics and basic peculiarities of teaching writing is described, in the second chapter The challenges and problems of teaching writing are clarified. The third chapter consists of finding solutions to the difficulties of teaching writing. To sum up, in the work the challenges of teaching writing in Academic lyceums and their theoretical and practical solutions are described.

Annotatsiya

Ushbu diplom ishi Akademik litseylar talabalarida zamonaviy ingliz tili yozuv malakasini shakllantirish va rivojlantirishga oid muammolar mavzusiga bag'ishlangan. Ingliz tili metodikasida yozuvni o'qitish o'tmishdan hozirga qadar

bo'lgan vaqt oralig'ida eng muhim vazifalardan biri bo'lganligi haqidagi ma'lumotlar turli adabiyotlardan misollar keltirish orqali amaliy tahlil qilingan. Bitiruv malakaviy ishi asosiy uch qismdan iborat. Birinchi bobda Yozuvni o'qitishning umumiy xarakteristikasi va uning asosiy xususiyatlari haqida ma'lumot berib o'tilgan. Bitiruv malakaviy ishning ikkinchi bobida Yozuvni o'qitish jarayonining murakkabliklari va qiyinchiliklariga asoslanib ingliz tilida o'rganilgan. Uchinchi bobda esa ushbu jarayon qiyinchiliklariga yechimlar topishga oid metodik tavsiyalar va mashg'ulotlar berib o'tilgan. Qisqacha qilib aytganda, ushbu diplom ishida yozuvni o'qitishga oid muammolarva ularga yechimlar amaliy misollar yordamida yoritib berilgan.

Аннотация

Данная дипломная работа представляет собой метод, посвященный проблемам формирования и развития современных навыков английского письма в условиях требований академических лицеев. В английской методологии тот факт, что чтение было одной из наиболее важных задач в прошлом и настоящем, анализировался на практике путем цитирования примеров источников. В первой главе приведены общие характеристики письменного обучения и его основные особенности. Вторая часть училась на английском языке исходя из сложностей и трудностей письменного учебного процесса. Третья глава методические рекомендации тренинги по поиску решений сложностей этого процесса.

Короче говоря, в данной дипломной работе проблемы с чтением текста и их решения иллюстрируются на практических примерах.

REVIEW

on the qualification paper presented for Bachelor's Degree

Abdurahmonova Mushtariy Xomidjon qizi on the theme

**“The problems of forming and improving writing skills of the academic
lyceum's students in English”**

Specialty: Foreign languages (English language and literature)

Department: English language and literature

The research work being reviewed is dedicated to the topic The problems of forming and improving writing skills of the academic lyceum's students in English. About scientific novelty, the author of the investigation made a survey on the problem of the category of tense and on the basis of the gotten material worked out the project of the structure of verb tenses and classification of them.

Theoretical significance of the research work consists of methodological problems of teaching writing, their formation and solutions which are classified by different methodologists. It also takes the act concerning the education of the Republic of Uzbekistan, the national program of training methodology, the works and dictations about developing the national system of training teachers of the president of the Republic of Uzbekistan, the decision by ministers of the republic of Uzbekistan to develop and increase the usefulness of the process of education.

Practical significance of the research work: teachers may use project worked out by the author of this research at the lessons in order to investigating the effective ways of teaching writing.

The investigation includes Introduction, three chapters, conclusion, the list of used literature and annotations.

Main part of qualification paper consists of three parts which touch upon questions of the problems of forming and improving teaching writing and making several solutions to these problems. In the first chapter, Review of general characteristics and basic peculiarities of teaching writing is described, in the second chapter The challenges and problems of teaching writing are clarified.

The third chapter consists of finding solutions to the difficulties of teaching writing. All the parts of the qualification paper are written and formed according to the requirements, and presented tables and charts are careful, competent and relevant.¹

The qualification work by Abdurahmonova Mushtariy is written according to the topicality, theoretical and practical values meet the required demands for Bachelor's Degree dissertation work. It is recommended to the state defense and deserves favorable mark.

Scientific supervisor:

Z. Isakova

REVIEW

**On the qualification paper for bachelor's Degree
presented by Abdurahmonova Mushtariy Xomidjon qizi
on theme: 'The problems of forming and improving writing skills of
Academic lyceum's students in English'**

Specialty: Foreign Languages (English language and literature)

Department: English Language and Literature

The following graduation qualification work has been carried out on the actual themes The problems of forming and improving writing skills of Academic lyceum's students in English. The work consists of introduction, three chapters, conclusion, glossary and the list of used literature.

Given final graduation qualification work focuses on an assumption of using effective methods of teaching writing which can be applied for ESL learners. The researcher discusses the outcomes of effective methods, conducted lessons, and offers not only suggestions for organizing effective lessons, but also presents a variety of activities for the success of teaching English language to ESL learners.

The paper is well structured and contains all necessary components. Information includes international authors' ideas, allows the author to relate theory to practice throughout the work. The data, presented in research is relevant, meaningful and supportive of the author's conclusion.

The researcher's style is consistent and appropriate for the reader. Throughout the work she illustrates the ways of teaching writing and the work clearly reflects depth, breadth and accuracy of the author's thought process. The researcher reflects on her research process by mentioning her own findings, research outcomes at the end.

I think the paper is eligible for Final Qualification Work and is recommended for defense.

Reviewer:

N.Karimova

REVIEW

On the qualification paper for Bachelor's Degree

presented by: Abdurahmonova Mushtariy Xomidjon qizi

on theme “The problems of forming and improving writing skills of Academic lyceum’s students in English”

Specialty: Foreign Languages (English Language and Literature)

Department: English Language and Literature

The research work under review is dedicated to the problems of forming and improving writing skills of Academic lyceum’s students in English which presents a certain interest both for the theoretical investigation and for the practical language use.

The scientific novelty of the research work is to identify new and innovative ways of teaching writing for high level. The theoretical significance of the research work consists investigating and analyzing the works of famous teachers and scientists. Moreover, to study the approaches that were used from the last century.

The practical significance of the work is to define the new techniques that can be used in teaching and learning process. The results of the work can be used by the teachers during lessons.

The research work consists of Introduction, three chapters, Conclusion, the List of used literature.

All the parts of the research work are written and formed according to the requirements and meets the demands for Bachelor’s Degree dissertation work.

It is recommended to the state defense and deserves a favorable mark.

Reviewer:

F. Mahmudova

Тасдиқлайман
..... факультет декани
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..... 2020 йил

.....факультети
..... таълим йўналиши
..... гуруҳи талабаси
.....
..... томонидан бажариладиган

БИТИРУВ МАЛАКАВИЙ ИШ БЎЙИЧА ТОПШИРИҚ ВАРАҚАСИ

Ишнинг мавзуси
“.....”
..... институт
ректорининг 20____ йилдаги № –сонли буйруғи билан
тасдиқланган.

Ишни топшириш муддати:
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Мавзу бўйича дастлабки маълумотлар берувчи адабиётлар:

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Ишнинг мақсади ва кутилаётган натижалар:

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Ишни бажариш режаси

№	Вазифаларнинг мазмуни	Бажариш муддати	Кафедрада ижроси муҳокама қилинган аниқ сана ва илмий раҳбар имзоси	
			Сана	Илмий раҳбар имзоси
1		2019 йил сентябрь		
2		2019 йил октябрь		

3		2019 йил ноябрь		
4		2019 йил декабрь		
5		2020 йил январь		
6		2020 йил февраль		
7		2020 йил март		
8		2020 йил апрель		
9		2020 йил май		

Битирув малакавий иш раҳбари:

Кафедра мудири:

Топшириқни олдим:

Топшириқни БМИ билан бирга

ЯДА комиссиясига топширдим:

_____ 2019 йил

.....2020 йил

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Introduction

The Main Part

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- 2.2 Why students avoid writing
- 2.3. Trouble expressing ideas in writing

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- 3.1. Main techniques for getting started writing process
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- 3.3. To solve the problem of forming and improving writing through activities

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Bibliography

Introduction

I. Karimov in his speech states: “....State sovereignty along with membership in the United Nations and other international organizations has given Uzbekistan an opportunity to conduct independent foreign policy, search for ways to join the international community and prioritize the goals of international relations.²”

Learning foreign languages is surely a firm bridge to have a great opportunity for integrating into the world-scale communication. It's obvious that language learning system is originally based on its own linguistic stem which is grouped into it most first of all directions as Grammar, Vocabulary and Phonetics.

The topicality of the work: In recent years, language researchers and practitioners have shifted their focus from developing individual linguistic skills to the use of language to achieve the speaker's objectives. This new area of focus, known as communicative competence, leads language teachers to seek task-oriented activities that engage their students in creative language use. In the process of learning English as a foreign language, writing is considered as one of the most essential skills. In addition to being a communicative skill of vital importance, it is a skill which enables the learner to plan and rethink the communication process. Therefore, teaching writing skills should be taught gradually starting from instrumental skill to content-based writing. Teaching writing should be started from beginning level. Most academic lyceum textbooks are focused on teaching writing separately without integration of other skills. In other words, our qualification work pursues as its major aim to help foreign students improve their writing skills with the integration of other skills from the beginning level. The significance of our work can be proved that we tried to find optional methods of improving writing skills from the beginning level and we applied them in practice.

¹ Karimov I.A. Uzbekistan the road of independence and progress: Toshkent, 1992. 212 p.

The problem of the research work is forming and improving writing skills of the academic lyceums' students in English.

The aim of the theme is to study deeply the problems of forming and improving writing skills of the academic lyceums' students in English

The objectives of the research work:

- to learn the forming and improving writing skills in English.
- to resolve the using problems of forming and improving writing skills.
- to create methodological materials on the issue of the research work.

The object of the research work is to teach and learn the subject of the grammar, stylistics, practical course of English.

The subject of the research work is improving and forming writing skills of the academic lyceums' students in English

The hypothesis of the research work: if this research work is used to teach students at academic lyceums, hoping that it will successfully help students to learn writing skills in English.

The methods of the research work. The main methods for compiling our work are the method of analysis and the method of research. In our work, we analyzed academic lyceum textbooks and added some new activities which we considered suitable for teaching and improving students' writing skills.

The methodological foundation of the work. In our research we used the ideas of Uzbek, Russian and foreign methodologies who worked in the sphere of foreign language teaching methodology and language learning. We addressed to works of J. Jalolov, G. Rogova, Spack. R, G. L. Rico, J. Arnold, M. Boden and others for theoretical part of our work. In practical part of our work we appealed to academic lyceum textbooks "Fly High" 5 and 7.

Theoretical significance of the research work. In academic lyceum and scientific circles of language teaching methodology it can be successfully used by teachers and philologists as modern material for writing research works dealing with improving writing skills.

The novelty and practical importance of the work. The novelty of this research work is to find information about how to improve students' writing skills, analyzing academic lyceum textbooks and applying found ideas into the lessons appropriately. This theme has been worked out by many scientists and researchers before but from the point of analyzing Uzbek academic lyceum textbooks and creating a series of writing tasks in those textbooks hasn't been done yet. Also, we consider the idea of approving new writing materials on English language lessons during our pedagogical practice is also one part of the novelty of our work. The present work might find a good way of implying in the following spheres:

The structure of research work consists of Introduction, Main part (three chapters), Conclusion and bibliography.

Chapter I. Teaching writing as a type of communication

1.1. General views about writing

Writing is a medium of human communication that involves the representation of a language with symbols. While not all languages utilize a writing system, those with systems of inscriptions can complement and extend capacities of spoken language by enabling the creation of durable forms of speech that can be transmitted across space (e.g., correspondence) and stored over time (e.g., libraries or other public records). It has also been observed that the activity of writing itself can have knowledge-transforming effects, since it allows humans to externalize their thinking in forms that are easier to reflect on and potentially rework.

Writing systems are not themselves human languages (with the debatable exception of computer languages) but are means of rendering a language in a readable form. Writing relies on many of the same semantic structures as the speech it represents, such as lexicon and syntax, with the added dependency of a system of symbols to represent that language's phonology and morphology. The result of the activity of writing is called a text, and the interpreter or activator of this text is called a reader.

As human societies emerged, collective motivations for the development of writing were driven by pragmatic exigencies like keeping history, maintaining culture, codifying knowledge through curricula and lists of texts deemed to contain foundational knowledge or artistically exceptional, organizing and governing societies through the formation of legal systems, census records, contracts, deeds of ownership, taxation, trade agreements, treaties, and so on. For H.G. Wells, writing "made the growth of states larger than the old city states possible. It made a continuous historical consciousness possible. The command of the priest or king and his seal could go far beyond his sight and voice and could survive his death".³ For example, around the millennium BC, the complexity of trade and administration in Mesopotamia outgrew human memory, and writing became a

³ Strang B.M.H. *Modern English Structure*. London, 1959., 260 p.

more dependable method of recording and presenting transactions in a permanent form. In both ancient Egypt and Mesoamerica, on the other hand, writing may have evolved through calendric and political necessities for recording historical and environmental events. Individual motivations for writing include improvised additional capacity for the limitations of human memory (e.g., to-do lists, recipes, reminders, logbooks, maps, the proper sequence for a complicated task or important ritual), dissemination of ideas (as in an essay, monograph, broadside, petition, or manifesto), imaginative narratives and other forms of storytelling, personal or business correspondence, and life writing (e.g., a diary or journal).

In many parts of the world, writing has become an even more important part of daily life as digital technologies have helped connect individuals from across the globe through systems such as e-mail and social media. Such technologies have brought substantial amounts of routine reading and writing into most modern workplaces. In the United States, for example, the ability to read and write is necessary for most jobs, and multiple programs are in place to aid both children and adults in improving their literacy skills. For example, the emergence of the writing center and community-wide literacy councils aim to help students and community members sharpen their writing skills. These resources, and many more, span across different age groups in order to offer each individual a better understanding of their language and how to express themselves via writing in order to perhaps improve their socioeconomic status.

Other parts of the world have seen an increase in writing abilities as a result of programs such as the World Literacy Foundation and International Literacy Foundation, as well as a general push for increased global communication.

Within the communicative framework of language teaching, the skill of writing enjoys special status -it is via writing that a person can communicate a variety of messages to a close or distant, known or unknown reader or readers. Such communication is extremely important in the modern world, whether the interaction takes the form of traditional paper-and-pencil writing or the most advanced electronic mail. Writing as a communicative activity needs to be

encouraged and nurtured during the language learner's course of study, and this work will attempt to deal the early stages of EFL writing. The view of writing as an act of communication suggests an interactive process which takes place between the writer and the reader via the text. Such an approach places value on the goal of writing as well as on the perceived reader audience. Even if we are concerned with writing at the beginning level, these two aspects of the act of writing are vital importance; in setting writing tasks the teacher should encourage students to define, for themselves, the message they want to send and the audience who will receive it. The writing process, in comparison to spoken interaction, imposes greater demands on the text, since written interaction lacks immediate feedback as a guide. The writer has to anticipate the reader's reactions and produce a text which will adhere to Grice's cooperative principle. According to this principle, the writer is obligated to try to write a clear, relevant, truthful, informative, interesting, and memorable text. The reader, on the other hand, will interpret the text with due regard to the writer's presumed intention if the necessary clues are available in the text. Linguistic accuracy, clarity of presentation, organization of ideas are all crucial in the efficacy of the communicative act, since they supply the clues for interpretation. Accordingly, while the global perspective of content organization needs to be focused on and given appropriate attention, it is also most important to present a product which does not suffer from illegible writing. Writing is, in a very sense, a mirror image of reading. Both are interactive. Readers decode what writers encode. Both draw upon schemata. The reader brings prior knowledge to the comprehension of a text; the writer draws upon similar knowledge in composing a text.

1.2. Basic peculiarities of teaching writing

Most people agree that writing skills are increasingly important and often not adequately taught. When writing is taught in educational places, writing instruction often takes a backseat to phonics, handwriting skills, and reading comprehension. Many homeschool parents find that teaching writing may be more challenging than other subjects where there is an answer key. Children can

challenge their parent's feedback. Effective writing is a vital life-skill that is important in almost every subject in school as well in the work world. Additionally, standardized tests increasingly contain a writing component in some cases this includes a requirement to write an essay on a timed test!

At first, many parents think that "learning to write" is primarily a question of grammar. They first think of teaching proper sentence construction, appropriate use of tenses, and punctuation. It is true that grammar is an important component of teaching writing. The Time Learning system includes a superb set of lessons for teaching punctuation, vocabulary, word choice, spelling, paragraph structure and other components of "correct writing".⁴ Try these demos. But after a little thought, we find that while grammar is an important part of writing, effective writing requires much more. When a writing process is used to teach writing, students begin to understand writing as a form of communication. Furthermore, writing helps students recognize that they have opinions, ideas, and thoughts that are worth sharing with the world, and writing is an effective way of getting them out there! There are many types of writing such as descriptive writing, persuasive writing, informative writing, narrative writing, and creative or fiction writing. Many students are familiar with the basic writing assignments such as book reports, social studies reports, short stories, and essays on topics such as: "What I did on my summer vacation". But these writing assignments should be thought of as applications of basic writing modes. For instance, a book report is usually a type of descriptive writing, and an essay on dinosaurs might include both informative and perhaps persuasive writing.

The writing process consists of different stages: prewriting, drafting, revising, and editing. Prewriting is the most important of these steps. Prewriting is the "generating ideas" part of the writing process when the student works to determine the topic and the position or point-of-view for a target audience. Pre-writing should be offered with the time necessary for a student to create a plan or develop an

⁴ Harmer, J, "The practice English language teaching"; Ldn.,1991, 190 p.

outline to organize materials for the final product. The pre-writing stage could also be dubbed the "talking stage" of writing. Researchers have determined that talking plays an important role in literacy. There are a number of ways that students can tackle the prewriting stage of the writing process. Following are a few of the most common methods and strategies that students can use.

Brainstorming is the process of coming up with as many ideas as possible about a topic without being worried about the feasibility or whether an idea is realistic or not. A list format is often the easiest to organize. This can be done individually and then shared with the class or done as a group. Access to this list during the writing process can help students make connections they may want to use later in their writing. The free write strategy is when your students write whatever comes into their mind about the topic at hand for a specific amount of time, like 10 or 15 minutes. In a free write, students should not worry about grammar, punctuation, or spelling. Instead, they should try and come up with as many ideas as they possibly can to help them when they get to the writing process.

Mind Maps - Concept maps or mind-mapping are great strategies to use during the pre-writing stage. Both are visual ways to outline information. There are many varieties of mind maps that can be quite useful as students work in the prewriting stage. Webbing is a great tool that has students write a word in the middle of a sheet of paper. Related words or phrases are then connected by lines to this original word in the center. They build on the idea so that, in the end, the student has a wealth of ideas that are connected to this central idea. For example, if the topic for a paper were the role of the US President, the student would write this in the center of the paper. Then as they thought of each role that the president fulfills, they could write this down in a circle connected by a line to this original idea. From these terms, the student could then add supporting details. In the end, they would have a nice roadmap for an essay on this topic.

Drawing/Doodling - Some students respond well to the idea of being able to combine words with drawings as they think about what they want to write in the prewriting stage. This can open up creative lines of thought.

Asking Questions - Students often come up with more creative ideas through the use of questioning. For example, if the student has to write about Heathcliff's role in *Wuthering Heights*, they might begin by asking themselves some questions about him and the causes of his hatred. They might ask how a 'normal' person might react to better understand the depths of Heathcliff's malevolence. The point is that these questions can help the student uncover a deeper understanding of the topic before they begin writing the essay.

Pre Writing – Whatever type of writing a student is attempting, the prewriting stage can be the most important. This is when students gather their information, and begin to organize it into a cohesive unit. This process can include reading, taking notes, brainstorming, and categorizing information. Prewriting is the most creative step and most students develop a preferred way to organize their thoughts. Stream of consciousness writing, graphic organizers, outlines, or note cards are popular techniques. Often this stage is best taught by a parent modeling the different methods, perhaps a different one each week until the student finds which one works best for him. Writing is a complex combination of skills which is best taught by breaking down the process. The writing process involves a series of steps to follow in producing a finished piece of writing. Educators have found that by focusing on the process of writing, almost everyone learns to write successfully. By breaking down writing step-by-step, the mystery is removed and writer's block is reduced. Most importantly, students discover the benefits of constructive feedback on their writing, and they progressively master, and even enjoy, writing. Although they will often overlap, and sometimes students will move back and forth between them, the writing process can generally be broken down stages. When a student learns to internalize the 5 steps of the writing process, he or she will likely produce a logical and well-written composition. Prewriting: This is the planning phase of the writing process, when students brainstorm, research, gather and outline ideas, often using diagrams for mapping out their thoughts. Audience and purpose should be considered at this point, and for the older students, a working thesis statement needs to be started.

Drafting: Students create their initial composition by writing down all their ideas in an organized way to convey a particular idea or present an argument.

Revising: Students review, modify, and reorganize their work by rearranging, adding, or deleting content, and by making the tone, style, and content appropriate for the intended audience. The goal of this phase of the writing process is to improve the draft.

Editing. At this point in the writing process, writers proofread and correct errors in grammar and mechanics, and edit to improve style and clarity. Having another writer's feedback in this stage is helpful.

Publishing: In this last step of the writing process, the final writing is shared with the group. Sharing can be accomplished in a variety of ways, and with the help of computers, it can even be printed or published online.

Writing emphasizes the writing process because it emphasizes the value of dialogue as a teaching technique. Teaching the writing process empowers students by asking them to talk about their writing at every step of the writing process. Students submit work according to a set schedule of lessons and assignments, and instructors provide feedback on the work, mixing encouragement with constructive criticism. Students apply these comments to the next step in that assignment. Both exchange comments about the writing, creating a conversation between instructor and student — both about the content of the writing and about the process of doing the work. The actual writing stage is essentially just an extension of the prewriting process. The student transfers the information they have gathered and organized into a traditional format. This may take the shape of a simple paragraph, a one-page essay, or a multi-page report. Up until this stage, they may not be exactly certain which direction their ideas will go, but this stage allows them to settle on the course the paper will take. Teaching about writing can sometimes be as simple as evaluation good literature together, and exploring what makes the piece enjoyable or effective. It also involves helping a student choose topics for writing based on their personal interests. Regardless of the type of writing tasks the teacher might favor assigning, a good place to begin classwork is to explore the prewriting stage, the stage prior to actual production of a working text. Because there isn't one composing process, the goal of the teacher

should be to expose students to a variety of strategies for getting started with a writing task and to encourage each student to try to discover which strategies work best for him or her.

Revising. Although sometimes revising and proofreading seem interchangeable, they are, in fact, different. Revision means to see again. Revision is more than proofreading. It is looking back at whole ideas to make sure that everything fits the purpose of the document. It may be looking back at the type of or amount of evidence provided to support the ideas, or it may be looking back at the organization of paragraphs and their relation to one another. In U.S. academic English, the process of writing is emphasized. In other words, it is expected that a document goes through multiple drafts instead of being written once. In fact, experienced writers often say that the majority of their time is spent rewriting, reorganizing, and rewording their first draft. Writing is also often very personal. Once something is placed on the page, it can be difficult to decide to delete it. True revision, however, may require deletion. It may be necessary to delete entire paragraphs. It might also be necessary to move ideas from one part of the text to another. Do not be afraid of the bigger changes this is part of the process. Writers may tend to be more linear or more recursive. A linear writer may have clearly defined steps in the writing process. This type of writer might begin with brainstorming, then produce an outline, then write the draft, then revise the draft, and then proofread the draft. A recursive writer often has a less clearly defined approach. The outline of the document may not be clear until after the first draft is written. The writing and the revision may happen throughout the production of the document. There is no one correct approach to writing, but understanding what type of writer you tend to be may help you to understand the process of writing and where revision occurs in your process. Revising, or editing is usually the least favorite stage of the writing process, especially for beginning writers. Critiquing one's own writing can easily create tension and frustration. But as you support your young writers, remind them that even the most celebrated authors spend the majority of their time on this stage of the writing process. Revising can include

adding, deleting, rearranging and substituting words, sentences, and even entire paragraphs to make their writing more accurately represent their ideas. It is often not a one-time event, but a continual process as the paper progresses. When teaching revision, be sure to allow your child time to voice aloud the problems they see in their writing. This may be very difficult for some children, especially sensitive ones, so allow them to start with something small, such as replacing some passive verbs in their paper with more active ones.

Proofreading is the process of reviewing the final draft of a piece of writing to ensure consistency and accuracy in grammar, spelling, punctuation, and formatting. One of the things clouding people's understanding of what proofreading entails is the fact that the word is used differently in different fields. Asking "What is proofreading?" to someone in the publishing profession, for example, will likely garner a very different reply than asking someone at a university. Someone in the publishing industry would view proofreading as the last possible opportunity to revise a manuscript before it is printed and published. The proofreader compares the proofs—printed versions of the manuscript, which include all the formatting, page numbers, headers, etc. that will be included in the final edition—with the edited copy to make sure that no errors have been introduced by the formatting or printing.

But wait, I thought proofreading was about fixing spelling mistakes? The word proofreading has taken on a definition separate from the role it plays in the publication of manuscripts. What most people are referring to when they use the word proofreading is the process of checking a document for any kind of grammatical, typographical, or formatting errors. Proofreading should always be the last step taken before a document is published online, handed in to a professor, submitted for a job application, or otherwise shared with its intended audience.

By the time a document is ready to be proofread, it should have been edited already. This means its content should already be well organized, well written, and easy to understand. Editing also involves removing errors, but it focuses more on making sure the document makes sense as a whole. Proofreading, on the other

hand, is about finding errors both small and large that were either missed or introduced during editing. Proofreaders ensure that the document's final draft is completely free of grammatical errors (e.g., subject–verb agreement problems, incorrect word choices, improper punctuation usage, and incorrect spelling) as well as formatting and typographical errors. They also make sure the document adheres to the chosen style guide. Unlike traditional proofreaders in the publishing industry, document proofreaders are not limited in the number of revisions they can make to a document, as there is generally no elevated proofreading cost associated with making more changes. However, if proofreaders find that most of the document still requires extensive changes, they may recommend that it undergo another round of editing. Though a proofread is less extensive than an edit, it is an important step when preparing a piece of writing to be read by other people, as errors can cause confusion or be seen as unprofessional. Band's proofreading services will help you polish your writing and ensure it is ready for your readers.

Proofreading – This is a chance for the writer to scan his or her paper for mistakes in grammar, punctuation, and spelling. Although it can be tempting for parents to perform this stage of the writing process for the child, it is important that they gain proofreading skills for themselves as this improves a student's writing over time. And because children want their writing to be effective, this can actually be the most opportune to teach some of the standard rules of grammar and punctuation. When students learn the rules of mechanics during the writing process they are much more likely to remember to use them in the future.

Chapter II. Problems in forming and improving writing skills

2.1. The most common difficulties with writing

Students who learn English as a foreign language often say that writing is more difficult than any other skills. As the fact of the matter, most native speakers of the language have to make their efforts themselves to write accurately and effectively even on what they are well aware of. Needless to say, it is not easy at all for a non-native speaker to do something that an average native speaker usually considers a

difficult job to do. Here are three reasons which, in my opinion, can answer the question why writing becomes the most difficult skills.

Firstly, writing requires good grammar. A non-native person has to remember a large number of rules in structure which are quite different from their own language. This is a very big problem if he or she learns the grammar with an English native teacher at the beginning. The teacher cannot help to point out the distinct differences between the two languages. In this case, the learner must figure out the differences themselves and even outline some rules to convert from their own language to the target language.

Secondly, people are often known to spend less time to write than to listen, to speak and even to listen. Learners learning the language in their country are proved to read more than any other skills while learners learning overseas must listen to the language most of their time. In any cases, they spend little of their time for writing. It is clearly known that an average person spends the most for listening, the second most for speaking, then reading and finally writing.

Thirdly, when students of English as a foreign language write something, they have a big question in mind whether what they write is correct or incorrect. Who can answer the question for them and help them recognize the mistakes. It is, in many cases, the teacher who is teaching them and is ready to give them a hand. The problem however I want to mention is that the teacher does not have enough time to correct for all of them if there are more than ten students in the class. When the teacher corrects the writing for just some of them, the other students cannot recognize their own mistakes. Without correction, the mistakes may be repeated many times and become bad habits which are hard to adjust.

In conclusion, writing is the most difficult skill that learners of any foreign language may face. To be good at it, learners must give much effort

Here are brief descriptions of common writing problems. Check them and email any questions you have about how they apply to your work. You may be required to rewrite certain sentences showing that you understand and can make the necessary corrections. Your paper may have two grades, lower and higher. If you

make satisfactory corrections to the problems singled out in comments at the end of the paper, the higher grade will be recorded; if you do not make the corrections, the lower grade will be recorded. The corrections will be due one week after the date on which papers are returned. Problems marked with * will be especially important to correct.

Writing has now become a huge part of every student's life, starting with the simplest content to the most complex writing pieces. At this point, students are asked to craft different types of essays, research papers and other kinds of creative writing tasks. The reason for this increase in variety of papers lies in the importance writing carries in students' lives during and after their education. Writing is a skill, students will need for the future, which is why it is crucial to develop it to the proper level.

Unfortunately, the majority of students still fail to develop their writing skills even after finishing school. The reasons for this are numerous, including:

Improper development of analytical and cognitive skills

Students need to develop their cognitive and analytical skills in order to improve their writing. This includes learning to understand and think better, which is something rarely implemented in high-school education.

Like all learning problems, difficulties in writing can be devastating to a students' education and self-esteem. As student's progress through academic lyceum, they are increasingly expected to express what they know about many different subjects through writing. If students fail to develop certain basic skills, he will be unable to write with the speed and fluency required to excel as these demands increase. Indeed, for student's struggling with a writing problem, the writing process itself interferes with learning. Students faced with such difficult odds have trouble staying motivated.

Writing problems rarely occur in isolation, and improvements in writing go hand in hand with the development of other non-writing-specific skills. Thus, a problem with the development in one of these areas is likely to interfere with a students' progress as a writer. In order to become better in writing, one has to

practice it. Without sufficient practice, students can never take their writing skills to a higher level.

Even the most talented students need to learn how to understand complex sentences, differentiate between different nouns, use proper punctuation and proofread their writing for errors.

Many teachers assign writing tasks to students, but fail to provide them with comprehensive feedback. Giving a student a grade for their writing is simply not enough if one wants to teach them how to write better.

James Scott, an essay expert at UK Essay On Time says: 'Writing is not only important for a student when they want to get a good grade. After he leaves your classroom he should be ready to write his application, use writing at the job he'll acquire and craft comprehensible, correct content every day of his life. If the time comes for students to write application essays, resumes and personal statements. If they do not develop sufficient writing skills, these few papers will immediately show all the weak points in their writing'.⁵

Academic Lyceum students today face numerous challenges in terms of writing. In order to help them overcome them, parents need to join forces with the educators. But, what are the most common challenges Academic Lyceum students face and how can parents help?

Vocabulary is not something a child can learn in a day or by reading the dictionary. If you want to help your child enrich his vocabulary, you can always try having a conversation where you insert new words and phrases, giving your child books to read or simply helping them form content by using vocabulary they learned the same day at school.

Argumentation is highly important in writing and will be necessary if your child wants to succeed. When in high school, students must learn how to argument their thoughts and ideas in order to be able to write important pieces of content later on, such as an admission letter or even their resume.

⁵ Sheytcher " Other translations and linguistics " M. 1974., 190 p.

Writing structure is something a student learns by learning writing mechanism. However, student's time at school is limited and they often fail to learn the best way to structure their ideas in content. This is why parents must work with their children at home and help them communicate better. Put their argumentation ability to test by raising an issue and see how they cope with it, direct them when necessary till they feel how to be consistent.

You can easily notice the progress your child makes in terms of grammar and syntax if you listen to them and point out to the mistakes they make. Ask your child what he learned that day and have conversations often. While speaking to your child, pay attention to the sentences they form.

Plagiarism is not only frowned upon, but forbidden too. With today's technology advancing this rapidly, detecting plagiarism is now easier than ever. Teachers will surely try to explain this to your child, but you must make sure that they understand how important unique content is if they want to succeed.

Students who struggle with attention may be inattentive and impulsive. An attention problem may manifest itself as:

- difficulty getting started on writing assignments
- easy distractibility during writing tasks
- mental fatigue or tiredness while writing
- inconsistent legibility in writing
- uneven writing tempo
- many careless errors
- poorly planned papers and reports

Students who struggle with spatial ordering have decreased awareness regarding the spatial arrangement of letters, words, or sentences on a page. A spatial ordering problem may manifest itself in a students' writing as:

- poor use of lines on the paper
- organizational problems
- uneven spacing between letters
- many misspelled words

Students who struggle with sequential ordering have difficulty putting or maintaining letters, processes, or ideas in order. A sequential ordering problem may manifest itself in a students' writing as:

- poor letter formation
- transposed letters and spelling omissions
- poor narrative sequencing
- lack of transitions

Because so many writing processes need to be automatic, active working memory is critical. Students may have difficulty recalling spelling, grammar, and punctuation rules, accessing prior knowledge while writing, or organizing ideas. A memory problem may manifest itself in a students' writing as:

- poor vocabulary
- many misspelled words
- frequent capitalization, punctuation, and grammar errors.

Good writing relies on a students' language abilities improving steadily over time. A language problem may manifest itself in a students' writing as:

- poor vocabulary
- awkward phrasing and unconventional grammar
- inappropriate use of colloquial language
- difficulty with sentence structure and word order
- trouble reading back what is written

difficulty with word sounds, spelling, and meanings.

Higher-Order Cognition Problem. Students who have difficulty with higher-order cognition are often unable to use writing to present a sound argument or convey sophisticated or abstract ideas. A higher-order cognition problem might manifest itself in a students' trouble generating ideas or elaborating on them

- difficulty developing and organizing ideas
- lack of opinion or sense of audience
- difficulty with writing tasks that require creativity and/or critical thinking.

2.2. Understanding why Students Avoid Writing

It is common for students in today's educational system to dislike and/or avoid the writing process. Many students feel writing takes too long. For some, writing is a very laborious task because there are so many sub-components which need to be pulled together. For others, the reason lies in some processing difficulties, such as dyslexia or dysgraphia. Some educators wonder if students no longer enjoy the slower, more refined process of written communication because they spend so much time watching the faster-paced visual modality of television. Students with learning problems, even those who read well, frequently submit written work which is brief and/or difficult to read. Such students can be victims of misunderstandings, a problem which becomes much more pronounced at the secondary level. "Accusations of laziness, poor motivation, and a reprehensible attitude are often directed toward deficit writers. The results can be a serious loss of incentive, a generalized academic disenchantment and demoralization" There are many reasons students avoid writing. Primary reasons may be one or more of the following:

They have a hard time getting started and feel overwhelmed by the task.

They need to concentrate to form letters: it is not an automatic process.

They struggle to organize and use mechanics of writing.

They are slow and inefficient in retrieving the right word(s) to express an idea.

They struggle to develop their ideas fluently (poor ideation).

They struggle to keep track of their thoughts while also getting them down on paper.

They feel that the process of writing on paper is slow and tedious.

They feel that the paper never turns out the way they want.

They realize that the paper is still sloppy even though substantial time and effort were spent.

They are dyslexic, which causes very poor spelling and interferes with automatic use of writing mechanics. As parents and teachers, we can help students deal with their lack of enjoyment of the writing process and also with poor skill development. Students need to: develop a greater understanding of and

appreciation for the purpose of writing. develop more efficient skills. When students have a combination of this understanding and the skills, they are then free to apply techniques and abilities in a wide range of situations. This is especially true and necessary for dyslexic and/or students who are compensating for processing inefficiencies in the language domain.

Skill development. This graphic represents the necessary steps in developing writing skills. These steps are in a hierarchy: if a student has too many gaps in one of the lower levels, then the top levels may be shaky and unstable. The underlying processing skills involve development in a variety of memory, motor, and language areas. Examples include:

- Physical components of writing
- Speed of motor performance
- Active working memory
- Language formulation and ideation

The mechanical skills involve lower level tasks such as automatic letter form, use of space, basic spelling, capitalization, and punctuation. More mature mechanics involve speed, clarity of expression, and appropriate grammar.

The content skills relate to organizing and expressing ideas. The upper level skills include:

- Writing using different writing styles
- Being flexible in the writing process
- Understanding the viewpoint of the reader
- Writing with enthusiasm

Overall guidelines to help students avoid the avoidance of writing

There are many reasons a student may avoid writing, but most relate to the concept that writing is not fun or enjoyable. When writing is not meaningful, it is difficult to pull together the variety of skills needed to develop enthusiasm about writing.

I. Constructing Sentences from Words and Phrases;

II. Constructing Paragraphs from Words, Phrases, and Sentences;

III. Constructing Paragraphs from Original Material.

The purpose throughout is to train the learners to think in logical sequences and to draw upon what they know of the target language in producing limited but meaningful prose.

I Constructing Sentences from Words and Phrases. At this stage the learner is engaged in the rudiments of writing practice as a means of reinforcing the command of basic syntactic structures. Intended for use with beginning level students, the exercises below are strictly controlled. In some cases, the components of the structures are provided in random sequence, which the student is to arrange correctly. In others, essential elements of the sentence are omitted, and the student is to supply them. Both types of exercises involve copying, since the student should write out all completed sentences scattered elements provide practice in building both semantic and grammatical units.

1. | she intends | a teacher | Mary is planning to go | to become | to the university | because
2. | the village | the mountain | after | were | difficult climb | Anna, Bob, and Ralph their | when | very tired | up | they reached | Adding missing items to incomplete sentences encourages learners to draw upon or enlarge their repertory of vocabulary items. Learners complete the sentences below by putting the correct word in the blanks. In some slots more than one answer may be appropriate.

1. Mary _____ very happy _____ see Harry _____ he returned _____ his trip. _____ he _____ been away for _____ time.

2. _____ you like _____ go fishing _____ in _____ morning _____ the sun comes _____?

II. Constructing paragraphs from words, phrases, and sentences.

And this is what truly distinguishes the spoken from written language. People do not normally speak in paragraphs. The spontaneous give and take of conversations is composed of elements that are seldom longer than sentences or sentence fragments. A short series of logically connected sentences may be uttered in a conversation, but carefully structured paragraph belongs to writing. This type of writing exercises are meant to train learners first, to think logically in arranging

words, phrases, and sentences in their proper order and second, to use limited amount of imagination and creativity in completing or composing sentences as part of paragraphs which have already been defined or described in some way. The tasks in section A do not require original contributions in the target language by the students. The tasks in section B do. Section A. Constructing paragraphs from material provided in full.

Rearranging Full Sentences. Arrange the six sentences below in correct logical order to form a unified paragraph by placing a number in the blank to indicate the correct sequence.

____ After that they walked over to see the animals.

____ They told some funny jokes and did lots of tricks.

____ Last week, Harry took Mary to the circus.

____ Harry said there would be many different kinds, both fierce and friendly.

____ First, they went to see the clowns.

____ Mary thought they were interesting, but she preferred the clowns.

Section B. Constructing paragraphs from incomplete text. Here, as in the section above, Constructing Paragraphs from Material Provided in Full, learners are asked to draw upon their vocabulary resources. But at this point they are required to supply mainly lexical rather than grammatical forms as well as longer, more complicated structures. In the two exercises below learners fill in the blanks with words or larger constructions to form a logical and consistent paragraph. There is more than one possible solution to these exercises.

Supplying Missing Words or phrases.

Harry was carrying a large _____ in his with a lot of fruit in it. His _____, Tom, was carrying _____ too, but there wasn't any in it There was just _____

Harry took a look at Tom's _____ and started to laugh. "I couldn't find any _____ this year," he _____. "So I had to buy _____ instead. But you were clever, Tom. Where did you find that _____?"

III. Constructing paragraphs from models. The activities presented here are based upon specimens of writing which serve as models for the this. The exercises have two facets. First, they require that the learners understand the structure as well the content of the model paragraphs. Second, they direct the learners to imitate certain aspects of the structure and content of the model while making changes in others. In this way both reinforcement and activity are brought into play. The changes called for by these exercises may be purely grammatical, or they may involve vocabulary items of varying length and complexity. The goal, in all cases, is to achieve a certain degree of flexibility in the usage of individual elements while retaining a clear picture of the message and purpose of ae paragraph as a whole. The models used in this section are restricted to narratives. Learners rewrite the model paragraph below according to the instructions given in each exercise. As many altered compositions as time allows are read to the class, at which time corrections or improvements will be suggested. It is a typical winter day, and Mr. Preston is taking a walk downtown. Even though the sun is shining brightly, it is bitterly cold, with a sharp wind. As he is walking along a side street, the wind suddenly blows his hat off his head and onto the roof of a nearby house. Mr. Preston is at first surprised and then quite angry. He fears that he has lost the hat forever because he is simply too old to climb houses. Since he is a reasonable man, however, he decides to forget the entire affair. Just as he is starting off again, another gust of wind blows the hat off the roof, and it lands at his feet. As he is bending over to pick it up, Mr. Preston thinks to himself, "I wish I were as lucky with things in general as I have been today with the wind."

Grammatical changes. Gender The model paragraph is written about Mr. Preston. Change Mr. to Mrs. and make all other necessary alterations throughout the paragraph. Tense The model paragraph is written as if the author were describing an event that is taking place at this moment. Rewrite the paragraph as if the action took place yesterday.

Vocabulary changes. Substitution from list. All of the items in the following list can be used as substitutes for items in the model paragraph. Take each item in the

list and use it as a substitute for an item in the original. Make any other changes in the paragraph which are necessitated by the substitutes. The substitutes will be given in the list. Free substitution. Learners rewrite the paragraph making any changes they wish. These may be in the nouns, verbs, adjectives, prepositional phrases, or any other constructions. Substantial additions or deletions should not be attempted; the general frame of the original should be maintained.

Constructing paragraphs from cues. At this stage the students are expected to compose structured prose either with the direct aid of notes or with the indirect assistance of partial paragraphs which they are to complete. The first group of exercises under A below offers the students either a portion of completed prose as a guideline or a set of notes as an additional aid. The second group under B consists of completed sentences or short paragraphs upon which the students are expected to build. Students compose paragraphs using the cues and following the instructions provided for each exercise in sections A and B below. Completed work will be submitted to the entire class for evaluation and possible improvement.

2.3. Trouble Expressing Ideas in Writing

Not all students who struggle with writing have poor handwriting. Some have trouble getting ideas together and planning how to put them into written form. You might hear teachers refer to this as written expression. Students may not be able to come up with what they want to say. Even if they have an idea, they may have trouble knowing where to start. Or they may be able to start writing, but then not know how to organize the rest. Trouble with written expression is often caused by poor planning and organization skills. But there can be other factors, too. Learn more about trouble expressing ideas in writing, and what can cause it. No matter what the reason, there are things you and the academic lyceum can do to help your students improve. Tools like graphic organizers can help students plan out what to write. There are other strategies you can try at home, too. Finding Answers About Writing Difficulties. Noticing that your students has a hard time writing is an important first step. Continue to observe your students and take notes on what

you're seeing. If there's a pattern that goes on for a while, you may want to talk to someone. Your students' teacher and pediatrician can be great sources of information and advice. The more you know, the easier it will be to find strategies to help your students improve writing skills and make writing easier. One option is to have a free academic lyceum evaluation, which can help you better understand your students' challenges and strengths. Struggling with any skill can make students feel like they're not smart. And that can take a toll on their self-esteem. Let your students know that everyone has difficulty with something—and that all people have strengths, too. Discover your students' strengths. And if your students are younger, try this fun activity to celebrate them. Key Takeaways Some students take longer to develop writing skills than other students. Keep track of the writing difficulties you're seeing, and ask your students' teachers if they're seeing the same things at academic lyceum.

Let your students know that everyone has difficulty with something, and that all people have strengths, too. Learning to write is uniquely challenging. Writing requires the mastery and concurrent use of a complex array of language skills, from vocabulary and spelling to the ability to organize and convey ideas. Indeed, the intricacies of writing make it one of the highest forms of human expression. Is it any wonder that many elementary academic lyceum students need extra support along the way to becoming writers? Elementary Writing Hurdles. In elementary academic lyceum, students are encountering the elements of writing for the first time, from the formation of letters, to organizing their ideas, to using correct grammar, punctuation, and spelling. Elementary academic lyceum students are expected to advance from learning the rules of writing to automatically applying those rules beginning in grade four. By the end of elementary academic lyceum, your students should be writing independently and producing multiple-paragraph essays that contain formal introductions, supporting evidence, and conclusions.

How to Spot Common Writing Problems. As a parent of an elementary academic lyceum student, you shouldn't be overly concerned if your students' writing is not perfect. Writing ability improves in stages, as students build upon the skills learned

in prior grades. However, you should keep an eye out for repetitious errors and habits, such as in incorrect grammar and spelling, poorly structured essays, and unsupported ideas. Frustration is also a red flag. Writing is hard work and can be a chore, but excessive complaining and procrastination may indicate a bigger problem with writing. If not addressed, eventually writing problems can lead to problems in other subjects and affect overall academic success. Overcoming Writing Problems. If your student isn't making progress in writing, take action early. As a first step, make time to meet with your students' teacher. Come prepared with your concerns and observations. Does your students seem to have trouble in one aspect of writing, such as grammar or getting started, or does the problem seem to stem from a larger issue. Writing problems can be an indication of other learning problems, so consider consulting the appropriate professionals if those are your concerns. The good news is that with patience, understanding, and targeted help, writing problems can be overcome.

How Parents Can Help. There are many ways you can help your students enjoy and improve their writing. Give positive feedback. When reviewing your students' essays, give positive feedback along with talking about what needs improvement. Engage your students in the revision process by discussing the mechanics of writing without disapproval of their ideas. Students should understand that writing is a process and all writers revise their work. Remember, students need encouragement as much as correction. Also, speak in private to avoid possible embarrassment.

Incorporate writing into family activities. There are lots of ways to bring writing into daily family life. Ask your students to help you make lists and record messages. Have your students write poems or skits for family events, or movie reviews to share at the dinner table. Journals and pen pals are also great writing outlets. Encourage your students to write about what interests them—even if it's just a paragraph.

Don't rush writing. Make sure your student has a quiet place to write and help them gauge how long it will take to complete a writing assignment. Writing

usually takes longer than we think. If the assignment is rushed, students may feel they can't write, when they really just needed more time to revise. Get extra help. Recognize when extra help is needed, either from the academic lyceum or outside professionals. Often students respond well to having a personal writing tutor. Ask if your academic lyceum has after academic lyceum programs that target writing. Most importantly, don't ignore writing problems working with teachers and utilizing available resources can make a big difference. Time Writing Tackles Elementary Writing Problems. Time Writing currently offers three writing courses designed especially for elementary academic lyceum students. Our online writing courses provide highly effective writing instruction and skills reinforcement. Elementary academic lyceum students work one-on-one with an experienced, certified teacher with the goal of mastering the fundamentals of writing, step-by-step. In the Grammar Rocks course, students are introduced to the parts of speech, correct punctuation and capitalization, and proofreading strategies. The Sensational Sentences course in writing complete sentences, while teaching about types of sentences and key concepts such as subject-verb agreement. Perfect Paragraphs teaches students to how to write different types of paragraphs, including narrative, expository, descriptive, and persuasive. An Excellent Essays course is under development. Courses can be taken individually or in succession to build skills from the ground up. With over 1,000 students served, Time Writing has ample proof that writing problems can be overcome. One parent of a Time Writing elementary academic lyceum student wrote, "My son is happily writing for the first time ever. He really enjoys the feedback and finally believes that he is a good writer. Read each extract from a student thesis and decide what the problems are. What suggestions would you make to improve the writing? When you have done that, click on problem and answer to see if your suggestions match ours. What is wrong with this sentence? There may be more than one problem. "To reduce the cost, one of current problems in biodiesel synthesis, esters from transesterification, due to existence of fatty acid and water in vegetable oil has to be solved". Problems The sentence is long and hard to understand. The subject of the sentence

is a long way from the verb. Perhaps break the sentence into two sentences. Recognize the sentence so that the verb is closer to the subject. Check for appropriate use of articles (see definite/indefinite flow chart)

Suggestions “To reduce the cost, one of the current problems in biodiesel synthesis has to be solved. This problem is the existence of esters from transesterification caused fatty acid and water in vegetable oil and animal fat.” What is wrong with this paragraph? "Nucleosides are the basic constituents of nucleic acids, and this study is aimed at first functionalizing nucleoside with a suitable vinyl group then carrying out a polymerization reaction". Problems. This is a one-sentence paragraph. A paragraph should consist of a topic sentence followed by other sentences that all relate to the topic.

Suggestions “The writer needs to build on this sentence: the next two sentences should give more information about functionalizing a nucleoside with a suitable vinyl group. The following paragraph could then provide information about carrying out a polymerization reaction.” What is wrong with this paragraph? "The duplicate record detection problem has been recognized as important for the last 50 years. Almost all published previous work on duplicate record detection is based on specific application domains and hence gives domain specific algorithms. For example, some algorithms are specifically used for record matching for customer addresses, census records, or variant entries in a lexicon. Other work on duplicate record depiction is not domain specific, but assumes that domain-specific knowledge will be supplied by a human for each application domain". Problems. There are no references in this paragraph, although it is obvious that the student is basing their comments on readings that they have done.

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domain-specific knowledge will be supplied by a human for each application domain. These sentences tell the reader nothing much. They are very general and very vague. The writer needs to include much more specific information.

“None of the available research addresses our research proposal, which is the implementation of simplified models for concept proofs, CPU verification and proof-carrying code. Some studies consider the issues from a theoretical standpoint, but none of them devises a practical application.”

5) What is the problem with these sentences? " proposed to compute a set of biased PageRank vectors based on a set of representative topics ... The concept of 'partial vector' is used in ". Problems. Although this is an acceptable referencing style, it sounds a little clumsy. It would be better to use the authors' name as well as the numerical reference to integrate the reference more smoothly into the text. What is the problem with this sentence? "Due to the limited understanding of dispersion and interfacial heat and mass transfer fluxes which limit overall chemical rates, problems are caused in scale-up and design of bubble column reactors such as formulation of proper boundary conditions, closure laws determining turbulent effects and the process of bubble coalescence and breakage". Problems. This sentence is far too long. If you need to check the length of your sentences, read them aloud. If you run out of oxygen before the end of the sentence, it is too long. This sentence can be made into two sentences. Suggestions. “Due to the limited understanding of dispersion and interfacial heat and mass transfer fluxes which limit overall chemical rates, problems are caused in scale-up and design of bubble column reactors. These include formulation of proper boundary conditions, closure laws determining turbulent effects and the process of bubble coalescence and breakage.” Check your writing carefully. Read it aloud to yourself so that you can hear if there are any errors, or if your sentences are too long. Students are five times more likely to have writing problems than are students, regardless of gender. Among both boys and girls who also have a reading disability, however, girls have an even higher chance of developing a written language disorder, creating even more challenges for girls in the classroom. The process involved in expressing

oneself through writing is actually a quite complex, multi-step process. It requires the integration of several skills, including planning, analyzing, and organizing thoughts; prioritizing and sequencing information; remembering and implementing correct spelling, punctuation and grammar rules; as well as fine motor coordination.

As students age and move into high academic lyceum and college, the expectations around writing become even more demanding. Essays and reports that require students to communicate what they know on paper figure more prominently into the curriculum. It is no wonder that writing can create such anxiety in students. Simply starting the process and getting ideas and thoughts out of their head in an organized manner and down on paper can feel like an uphill battle. Many students find that they tend to take much longer than their classmates to complete work. And when they do complete their assignments, they may find that they produce less written work—shorter reports, less "discussion" on discussion questions, and fewer sentences on each test question—as compared to their peers.

Keeping ideas in mind long enough to remember what one wants to say. Maintaining focus on the "train of thought" so the flow of the writing does not veer off course. Keeping in mind the big picture of what you want to communicate, while manipulating the ideas, details, and wording. With the time, it can take to complete work, there is often no time remaining to check over the details, edit assignments, and make corrections. Students generally have problems with focus and attention to details, making it likely that they will make errors in spelling, grammar, or punctuation. If a student is impulsive, he or she may also rush through academic lyceum work.

As a result, papers are often filled with "careless" mistakes. The whole proofreading and editing process can be quite boring, so if a student does attempt to review work, he or she may quickly lose interest and focus. Challenges with fine motor coordination can complicate writing ability further. Many students with labor with their fine motor coordination, resulting in slower, messier penmanship

that can be very difficult to read. Simply sustaining the attention and mental energy required for writing can be a struggle for someone. Students can work on strategies to improve writing skills that address common learning problems that can interfere with the expression of written language. Challenges That May Lead to Writing Difficulties. Why is it so tough for students to produce well-crafted, thoughtful, carefully edited writing? Keeping ideas in mind long enough to remember what one wants to say. Maintaining focus on the "train of thought" so the flow of the writing does not veer off course.

Keeping in mind the big picture of what you want to communicate, while manipulating the ideas, details, and wording. With the time it can take to complete work, there is often no time (or energy) remaining to check over the details, edit assignments, and make corrections. A good main point statement does two things: it will state in affirmative terms what you intend to prove in your paper (its main point), and it will lay out a plan for accomplishing this.

Here's an example thesis: "World War 1 resulted from a series of tensions that developed among European nations at the turn of the century. Among these were imperialism, militarism, and an unstable alliance system." Sometimes it pays to be narrow minded. Students often try to do too much in a piece of writing (short essay or longer research paper). The average term paper cannot possibly contain everything there is to say about a subject. Look again at the sample thesis above. It narrows the discussion to just three aspects of World War I. Sink rocks, don't skip stones. Pursue a few things in depth. No one wants to read something that merely mentions a slew of things. It is better to say a lot about a few things than a tiny bit about a lot of things. So, examine a limited number of issues in detail. Think of the difference between skipping a stone across a pond versus heaving in a big rock. Rocks make big waves; little stones barely trouble the surface. Oh yeah, says who? Do not use a quote unless you make clear in the text who it is you're quoting. You cannot accomplish this with a footnote alone. Identify the speaker in the text. Example: According to historian Mary Beth Norton, "The prosperity of the late Gilded Age largely ignored industrial workers. "Your research will turn up data

that is very significant as well as things that are simply trivia. It is your job to sift through and analyze material. A particular detail might intrigue you, but if it doesn't relate closely to your thesis, it's not relevant. Anticipate your readers' "so what?" questions. Unless you say why something is important, it may be seen as simply random information. Finish your veggies ... and your thoughts! Tell the entire story, and tell your reader why you have included what you chose. Things may be clear in your mind, but your audience can only read what's on the paper.

They cannot read what's in your mind. Reading and writing disabilities. Some students have difficulties in acquiring functional reading and writing skills. If they struggle despite having received proper education, this could be a sign of their reading and writing disabilities. For most people, learning to read and write is a smooth process; however, some have difficulties in acquiring what we call functional reading and writing skills. According to the academic lyceums' teaching plans, educational reform The Knowledge Promotion emphasizes the importance of reading and writing skills across all subjects. The scope of functional reading and writing skills varies, depending on what is expected and demanded in different situations. Sufficient skills for reading a simple comic book are not necessarily sufficient for learning an academic text in social sciences. There are also different expectations for different grade levels in academic lyceum. Reading and writing disabilities. It is common to discuss reading and writing disabilities when a student does not learn to read and write through learning and/or if the development goes slowly and/ or stagnates. The difficulties can appear in connection to letter-learning, by struggling to learn the letters, distinguishing them from one another, remembering letter names and sounds or forming the letters. For some, it can also be difficult to learn the alphabetic principle; this means- to understand that the letters represent speech sounds in spoken words and that they must be pulled

⁶ .Lado Robert., "English pattern practices. Establishing the patterns as habits."; The univ. of Michigan, 1997., 190 p.

together in order to read that word. All this is of great importance when it comes to learning to read and write.

Some common signs of reading and writing disabilities

- Struggling with reading words
- Making frequent mistakes when reading
- Guessing
- Reading very slowly
- Reading monotonically and technically

Continuing to read words re-appearing in the text as if one has not read the word before. Reading and training has little effect. The development goes very slowly or stagnates. Difficulties understanding words, sentences, content and relationships in the text. These signs become particularly apparent in reading unfamiliar texts. Students with reading disabilities do not achieve fluency in reading and, at the same time, change their reading method and speed according to their need. Therefore, it can become more difficult for them to understand what they are reading. Additionally, it can become difficult to gain a deeper understanding of the text, something that requires integrating one's own competency, experience and knowledge in reading. The gain from reading, the experience of reading and the joy of reading will likely be lower because, for students with reading disabilities, concentrating on the reading itself takes too much effort from them.

Some common signs of reading disabilities

- Struggling with writing single words
- Making many mistakes in writing (simplifying, omitting letters, shuffling letters)
- Writing slowly
- Writing unclear
- Difficulties with starting to write
- Not knowing what to write
- Not being able to find words

Combining letters in one sentence the wrong way (incorrect syntax)

Difficulties in predisposing, structuring and presenting the material

Difficulties in writing in a way that enables the reader to understand messages and connections within the text with ease.

Not being able to convey thoughts through written communication.

Individual variations. Signs of difficulties can vary from person to person. The way that problems appear can also vary, depending on the individual. This stands in regard to both reading and writing. Some people can be very good at masking and compensating for their difficulties, so their shortcomings are more difficult to notice. Reading difficulties are probably the most difficult to notice. At an early stage in development, it can (for example) be students who learn text by heart.

Chapter III. Solutions to the problem of forming and improving teaching writing

3.1 Main techniques for getting started writing process

Regardless of the type of writing tasks the teacher might favor assigning, a good place to begin classwork is to explore the prewriting stage, the stage prior to actual production of a working text. Because there isn't one composing process, the goal of the teacher should be to expose students to a variety of strategies for getting started with a writing task and to encourage each student to try to discover which strategies (in which circumstances) work best for him or her. Several heuristic devices¹ (or invention strategies) which can be explored in class for the purpose of providing students with a repertoire of techniques for generating ideas are the following:

Brainstorming: This is often a group exercise in which all of the students in the class are encouraged to participate by sharing their collective knowledge about subject. One way to structure teacher to suggest a broad topic, such as for choosing a particular academic major, and have students call out as many associations as possible which the teacher can then write on the board. The result would be far more material generated than any student is likely to think of on his/her and then all students can utilize any or all of the information when turning to the preparation of their first drafts.

Listing: Unlike brainstorming, as described above, listing can be a quiet essentially individual activity. Again, as a first step in finding an approach to a particular subject area (such as the use and abuse of power, to cite an example), the students are encouraged to produce as lengthy a list as possible of all the subcategories that come to mind as they think about the topic at hand. This is an especially useful activity for students who might be constrained by undue concern for expressing their thoughts grammatically correct sentences, because lists do not require complete sentence.

Free writing: Suggested by Elbow for helping native speakers break through the difficulty of getting started, free writing is also known by various other terms, such as "wet ink" writing and "quick-writing." The main idea of this technique for students to write for a specified period of time (usually about 5 minutes) without taking their pen from the page. As

Elbow puts it, "Don't stop for anything. ... Never stop to look back, to cross something out, ... to wonder what word or thought to use ... If you get stuck it's fine to write 'I can't think what to say. . . as many times as you like.'"⁷ Freed from the necessity of worrying about grammar and format, students can often generate a great deal of prose which provides useful raw material to use in addressing the writing assignment at hand. For EFL students, this technique often works best if the teacher provides an opening clause or sentence for the students to start with. So, for example, if the next assignment is to write a paper about one's personal philosophy of life, a short free writing session can begin with the words "Life is difficult but it is also worthwhile." The free writing generated after the students copy this sentence and continue to write down whatever comes into their heads can be kept private or shared with other students. It can also be used as the basis for one or more subsequent 5- to 10-minute free writing "loops"² which are additional free writing sessions starting with whatever key idea derives from material discovered through the process of the previous quick-writing step. Clustering: Another technique for getting many ideas down quickly, clustering begins with a key word or central idea placed in the center of a page (or on the blackboard) around which the student (or teacher using student-generated suggestions) jots down in a few minutes all of the free associations triggered by the subject matter--using simply words or short phrases. Unlike listing, the words or phrases generated are put on the page or board in a pattern which takes shape from the connections the writer sees as each new thought emerges. Completed clusters can look like spokes on a wheel or any other pattern of connected lines, depending on how the individual associations are drawn to relate to each other. By having students share their cluster patterns with other students in the class, teachers allow students to be exposed to a wide variety of approaches to the subject matter, which might further generate material for writing. Rico notes that clustering allows students to get in touch with the right-hemisphere part of the brain to which she attributes "holistic,

⁷Roberts P. English Sentences. New York, 1962., 240 p.

image-making, and synthetic capabilities." She further notes that clustering makes "silent, invisible mental jesses visible and "⁸

It is very important that students experiment with each of these techniques in order to see how each one works to help generate text and shape a possible approach to a topic. The purpose, after all, of acquiring invention strategies is for students to feel that they have a variety of ways to begin an assigned writing task and that they do not always have to begin at the beginning and work through an evolving draft sequentially until they reach the end. She further notes that students may also devise their own invention strategies once they have learned the value of systematic exploration of a topic. But we must keep in mind the fact, Reid asserts, that for some students, the strategy of choice may be to produce a text in a linear fashion, possibly generated by an outline prepared prior to writing a full first draft. For some people, she points out, brainstorming can be more difficult than, and not as successful as, outlining. Using Readings in the Writing Class. The use of readings in the writing class is another topic that has generated a great deal of debate among those searching for methodologies which promote improvement in writing proficiency. Before awareness of how to address the writing process in class and of the importance to students of actually doing writing in class, the primary activity of so-called writing classes was actually reading. As mentioned earlier, the traditional paradigm for L1 writing classes was rooted in having students read and discuss texts which they would then go on to write about. When the process approach was first introduced, many writing instructors eliminated the use of readers, and used only texts written by the students themselves as the reading material for the course. The dominant philosophy seemed to be that one learns to write by writing, and that perhaps reading had very little to do with the acquisition of writing. ESL teachers following the developments in L1 writing classrooms also went through a period in which reading played almost no role in

⁸ Harris Z.S. Co-occurrence and transformation in linguistic structure. "Language"., 1957., 302 p.

the writing classroom. But the pendulum has begun to swing in the opposite direction, and while readings have been reintroduced into the so-called modern process writing class-- both LI and L2--the nature of the readings and their function is viewed quite differently. On one level, readings serve some very practical purposes in the writing class, particularly for ES writers who have less fluency in the language. At the very least, readings provide models of what English texts look like, and even if not used for the purpose of imitation where students are asked to produce an English text to match the style of the model text, readings provide input which helps students develop awareness of English prose style. In class, close reading exercises can be done to draw students' attention to particular stylistic choices, grammatical features, methods of development, and so on. Such exercises help to raise student awareness of the choices writers make and the consequences of those choices for the achievement of their communicative goals. Spark points out, "An active exploration of the writer/reader interaction can lead students to realize and internalize the idea that what they write becomes another person's reading and must therefore anticipate a reader's needs and meet a reader's expectations."⁹ On another level, writing tasks assigned by many professors require students to do a great deal of reading in order to synthesize and analyze academic material in particular content areas. Thus, the EFL writing class can incorporate lessons which assist students in preparing academic writing assignments by using readings as a basis to practice such skills as summarizing, paraphrasing, interpreting, and synthesizing concepts. Finally, many EFL students are not highly skilled readers, having had limited opportunities to read extensively in English; it is highly unlikely that anyone who is a non -proficient reader can develop into a highly proficient writer. For this reason alone, EFL teachers are well advised to include a reading component of one nature or another in their classes. Writing Assignments. As the object of any writing class is to have students work on their writing, the topics students write about must be carefully designed, sequenced, and structured so that the teacher knows exactly what the learning goal of each paper is

⁹ Sheytcher " Other translations and linguistics " M. 1974., 190 p.

and so that the student gains something by working on the assignment. There are many factors to consider in selecting topics for student writing, but even if not consciously aware of it, the teacher will be primarily influenced by a particular philosophy about teaching writing which he or she (or the textbook being followed) adheres to and which significantly shapes the approach to topic design. In fact, even when topics are chosen in a random and ad hoc fashion, the teacher will probably select an assignment which seems appropriate on the basis of a felt inner sense of appropriateness, reflecting perhaps unconsciously how the teacher views the goals of the course, the ways in which writers learn, and what he or she values as good writing. For example, if the teacher wants the students to focus on standard organizational patterns common to English writing, it is usually because the teacher values essays which follow discernible patterns and/or believes that training students to recognize and produce those patterns is an important goal of the course. If the teacher believes that writers learn best by writing about topics of their own choosing and that text to be valued is that which reveals the most about the persona of the writer, then the assignments in that teacher's writing class will be presented to achieve those goals. One very common approach to topic generation may be referred to as the "rhetorical patterns" approach, in which EFL students are exposed to a variety of types of discourse structure common to English prose. This is done by presenting examples of professional writing or samples of prose written by textbook writers for the purposes of illustrating a particular pattern that forms the focus of a lesson or sequence of lessons. Some textbooks also offer edited or unedited essays written by EFL students as samples of the various prose patterns. Then, typical writing assignments which derive from this philosophy ask students to imitate the structural pattern of the prose model--be it a genuine piece of professional or student writing or an artificially constructed one--using different content. These sorts of assignments will usually be presented so that the student has to either create or plug in particular content according to a specified manner of presentation. Examples of the "create" assignments are those which specify an organizational structure, such as comparison and contrast, but do not

specify any content. Examples of the "plug in" assignments are those which specify an organizational structure, such as "cause and effect," and also specify the content area, such as "drugs and crime." The student's task in the former case is to identify two items which can be compared and contrasted and which lend themselves to presentation in that manner. The student's task in the latter case is to write about drugs and crime in such a way as to show the cause-and-effect relationship. Other patterns commonly included in the organizational approach to specifying writing assignments are chronological order, exemplification or illustration, classification, analysis, problem solution, and definition--all commonly referred to as patterns of exposition. Regardless of what else takes place in the class that shows concern for the process of writing, the "products" which result from this philosophy of assigning topics will invariably be judged primarily on how closely they follow discernible and traditional formats of the specified rhetorical pattern. There is ample evidence that "real- world" writing does not get produced in this fashion, which is one of the major criticisms leveled at textbooks which encourage these approaches. Not only do real writing tasks not begin from a particular form which merely lacks content to be complete, but content itself usually does not get generated without the writer's first having a purpose for writing. Taylor also points out that "a major result of a writing program which focuses primarily on form is an insufficient emphasis on content which would create the opportunity for students to experience the process of discovering meaning and then of struggling to give form through revision." A completely different philosophy of teaching leads to viewing writing as a vehicle of self-revelation and self-discovery, and assignments are presented to students in which they must reflect on and analyze their own personal experiences. Some examples would be asking students to write about their experiences as second language learners or to reflect on a lesson learned in student. The content in either case would arise from their own personal biographies. This type of assignment has the potential of allowing the writer to feel invested in his or her work, not usually the case with the rhetorical pattern approach. Perhaps more centrally, the value of

writing is seen in its role as a tool of discovery of both meaning and purpose. Proponents of the discovery approach claim that the writing skills learned in practicing personal writing will transfer to the skills required to produce academic papers. Regardless of the underlying philosophy of teaching which motivates the types of assignments presented to students, teachers must also make a number of other decisions about assignments. They must decide where the writing is to be produced: in class or at home. When students are writing in class, teachers are often uncertain of what they themselves should be doing while the students are writing. Students also generally feel pressured by the limited amount of time available. When students write at home, teachers may be concerned that the student might receive outside input from another writer or from textual material, rendering the student's text unrepresentative of his/her own writing. For some students, writing at home will be completed in even less time than writing produced in class. One way to resolve this is that some assignments should be considered "timed" writing, written in a given time framework, submitted, and responded to as final products, while other writing assignments can be prepared over a span of several class periods (either in class or at home) and feedback provided to assist in the revision process. In fact, another decision, teachers must make concerns the number of drafts for any given text that they want students to produce. Given the immense value to the student writer of learning to revise text and to work through a series of drafts before considering a paper "finished," new writing topics should not be assigned before the student has had a chance to work through a cycle of drafts on a prior assignment. If the teacher's goal is to foster student improvement, then providing a multiplicity of writing assignments on different topics (whether they be of the rhetorical pattern type or prompted by a more open-ended approach) will not allow students sufficient time to devote to working on writing in progress. That is, students working on a second or third draft of a given topic which is scheduled to be submitted the following week should not simultaneously be working on a first draft of yet another topic. But as Reid cautions us against dogmatism in presenting approaches to how students generate

texts, Harris cautions us against dogmatism in applying an inflexible call for revision. In her research, Harris finds that writers range along a continuum from what she calls "one- to multi-drafters,"¹⁰ and not everyone benefits from being asked to produce multiple revisions since the preferred strategy for some successful writers is to produce a single, polished draft. She notes, in fact, that "studies of revision do not provide the conclusive picture that we need in order to assert that we should continue coaxing our students into writing multiple drafts" because both efficient and inefficient writers are to be found who favor one or the other of these approaches to writing. A final consideration regarding topic design is one of essay length, for in cases where teachers don't specify length, students often want to know how long their papers should be. Many ESL students are concerned with doing the bare minimum and will invariably submit very short papers; others may produce too much text for the teacher to find time to respond to, or for the student to be able to process and benefit from the extensive feedback that the teacher might need to provide on a lengthy but highly problematic text. One must bear in mind the need for a relationship between what the topic calls for and the length of paper produced. For example, to ask students to write 250 words on an encyclopedic topic is to ensure superficiality of treatment; conversely, to ask them to produce a lengthy paper on a narrowly focused topic is to invite padding and digressions. Also, what a teacher believes a student will learn from preparing a particular assignment should not be out of proportion to the amount of time the student will need to invest in preparing it. Finally, if one believes that students best learn to write by writing, then the design of writing tasks is perhaps the key component of curriculum design. It is in the engagement with, and the completion of, writing tasks that students will be most directly immersed in the development of their writing skills; thus, a great deal of thought must go into choosing such tasks. Goal Setting. "Responding to student writing has the general goal of

¹⁰ Bennett, William Arthur., "Aspects of Language and language teaching.";

London-New York., Cambridge univ. 1998., 304 p.

fostering student improvement. While this may seem to be stating the obvious, teachers need to develop/adopt responding methodologies which can foster improvement; they need to know how to measure or recognize improvement when it occurs. Although the teaching of first language writing has come a long way since most response took the form of written criticism by the teacher detailing what the student had done wrong on a paper, and teaching EFL has ceased to be seen as a vehicle for monitoring student acquisition of grammar, remains no easy answer to the question of what type of response will facilitate improved student mastery of writing. In reviewing dozens of research studies investigating various methodologies of responding, Hillocks concluded, "The results of all these studies strongly suggest that teacher comment has little impact on student writing."¹¹ Therefore, in setting goals, teachers should focus on implementing a variety of response types and on training students to maximize the insights of prior feedback on writing occasions. Shaping Feedback. Regardless of whatever repertoire of strategies teachers develop to provide feedback on student papers, students must also be trained to use the feedback in ways that will improve their writing--be it on the next draft of a particular paper or on another assignment. Without such training, it is quite likely that students will either ignore feedback or fail to use it constructively. In fact, research studies to date have shown a number of discouraging findings. Research on how LI students process written response from teachers has indicated that ; sometimes students fail to read the written comments on their papers, caring only about the grade; sometimes they do not understand or indeed misinterpret the written comments, and find themselves unable to make appropriate changes in future drafts; sometimes they use comments to psych out a particular teacher's personal agenda, only hoping "to make the teacher happy" in the future; sometimes they become hostile at the teacher's appropriation of their text. In research on student response to comments in an environment, He found that students expressed a lack of interest in teacher reaction to the content of their papers, and instead indicated a desire to have every error marked on their papers.

¹¹ h. Hockett. *A Course in Modern Linguistics*. N.Y., 1958, 282p.

Cohen found that students had a very limited repertoire of strategies for processing feedback, and as such, Cohen concludes, "Clear teacher- student agreements on feedback procedures and student training in strategies for handling feedback could lead to more productive and enjoyable composition writing in the classroom. To address some of these issues, one step is to assure that the feedback on a particular piece of writing addresses that text in the context of how it was produced and with a clear agenda for what the student is expected to do with any feedback. In a process-oriented produce more than one draft of an essay, reflecting the steps of producing real-world texts. Thus, feedback on a first draft should most appropriately provide guidelines and suggestions for how to produce a second draft which would show improvement at the level of content and organization. However, Jane reported that studies provide "¹²overwhelming evidence that teachers attend to surface-level features in what should otherwise be considered first drafts," completely ignoring the philosophy of process which they claim to espouse. In examining the responding behaviors of 15 EFL teachers by reviewing their written comments on portfolios of student papers, Jane goes on to identify a host of "incongruous types of comments" in which "the major revisions suggested and the interlinear responses are at odds with one another." This use of "mixed signals" helps explain why many students find it difficult to decipher teacher commentary. Why, for example, should the student pay attention to problems in the sequence of tenses in a particular paragraph if a marginal or end note indicates that the whole paragraph is irrelevant to the development of the paper? As with other issues we have discussed, the question of the teacher's philosophy is a key determinant of his or her approach to commenting. Unless the teacher adopts the stance of a writing teacher, he or she will be unable to provide feedback appropriate to that role.

Forms of Feedback. Up to now we have been discussing feedback that is provided

1. ¹² Anthony, Scott D.; Johnson, Mark W.; Sinfield, Joseph V.; Altman, Elizabeth J. *Innovator's Guide to Growth*. "Putting Disruptive Innovation to Work". Harvard Business Academic lyceum Press. 2008. 140 p.

in writing by the teacher on various drafts of a student paper, a fairly traditional and undoubtedly time-consuming method, even for those teachers who do not respond to every draft as a finished product. But there are other ways for students to receive feedback on their writing which can and should be considered in structuring a writing course. Writing teachers who view themselves as judges or repositories of certain truths about effectiveness in writing will want, of course, to be in charge of providing feedback to their students, believing that such feedback can play a vital role in the improvement of student writing. Those who view themselves as coaches or editorial advisors will also want to provide feedback, though not necessarily in the same way. Teachers should bear in mind that feedback can be oral as well as written, and they should consider the value of individual conferences⁷ on student papers and/or the use of tape cassettes as two additional ways to structure teacher feedback. From another point of view, most writing teachers realize that they have many students in one class and they might also be teaching two or more writing classes, so the teacher has a very limited amount of time to provide feedback to any one student. Teachers whose philosophies embrace the value of collaborative learning¹ therefore turn to the other students in the class to assist in the feedback process. Other students in the writing class can be taught to provide valuable feedback in the form of peer response, which serves to sharpen their critical skills in analyzing written work as well as to increase their ability to analyze their own drafts critically.

Oral Teacher Feedback. Because of potential communication problems, EFL students in a writing class need to have individual conferences with their teacher even more than native-speaking students do. Conferences of about 15 minutes seem to work best, and can provide the teacher an opportunity to directly question the student about intended messages which are often difficult to decipher by simply reading a working draft. Further, conferences allow the teacher to uncover potential misunderstandings the student might have about prior written feedback or issues in writing that have been discussed in class. Another benefit is that students can

usually learn more in the one-to-one exchange than they can when attempting to decipher teacher-written commentary on their own.

How Parents Can Help. There are many ways you can help your children enjoy and improve their writing. Give positive feedback. When reviewing your child's essays, give positive feedback along with talking about what needs improvement. Engage your child in the revision process by discussing the mechanics of writing without disapproval of their ideas. Students should understand that writing is a process and all writers revise their work. Remember, children need encouragement as much as correction. Also, speak in private to avoid possible embarrassment. Incorporate writing into family activities. There are lots of ways to bring writing into daily family life. Ask your children to help you make lists and record messages. Have your children write poems or skits for family events, or movie reviews to share at the dinner table. Journals and pen pals are also great writing outlets. Encourage your children to write about what interests them, even if it's just a paragraph. Don't rush writing. Make sure your child has a quiet place to write and help them gauge how long it will take to complete a writing assignment. Writing usually takes longer than we think. If the assignment is rushed, students may feel they can't write, when they really just needed more time to revise. Get extra help. Recognize when extra help is needed, either from the school or outside professionals. Often children respond well to having a personal writing tutor. Ask if your school has after school programs that target writing. Most importantly, don't ignore writing problems—working with teachers and utilizing available resources can make a big difference.

Time Writing Tackles Elementary Writing Problems. Time Writing currently offers three writing courses designed especially for elementary school students. Our online writing courses provide highly effective writing instruction and skills reinforcement. Elementary school students work one-on-one with an experienced, certified teacher with the goal of mastering the fundamentals of writing, step-by-

step. In the Grammar Rocks course, students are introduced to the parts of speech, correct punctuation and capitalization, and proofreading strategies.

The Sensational Sentences course tutor's students in writing complete sentences, while teaching about types of sentences and key concepts such as subject-verb agreement. Perfect Paragraphs teaches students to how to write different types of paragraphs, including narrative, expository, descriptive, and persuasive. An Excellent Essays course is under development. Courses can be taken individually or in succession to build skills from the ground up. With over 1,000 students served, Time4Writing has ample proof that writing problems can be overcome. One parent of a Time 4 Writing elementary school student wrote, "My son is happily writing for the first time ever. He really enjoys the feedback and finally believes that he is a good writer. Thanks to Time4Writing for unlocking his potential."

3.2. The methods of developing creative writing skills

Incentivize free writing at home and academic lyceum. When students learn to write well they are not just cultivating academic skills, they're also opening up a new avenue for self-expression. Creative tasks foster positive associations with writing, so students see it not just as an activity for learning and reporting information at academic lyceum, but a way of getting their thoughts across. It doesn't matter who reads what they are writing or even what it is about, it's just a good idea if it becomes a regular activity. Parents might suggest keeping a personal diary with a journal entry a day resulting in a special treat at the end of the week. It's also important for teachers to encourage any and every opportunity for writing, as the more students write, the more they will improve and hone their skills. Suggest copying activities. Copying or memorizing favorite poems, quotes or any other pieces of written language can help students focus their attention on form, use and meaning and incorporate new structures into productive use. While no

parents or teachers would advocate plagiarism, borrowing sentence structures for your own ideas is how students learn to write and improve their writing. They will lift phrasing from everything they read and you can help encourage the process by providing them with specific materials to work with. Student writing is one of the ways in which student comprehension of a subject matter is graded. If your students struggle to convey their thoughts in writing, it's hard to know what amount of mastery they have over the material. Ways to improve your students' writing include increasing the amount of time spent writing, and explicitly teaching the features that comprise good writing. Understanding your students background and learning styles will help you develop appropriate standards and methods of teaching your students to write.

Method1. Increasing the Amount of Writing. Provide short, frequent writing assignments. Students' writing will improve as they're offered more opportunity to write. Providing short free-writes in the content area - science, English, math, social studies - will help students learn. Short free-writes can be 3 minutes or less. These short writing assignments are ungraded. The assignments can be used to provide time for students' reflections on the topic. Assignments can be motivational. Use these quick assignments as a warm-up activity to start the class, or as a short response following a discussion.

Do Writing-to-Learn. Writing-to-Learn activities are different from typical writing assignments, which intend writing to be communicative. These writing activities help students learn course content material by thinking through important content ideas, and writing about them. The function of this kind of activity is to have the student practice applying his own words to the course material to further his understanding. Examples of Writing-to-Learn activities include: Entry Slip: Before discussing a topic, have students write for 2 minutes about what they already know about the topic. Crystal Ball: 'Following a class discussion, ask students to write

for 2-3 minutes about what might happen next.”¹³ Found Poems: Have the students rearrange something they've already written, using the same words. Write a Letter: Have students write short letters to a real or imaginary person regarding course material. For example, in a science class, students might write asking questions of Marie Curie, asking her what her life was like as she worked on the process of discovering radium. Writing-to-Learn activities shouldn't be graded, but can be discussed or voluntarily shared following the writing assignment. Incorporate these activities regularly throughout the students' day. Teach the full writing process. Students may need to learn that writing is a process, incorporating planning, writing the first draft, and revising the final product. Teach each step independently, focusing especially on the first stages for struggling write. Provide plenty of activities that help students know how to plan for their writing. Brainstorming, mind-mapping, outlining and other strategies can be done either as a group or individually. The first draft is expected to be an unfinished product, not perfect writing. Always have students write a first draft that is ungraded. Show students the first drafts of other writers. Internet searches show the first drafts of many famous pages, and can be a great way to demonstrate the imperfections of early writing. Use pre-writing activities. Anything that helps students explore, plan, and organize their ideas is considered a pre-writing activity. These include any classroom activities that precede the first draft of writing, and develop the students' thoughts on a topic. Pre-writing activities are a necessary step in the writing process. Emphasize to students that the more developed their ideas become in the pre-writing activity, the more polished their final writing will be. Make the connection between clear thinking and skilled writing. For many students, being able to speak their ideas aloud may lead to increased ability to write their ideas on the page. Pre-writing is a good way to make sure students have vocabulary words

2. ¹³ Davila, T., Epstein, M. J., and Shelton, R. "Making Innovation Work: How to Manage It, Measure It, and Profit from It. " Upper Saddle River: Wharton Academic lyceum Publishing. 2006, 114p.

regarding the topic. Incorporate lists as a pre-writing activity. For example, ask the students to write a list of pros and cons regarding the discussion topic prior to beginning to write. Try inquiry learning. Inquiry learning encourages the student to pursue her own area of interest through a focused investigation. It includes research into the topic, but also may include student experience. One example of inquiry learning is to have students interview others, and document this interview in writing. Inquiry writing can be persuasive or informational. Allow collaboration. Writing in pairs or small groups often results in students' improved writing skills. Have students learn from each other through partnering for writing projects. Collaboration can be done at any stage of the writing process, or for the entirety of the writing assignment. Some writing programs allow for collaborative writing and editing online. Collaborative writing provides opportunities for students to learn to offer constructive feedback to each other, which improves their individual writing skills.

Method 2: Teaching the Features of Good Writing. Teach explicit guidelines. Be specific and concrete about what you expect your students to consider good writing. For example, have them write paragraphs of 7-10 sentences each. Show them examples of structured papers. For example, a sample paper might include an introductory paragraph, followed by the body of the paper, closing or summary paragraph. Vary the guidelines for different papers, to teach different methods of writing. Teach transition words, such as "for example," or "in conclusion." Consider voice and word choice. In standard writing, informal word choices are less effective than formal word choices. "To improve your students' writing, circle words like "students, mom, dad," and suggest replacements, i.e., students, mother, father."¹⁴ Encourage use of the active voice over the passive. Circle less effective words and ask students to replace with stronger words. If the student doesn't know what stronger words are, offer suggestions. Most formal writing avoids the first-

3. ¹⁴ Deutsch M., Krauss R.M. Theories in Social Psychology. - N.Y., 1965.-
184p.

person. If the paper relies on the use of pronouns such as I, we, our, or my, suggest that the student revise in favor of a more objective voice. The objective voice is typically written in third person and uses pronouns such as his, her. Focus your topic. Focus is established by the student in response to the assigned material.

During the course of writing about a topic, each student's focus may vary. The focus of each paper should be clear to the writer, however. If the focus is clear to the writer, it will become clear to the reader. If the reader doesn't understand the writer's conclusions, the writer hasn't established a clear focus. If the reader is interested and understands the material, the topic's focus is clear. Stress clarity and specificity. The more difficult the subject is, the more concrete and clear the student's writing should be. Encourage students to provide examples that can be easily understood by others. Avoid using overly academic jargon or unnecessarily formal language. Use a software program to help rid students' writing of unnecessary language. Practice sentence fluency. Sentence fluency refers to the auditory quality of words at the level of individual words, phrases, and sentences.

Sentence fluency means that the readers' attention flows from word to word, and phrase to phrase, without interruption. Avoid using too many short, choppy sentences. Overly-long, run-on sentences can also distract the reader's attention. Sentence fluency encourages variety in the length of each sentence. Too much of any one length sentence will become dull. Too much variety becomes overwhelming. Incorporate peer-review. Ask students to review each other's papers during class. You may want to have students review one another's papers in small group activities. Peer review will help students better understand that the purpose of the writing is to share knowledge of a topic. Having students read each other's writing helps them to become better editors of their own writing. Teach students to highlight areas that they would change, and state why they would make these changes. Encourage their critiques to be positive, practical and purposeful. Have students identify components of their peers' papers, such as topic (or thesis) sentence, transitional phrases, conclusion, etc. Analyze good writing. Provide many examples of good writing during your classes, and encourage students to find

other examples on their own. Show them why writing is effective: how does the author use language well to convey her point? What methods does she employ to focus her topic? How does she introduce her topic, or develop it? How does she vary her sentence lengths? Offer a written list of discipline-specific standards to help address writing challenges that may be unique to the subject matter. For example, someone who can write informational papers well may need further instruction in order to write persuasive papers. Share examples of both positive and negative papers to further students' learning. Showing what not to do can be informative. Know grammatical conventions. Provide resources for students to learn the use of conventional grammar required for the discipline in which they're writing. If you have a writing center or tutoring center, see if you can get a one-page list of resources from them. There are several good online writing sites as well. Understanding the conventional uses of grammar will help your students' improve their writing. Grammatical conventions vary based on subject matter. Be specific and explicit in your expectations regarding the format in which your students are writing. Point out the use of grammatical conventions used in examples of writing you share with your students. Understanding Your Students. Start with assessment. Each class of students will be different, and within each class you'll likely have a variety of skill levels. Effective teaching must be done by establishing expectations that the student is able to achieve. Start by assigning several writing assignments that you'll use simply for the purpose of assessing current writing ability. Writing assessments are not graded. They can be brief free-writes, or they can be short formal assignments. Consider the individual nature of each student, as well as the educational environment they may have come from, to better understand their pedagogical needs. Consider who your students are. Are there a large number of non-native English speakers in your class? Are your students likely to have had a strong writing education? Do they have access to examples of strong writing? Understanding your students' experiences will help you understand how to teach better writing skills.

Some students may come from educational systems that value rote learning over critical thinking. Be prepared to accommodate different modalities of thinking and learning. Differentiate between students' understanding and writing skills. If writing is difficult for your student, consider whether it may be an issue specific to literacy rather than comprehension of subject material. Learning standard writing styles can be done apart from testing the students' comprehension of material.

Check for understanding verbally or through an activity. Students have varied learning styles. Provide a visual context for writing by having your students draw a picture of what they'll write about. Then, the student can refer to the picture as they write. When the student is allowed to share his knowledge of a topic verbally, he may be less anxious about the writing process. Try writing interactively, narrating your choices as you model writing. For example, while writing for a class, ask: "I could use either a comma here, or a semicolon. Or I might make this sentence two sentences, by inserting a period. What would be the effect of each?"¹⁵ Including student discussion regarding writing choices allows you to learn more about your students. Student discussions also encourage students to learn more about experiences in writing. For students who are social learners, creating social activities based on writing can help improve the students' writing. Regular reading is a stepping stone to better writing and helps students' writing skills. It helps expand students' vocabulary and shows them different ways of using words. This also makes it easier for them to use these words in their own writing. With younger students, make sure you're reading together every day and encouraging their love of reading as they grow. Start reading early—many students who devour books grow up to become strong writers themselves. [Tweet This](#)

MAKE IT FUN! Play games and activities that encourage writing. Crossword puzzles and word games are great for everyone. Little ones will especially like the "write the word" game: where they search for items and write down the word when they find each item.

4. ¹⁵ E. Kruisinga. *A Handbook of Present-day English*. Croningen, 1931. 114p.

CREATE WRITING WORKSHEETS. For young students just learning to write, try creating a worksheet where they can trace letters and words. Write out letters and words, place another piece of paper on top, and have your students trace onto the blank piece of paper. You can also create a connect-the-dots game by having your students trace along dotted lines and then tell you which letter or word she or he finds.

TRY DIFFERENT MATERIALS. Switch it up by writing with something other than a pen or pencil.” Sidewalk chalk on the driveway, finger painting, or a salt writing tray are all fun writing activities that will also help build students’ writing skills”.¹⁶

WRITE LETTERS. Today, writing letters is a bit of a lost art. Encourage your students to write letters to friends or family members. Distant family members will especially love receiving handwritten letters and it’s a great way to work on improving writing skills for students. Pen-pals are also a fun idea, or you can even write letters to each other and leave them around the house to find!

ENCOURAGE JOURNALLING. Keeping a journal is a great way to express thoughts and ideas while also working on improving students’ writing skills. Plan an outing to pick a fun journal with your students and encourage them to write in it as much as possible. Make it a part of his or her daily routine.

CREATE A WRITING SPACE. Set aside a little corner in your house that is completely devoted to writing. Having an area dedicated solely to writing will help free your students from distractions so he or she can focus on practicing writing skills.

5. ¹⁶ Frommer Judith G. Cognition, Context, and Computers: Factors in Effective Foreign Language Learning. Pp. 199-223 in Judith A. Muyskens, ed., New Ways of Learning and Teaching: Focus on Technology and Foreign Language Education. AAUSC Issues in Language Program Direction. Boston, MA: Heinle & Heinle. 1998.-276 p.

INVEST TIME. Make sure your student's knows you're available to help with spelling or proofreading whenever he or she needs it. When you make writing time a priority for you, it will make it easier for your students to improve his or her writing skills.

CONNECT THEIR INTERESTS. Think about your son or daughter's favourite book series. Or maybe he or she is obsessed with dinosaurs. Whatever his or her interests, connect them to writing. Have your students write a new short story about his or her favourite characters, or let him or her create a story all about dinosaurs.

CREATE STORY PROMPTS. A fun way to improve students' creative writing skills is to have them write short stories. Cut out pictures from a magazine with different characters or locations, or write down different words. Place these in a container or glue them to cards to use as writing prompts for creating a unique story. This also makes a fun activity for the whole family to join in.

MODEL IT. There's no better way to learn something than to see someone else doing it. Let your students see you writing, often. When writing is a normal part of your daily life, it will come more naturally to them. "Anything goes: a simple grocery list or letter to the teacher, holiday or thank you cards, or even a sweet note to your students."¹⁷ There's no getting around the fact that technology plays a huge part in our lives. Use it to your advantage by having your students create a blog. This can help your students work on improving his or her writing skills by encouraging frequent writing habits.

MAKE IT PART OF YOUR DAILY ROUTINE. Make sure there's time each day to do some writing in one way or another. Whether it's writing a grocery list, writing in a journal or composing a letter, practicing writing every day will go a long way to improving students' writing skills. **PRAISE THEIR WORK.** Show lots of interest in your students' writing and stories. Ask questions, celebrate when

¹⁷Galperin. *Stylistics*. M., 1971, 360p.

he or she brings home a good piece from academic lyceum, and encourage his or her writing as much as possible.

IMPROVING WRITING SKILLS CAN BE FUN. Writing is an important practical life skill. While developing great writing skills requires lots of time and patience, you can help your students with these simple writing exercises for students. Lots of reading, frequent writing time in a special writing area, and incorporating fun writing activities and games will all go a long way to giving writing skills a boost.

3.3. To solve the problem of forming and improving writing through activities

Writing is an important practical life skill. While developing great writing skills requires lots of time and patience, you can help your students with these simple writing exercises for students. Lots of reading, frequent writing time in a special writing area, and incorporating fun writing activities and games will all go a long way to giving writing skills a boost.

1. **Journaling for Beginners.** For this activity, you'll need to provide journals and colored pencils. If you can provide this for your students, they will be excited to do the task. If you don't have the finances, however, you can tell them to use their own notebooks and pencils.

Tell them to write (or draw) what they did throughout the day. How they brushed their teeth, what breakfast they had, how they prepared for academic lyceum...anything. It's even better if you can encourage them to express feelings, such as happiness, excitement, anger, or whatever else they feel.

Cards. When you assign homework, your students don't see a greater purpose. Some of them realize that homework is important for learning and grades. That's not motivating enough. Cards are a real-life project with a purpose. Whenever there's a holiday, you can use this method to get them to write and have fun while doing that. Let them design and write cards for Father's Day, Valentine's Day, Christmas, and all other holidays.

3. Fill in the Story

It was a sunny day. The little tiger just woke up... He saw the _____, and he said _____. Together, they _____. Then, they _____. They had lots of fun. They agreed to _____.

You'd be surprised to see how creative your students can get with few simple sentences. If you need inspiration, then you can get some worksheets with blank stories. Drawing Words. How would you draw the Moon? How would you draw the word "precious"? Think of different words. They can signify items, but you should also let them play with abstract concepts, such as love or beauty. This activity inspires writing because it helps the students understand the true meaning and importance of every word they use.

Birthday Messages. Whenever someone has a birthday, get the entire class to write a message. You can get a big piece of paper, where everyone will have space to write. You can also turn this into an art project, so the students will make it more beautiful. The sentences can start with, "I wish you..." Let everyone express their message and appreciation for the friend.

Cut Out My Name. This is a great way to teach cursive writing. Get some paper and fold each piece lengthwise. Each student should write their name in cursive on one half, with the fold being at the bottom. Cut around the upper side of the name. When you unfold the paper, you'll get a symmetrical figure. Each name gives a different figure. What does it look like? A bug! Let them draw or paint on the clean side of the paper.

Chalkboard Writing. For this activity, you'll need clipboards, chalkboard paint, a paint brush, tape, and chalks. Tape the clipboards on the sides, so you'll get a nice frame for your board. Then, paint the middle with a coat of chalkboard paint. Let it dry, and apply a second coat. When that dries, you can remove the tape, and the chalkboard will be ready.

Write Tale. This is an advanced exercise. You can assign it when you're sure your students can write. It's fun because it doesn't set a framework. They can write whatever they want. I noticed that assigning essays or short stories traps a student's creativity. They get confused. Some of them are so desperate that they turn to writing services. Since we don't want that to happen, we have to prepare the students for essays and short stories by assigning more fun projects. Storytelling is the best! They all have stories inside. We just have to encourage them to express themselves.

Vocabulary Challenge. Pick a new word for them to learn. Think of something unusual. Explain the word. Tell them to use it in a sentence. Then, tell them to write a short story around that sentence. If you turn this into a team activity, it will be more fun.

Typing Challenge. This is the best one.” Students have to learn how to type right after they learn how to write. There are great online keyboarding games they can try.”¹⁸Do you know what worked for my class? I showed them a typewriter. I let each student write sentences in a logical flow. One after another, the students wrote a story on the type writer. They felt like real writer.

Conclusion

Our subject of investigation is the problems of forming and improving writing skill of Academic lyceum's students. In many parts of the world, writing has become an even more important part of daily life as digital technologies have helped connect individuals from across the globe through systems such as e-mail and social media. Such technologies have brought substantial amounts of routine reading and writing into most modern work places. In the United States, for example, the ability to read and write is necessary for most jobs, and multiple programs are in place to aid both children and adults in improving their literacy skills. For example, the emergence of the writing center and community-wide literacy councils aim to help students and community members sharpen their

writing skills. These resources, and many more, span across different age groups in order to offer each individual a better understanding of their language and how to express themselves via writing in order to perhaps improve their socioeconomic Others parts of the world have seen an increase in writing abilities as a result of programs such as the World Literacy Foundation and International Literacy Foundation, as well as a general push for increased global communication.

The writing process consists of different stages: prewriting, drafting, revising, and editing. Prewriting is the most important of these steps. Prewriting is the "generating ideas" part of the writing process when the student works to determine the topic and the position or point-of-view for a target audience. Pre-writing should be offered with the time necessary for a student to create a plan or develop an outline to organize materials for the final product. Revising means to see again. Revising is more than proofreading. It is looking back at whole ideas to make sure that everything fits the purpose of the document. It may be looking back at the type of or amount of evidence provided to support the ideas, or it may be looking back at the organization of paragraphs and their relation to one another. Proofreading is the process of reviewing the final draft of a piece of writing to ensure consistency and accuracy in grammar, spelling, punctuation, and formatting.

It is common for students in today's educational system to dislike and/or avoid the writing process. Many students feel writing takes too long. For some, writing is a very laborious task because there are so many sub-components which need to be pulled together. For others, the reason lies in some processing difficulties, such as dyslexia or dysgraphia. Some educators wonder if students no longer enjoy the slower, more refined process of written communication because they spend so much time watching the faster-paced visual modality of television.

Students with learning problems, even those who read well, frequently submit written work which is brief and/or difficult to read. Such students can be victims of misunderstandings, a problem which becomes much more pronounced at the secondary level. "Accusations of laziness, poor motivation, and a reprehensible attitude are often directed toward deficit writers. The results can be a serious loss

of incentive, a generalized academic disenchantment and demoralization". There are many reasons students avoid writing. Primary reasons may be one or more of the following: They have a hard time getting started and feel overwhelmed by the task. They need to concentrate to form letters: it is not an automatic process. They struggle to organize and use mechanics of writing. They are slow and inefficient in retrieving the right word to express an idea. They struggle to develop their ideas fluently. They struggle to keep track of their thoughts while also getting them down on paper. They feel that the process of writing on paper is slow and tedious. They feel that the paper never turns out the way they want. They realize that the paper is still sloppy even though substantial time and effort were spent. As parents and teachers, we can help students deal with their lack of enjoyment of the writing process and also with poor skill development. The techniques are twofold. Students need to: develop a greater understanding of and appreciation for the purpose of writing.

Regardless of the type of writing tasks the teacher might favor assigning, a good place to begin classwork is to explore the prewriting stage, the stage prior to actual production of a working text. Because there isn't one composing process, the goal of the teacher should be to expose students to a variety of strategies for getting started with a writing task and to encourage each student to try to discover which strategies work best for him or her. Several heuristic devices which can be explored in class for the purpose of providing students with a repertoire of techniques for generating ideas are Brainstorming: This is often a group exercise in which all of the students in the class are encouraged to participate by sharing their collective knowledge about subject. One way to structure teacher to suggest a broad topic, such as for choosing a particular academic major, and have students call out as many associations as possible which the teacher can then write on the board. The result would be far more material generated than any student is likely to think of on his/her and then all students can utilize any or all of the information when turning to the preparation of their first drafts. Listing: Unlike brainstorming, as described above, listing can be a quiet essentially individual activity. Again, as a

first step in finding an approach to a particular subject area, the students are encouraged to produce as lengthy a list as possible of all the subcategories that come to mind as they think about the topic at hand. This is an especially useful activity for students who might be constrained by undue concern for expressing their thoughts grammatically correct sentences, because lists do not require complete sentence. Another technique for getting many ideas down quickly, clustering begins with a key word or central idea placed in the center of a page around which the student jots down in a few minutes all of the free associations triggered by the subject matter-using simply words or short phrases. Unlike listing, the words or phrases generated are put on the page or board in a pattern which takes shape from the connections the writer sees as each new thought emerges. Completed clusters can look like spokes on a wheel or any other pattern of connected lines, depending on how the individual associations are drawn to relate to each other. By having students share their cluster patterns with other students in the class, teachers allow students to be exposed to a wide variety of approaches to the subject matter, which might further generate material for writing. It is very important that students experiment with each of these techniques in order to see how each one works to help generate text and shape a possible approach to a topic. The purpose, after all, of acquiring invention strategies is for students to feel that they have a variety of ways to begin an assigned writing task and that they do not always have to begin at the beginning and work through an evolving draft sequentially until they reach.

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GLOSSARY

N	English	Uzbek	Russian
1	Accuracy	Aniqlik	Точность
2	Analytic	Taliliy	Аналитический
3	Approbate	Ma'qul topmoq	Одобрять
4	Associate	Birlashgan	Соединиться
5	Challenge	Muammo	Проблема
6	Comprehensible	Tushunarli	Понятно
7	Concurrent	Ajralmas qism	Неотделимая часть
8	Consequently	Natijada	В результате
9	Consistency	Ketma-ketlik	Последовательность
10	Detect	Kashf etmoq	Изобретать
11	Distract	Chalg'itmoq	Отвлекать
12	Error	Xato	Ошибка
13	Exigence	Biror narsaga muhtojlik	Необходимость
14	Incorporate	Tarkibiga kirmoq	Входить в частность
15	Implement	Bajarmoq	Выполнять
16	Impulsive	Tashqi ta'sirga beriluvchan	Эффективный
17	Laborious	Qiyin	Трудно
18	Manifest	Aniq ko'rsatmoq	Показать точно
19	Overcome	Bartaraf etmoq	Уничтожать
20	Overwhelm	Savolga ko'mib tashlamoq	Задавать много вопросов
21	Pair work	Juft bo'lib ishlash	Работать по парам
22	Peer observation	Bir-birini kuzatish	Наблюдение друг друга
23	Precede	Biror narsada oldinga o'tmoq	Лидер
24	Self- correction	O'z xatolari ustida ishlamoq	Самокоррекция
25	Sign	Belgi	Знак
26	Spatial order	Joylashuv tartibi	Порядок расположение
27	Sophisticate	Noto'g'ri talqin etmoq	Подделывать
28	Reform	Islah qilish	Поправлять
29	Revise	Qayta ko'ib chiqmoq	Пересмотреть
30	Tedious	Zerikarli	Скучно
31	Transition	O'tish	Переход

