TEACHING PROCESS WRITING EFFECTIVELY IN EFL CLASSESS.

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Мусаева: ИНСТРУКТОРСКАЯ ДЕЯТЕЛЬНОСТЬ В ИНОСТРАННОМ ЯЗЫЧЕСКОМ КЛАССЕ. ПУБЛИКАЦИЯ 2030 УЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

Наманган Давлат Университети Илмий Ахборотномаси

Научный Вестник Наманганского Государственного Университета

2020 йил 1 сон
TEACHING PROCESS WRITING EFFECTIVELY IN EFL CLASSESS.
Namangan Institute of Engineering and Technology
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teacher Musayeva Gulnora

Abstract: This article informs about how to teach writing skills with the help of process writing. Readers can get useful information about stages of writing process. Furthermore, you may get acquainted with brainstorming, pre-writing, drafting, proof-writing and producing the written products. It helps language teachers to overcome difficulties with writing.

Key words: process writing, drafting, writing, proofwriting, components, writing skills, effective writing.

INGLIZ TILINI XORIJYI TIL SIFATIDA O’QITISH SINFLARIDA YOZUV JARAYONINI SAMARALI O’QITISH.
Namangan Muhandislik va Texnologiya Instituti
“Chet tillar” kafedrasi
o’qituvchisi Musayeva Gulnora

Annotatsiya: Ushbu maqola ingliz tili o’rganuvchilarning yozma nutq ko’nikmalarini rivojlanтирishda jarayon yozma (process writing) usulidan foydalanib o’rgatish haqida ma’lumot beradi. Yozma nutqini rivojlanтирish va o’qitishda va ilmiy maqola va ingliz tilida insholar yozishda qiyinchiliklarni bartaraf etish uchun ushbu usul samarali foyda beradi. Bundan tashqari maqolada til o’rgatuvchi o’qituvchilar uchun kerakli ma’lumotlar beri o’tilgan.

Kalit so’zlar: yozuv jarayoni, old-yozuv, qoralama, tqayta tekshirish, tarkibi, yozuv ko’nikmalari, samarali yozuv

КАК НАУЧИТЬ ЭФФЕКТИВНО ПРОЦЕССУ ИСПОЛЬЗОВАНИЯ ПРОЦЕССА ПИСЬМА.
Наманганский инженерно технологический институт
Кафедра «Иностранных языков»
учитель Мусаева Гулнора

Аннотация: Эта статья содержит информацию о том, как научить изучающих английский язык процессу использования процесса письма. Этот метод наиболее эффективен при решении трудностей в разработке и обучении письменной речи и написанию научных статей и эссе на английском языке. Кроме того, статья содержит важную информацию для учителей английского языка.

Ключевые слова: процесс написания, составление, написание, корректура, компоненты, навыки письма, эффективное письмо.

This article aims to improve students writing skills which helps them succeed inside and outside the classroom. Effective writing is a vital component of students’ literacy achievement and writing is a critical communication tool for students to convey
thoughts and opinions, describe ideas and events, and analyze information. Indeed, writing is a life-long skill that plays a key role in postsecondary success across academic and vocational disciplines. The nature of writing and writing instruction is changing. Technology, such as word processing and other forms of electronic communication, plays an increasingly important role in how students learn and practice writing in and out of the classroom. In addition, best practices in writing instruction have shifted to include integrated interventions that involve many complementary instructional practices. This article presents evidence based recommendations for helping students in grades develop effective writing skills. It provides teachers with specific, actionable guidance for implementing practices in their classrooms. The article also provides a description of the evidence supporting each recommendation, examples to use in class, and the panel’s advice on how to overcome potential implementation obstacles. Studies of these interventions typically cannot identify whether the effects of the intervention are due to one of the practices within the intervention or all of the practices implemented together. The panel believes that the locations of the studies have educational systems and contexts similar to the United States, and that writing strategies in English and Uzbek in these settings are similar to those used in English in the United States. The panel believes that conclusions from these studies may be relevant to Uzbek schools and students. Studies supporting the recommendations examined writing knowledge and skill outcomes in the following nine domains: (1) audience, (2) genre elements, (3) organization, (4) sentence structure, (5) use of evidence, (6) word choice, (7) writing output, (8) writing processes, and (9) overall writing quality. Practices improved outcomes in the genre elements, organization, word choice, writing processes, and writing output domains.

This article provides secondary teachers in all disciplines and administrators with instructional recommendations that can be implemented in conjunction with existing standards or curricula. The article does not recommend a particular curriculum. Teachers can use the article when planning instruction to support the development of writing skills among students in diverse contexts. The panel believes that the three recommendations complement the flexibility to tailor instruction to meet the needs of their classrooms and students, including adapting the practices for use with students with disabilities and English learners. While the article uses specific examples to illustrate the recommendations and steps, there are a wide range of activities teachers could use to implement the recommended practices. [Professional development providers, program developers, and researchers can also use this guide. Professional development providers can use the guide to implement evidence based instruction or to prompt teacher discussion in professional learning communities. Program developers can use the article to sent one another and can be implemented simultaneous][1] The recommendations allow teachers create more effective writing curricula and interventions. Researchers may find opportunities to test the effectiveness of various approaches and explore gaps or variations in the writing instruction literature. This recommendation suggests teaching writing strategies in two ways: (a) through explicit or direct instruction and through a Model-Practice-Reflect instructional cycle. This article suggests explicitly teaching students different strategies for components of the
writing process. Students learn how to select a strategy, how to execute each step of the strategy, and how to apply the strategy when writing for different audiences and purposes. Besides this, it discusses using a Model-Practice-Reflect instructional cycle to teach writing strategies. Students observe a strategy in use, practice the strategy on their own, and evaluate their writing and use of the strategy. Teachers should use both approaches when teaching students to use writing strategies.

All of the studies found positive effects on at least one writing outcome: positive outcomes were found in the overall writing quality, genre elements, organization, word choice, writing output, and writing process domains. The evidence largely supports both parts of the recommendation, with eight studies examining both the explicit instruction of writing strategies and the use of a Model-Practice-Reflect instructional cycle for teaching writing strategies. Studies provided a direct test of the recommendation, examining some or all of the recommended practices without other important practices. The other studies examined interventions that included additional practices such as the integration of reading and writing instruction but the panel determined that the practices were a critical part of the interventions. The studies were conducted in regions across the Uzbekistan and in countries with similar educational contexts and written languages. This recommendation has a strong level of evidence because the supporting studies have high internal and external validity, and they found consistent positive effects on writing outcomes.

[Effective writers use strategies during all components of the writing process. An individual strategy can support one component of the process or span multiple components. Throughout this process, strategies help students organize the ideas, research, and information that will inform their writing.[2] During the drafting stage, strategies help students create strong sentences and well-structured paragraphs. Strategies provide students with tools to evaluate, revise, and edit their plans and their writing. This part of the recommendation focuses on teaching cognitive strategies, both to improve students’ writing and encourage strategic thinking. Teaching students to use cognitive strategies is one way to develop their strategic thinking skills, ultimately helping them to write more effectively. [Cognitive strategy (Know-Want to Know-Learn or K-W-L) can lead to strategic thinking. Teachers need to explicitly instruct students on writing strategies and how to select the most appropriate strategy. Eventually, as students become experienced writers, they will use these strategies automatically to write effectively.][3] To write effectively, students must implement a writing process involving several components. Because writing is an iterative process, students may implement these components in a different order and may implement some of the components simultaneously. [Strategies help students direct their thinking as writers. Introduce students to different strategies for each component of the writing process so they understand there is more than one way to approach each component. Students do not need to memorize all the possible writing strategies and their steps. Instead, students should understand the purpose of writing strategies and know how to select an appropriate strategy. Teach students the steps of a strategy and how to execute each step.[4] Teachers can identify effective strategies through professional learning communities, like the National Writing Project and National Council of Teachers of English several writing strategies for each component of the writing process. The example
describes how to execute each strategy and, when available, includes a reference to studies or other resources where that strategy was used. The example also notes whether a strategy is relevant to all types of writing or particular types or genres (e.g., persuasive or narrative). Genre-specific strategies help students focus on the basic purpose, structure, and elements of a specific type of writing, whereas general strategies can be used more broadly. [Both types of strategies can be useful to students. Modify strategy instruction based on skill level. For example, when working with struggling students or students who are new to a particular strategy, begin by presenting a basic version of a strategy (e.g., setting one goal for essay length).][5]When students become more comfortable with a strategy, challenge them to extend the strategy. Teach students how the different components of the writing process work together so that they can flexibly move between components of the process, returning to earlier components as needed to improve their writing. For example, students may change their goals after evaluating their first draft, or they may go back to drafting after revising their writing. Or, after a peer revising activity, students may discover they need to plan for and draft additional text. After students learn different strategies, teach them to evaluate the available strategies and choose the most appropriate one for each situation. Provide students with a list of questions to consider when evaluating and selecting a writing strategy. Consider adding an exercise to a writing assignment that prompts students to describe the strategy they used for the assignment, what influenced their selection, and how the strategy helped them (or failed to help them) to write for their audience or purpose. [To promote the critical selection of strategies instead of the rote use of strategies, identify opportunities for students to use writing strategies in new ways and in different contexts. For example, challenge students to use a familiar strategy for a writing assignment in another discipline or at home. Have students discuss and think about how they need to modify a strategy for a new task, discipline, or situation.][6] Students can then try their modified strategy and consider how well their adaptation worked. After students have chosen a strategy, teach them how to implement it with the specific audience and purpose in mind. [Although a particular strategy might be most effective when writing for a specific audience or purpose, typically strategies can be effective with diverse audiences and purposes. Because the audience and purpose influence many components of the writing process, students should identify them prior to applying their writing strategies.][7]Before a new writing assignment, prepare students to write for the target audience. Have students identify the target audience and engage them in brainstorming what they know about writing for that audience. Then, have students discuss how this knowledge will affect their writing and why. When students are writing for a new audience, provide opportunities to learn about that audience first. For example, if students are writing an opinion piece for the local newspaper, teachers can present demographic information of the newspaper’s readership to the class, invite a newspaper subscriber to talk with the class, or hold a discussion on how this audience may differ from a familiar audience. Students may need to conduct additional background research on the target audience prior to developing their writing plans. If students have written for an audience previously, they can use those experiences to inform the current writing assignment.
Help students identify the purpose for their writing during the planning component. [Teach students to look for clues in the assignment’s prompts or instructions that signal the purpose of the writing assignment. Share examples of written work to illustrate text written for different purposes][8]

Finally, teach students to adapt their strategies depending on the audience and purpose. For example, when students use a planning strategy to write a persuasive essay, they should keep in mind that the appropriate supporting evidence will depend upon the audience and thus, they should carry out the planning strategy differently based on the audience. For a writing assignment in a social studies class, the strongest supporting evidence may be quotes from historical figures and events, while the strongest supporting evidence for an assignment in a science class may be results and statistics from a science experiment (rather than, for example, quotes from a scientist). [Challenges students to use the same strategy to evaluate an informative essay and a persuasive essay.][9]

Individualizing instruction for each student (or even any student) might not be possible in many classrooms. Carve out a small amount of class time, even once a week for 5 or 10 minutes, and work with a small group of students who need help on a similar issue. While you work with the small group, provide another assignment for the rest of the class to do in small groups or individually. In addition, take a few minutes during your planning time to write a simple homework assignment on a piece of paper for one or two students. For example, the assignment might be a simplified version of the one the whole class gets. These instructional approaches work well for struggling students, and especially for English learners. The individualized modification also tells the student and their peers that the teacher cares about them and their progress. For teachers of other disciplines, consult with English language arts teachers to determine best practices for identifying students with similar issues, correcting students’ writing, and implementing small-group tasks that do not require much time. Teachers from two different disciplines could also consider collaborating on an assignment. A science teacher, for example, could grade the assignment for science knowledge and logic, while an English language arts teacher could grade the assignment for writing quality. [Typically, it takes time to see students’ growth, which might require only a few assessments every year. For instance, growth in overall writing quality can take quite a bit of time. In those cases, conducting formative assessments at the beginning, middle, and end of the year may suffice. Think about how to use existing assignments and assessments for formative assessment. For example, have students work in pairs to grade one another’s writing, and use that data for formative assessment. The key is to set up records to easily group students according to their needs and easily aggregate information across students to identify lessons to be re-taught or taught differently. Digital spreadsheets are useful for record keeping, as they can be easily sorted on specific criteria to see which students are not doing well on specific topics.][10]

When different students have different needs, create customized lessons or assignments for individual students or small groups. For example, if half the students in a class continue to misuse common grammar in their weekly journal entries, divide the class into two groups for the next lesson based on their grammar use. [Review grammar rules with the students who need the refresher, while the other students work on another assignment.}
Similarly, following from suppose one math teacher finds after the fall assessment that five of her students consistently arrive at the wrong answer. She rereads their written proofs and deduces that all five students are making the same misstep in their mathematical reasoning. In class the following week, she could ask the rest of the class to work out additional problems she has written on the whiteboard while she takes the five students aside and re-teaches the solution to the problem, explaining the misstep. Work with teams of teachers to tailor instruction across disciplines, grades, or classrooms. By looking at aggregated student data, teacher teams can understand skill levels in the grade or discipline overall and can jointly modify their instruction as necessary. After identifying students’ specific instructional needs, support their improvement by providing tailored feedback on their written products and their use of the writing process and strategies.

Feedback can come from teachers, peers, and self-assessments. Prioritize the review or feedback to focus on a particular area or objective—such as tailoring persuasive writing to a specific audience or using credible sources in argumentative writing, saving feedback on other areas if time allows. For example, if a student has struggled with organization throughout the year, provide detailed feedback on the organization of their writing for each draft, focusing on this continued area of need. By focusing feedback on specific areas, teachers and peers can align their feedback with current learning objectives. Provide positive feedback and identify areas for improvement when reviewing student work. For example, structure feedback with a “Glow and Grow,” providing feedback on areas where the student’s strengths “glowed” and areas where improvement is needed for “growth.” Alternatively, consider structuring feedback as “Praise-Question-Polish” by identifying something positive about the student’s writing (praise), something that was unclear or you didn’t understand (question), and a way that the writing could be improved (polish).

References:
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