

TEACHING WRITING SKILLS FOR INTERMEDIATE STUDENTS.**Bozorboyeva Intizor***Student of Uzbekistan State World Languages University**Philology faculty 2nd year student**University, Toshkent, Uzbekistan**Email: intizorbozorboyeva90@gmail.com intizor@icloud.com***Academic supervisor: Bannopova Zulxumor**

Abstract: *Writing in English is one of the language skills that are thought in the context of learning English as a Foreign Language in Uzbekistan pre intermediate students. In general, most of the students think that writing is the most difficult part of the four skills. This research provides at finding out the main difficulties in writing faced by the intermediate students and the efforts made by their teacher to overcome those problems. To obtain the data, document collection showed that the highest percentages of problems faced by the students were in the aspect of language use and the least problems were in the aspect of content. The results showed that the most common correcting efforts made by the teacher were giving written feedback for all aspects of writing language use, mechanics vocabulary, organization, and content. Likewise, writing instructors changed systemized forms of feedback and make it clear to students improving their writing skills.*

Keywords: *Problems in writing, giving feedback, aspects of writing, writing strategies.*

1. Introduction:**1.1 Problems in writing**

Writing in English is one of the language skills that are learned in schools. Most students believe that writing in English is the most challenging English language skill. Barnokhan Kamalova and Zamira Egamberdiyeva, two English instructors at school number 6, told me about their students' writing challenges during my preliminary research. According to the teachers, pupils struggled to improve their abilities, namely with vocabulary, grammar, text organization, and mechanics. The most prevalent issues they encountered with their English writing among those four challenges were poor grammar and a deficiency.

Given the significance of writing abilities in the educational system and the fact students struggled with them, the goal of this study is to learn more about the attempts teachers took to address the issues their students were having. Hedge (2005, p. 20) believes that helping students with getting ideas together, planning, and drafting is only a part of the roles of the teacher.

Fhonna (2014, p. 27) also mentions that comments or feedback from their teachers influence students' ability to produce better writing.

Findings:

I spent a month trying to improve their students' writing skills and I almost achieved the results I had hoped for. The following figure shows the percentage of students' problems in writing:

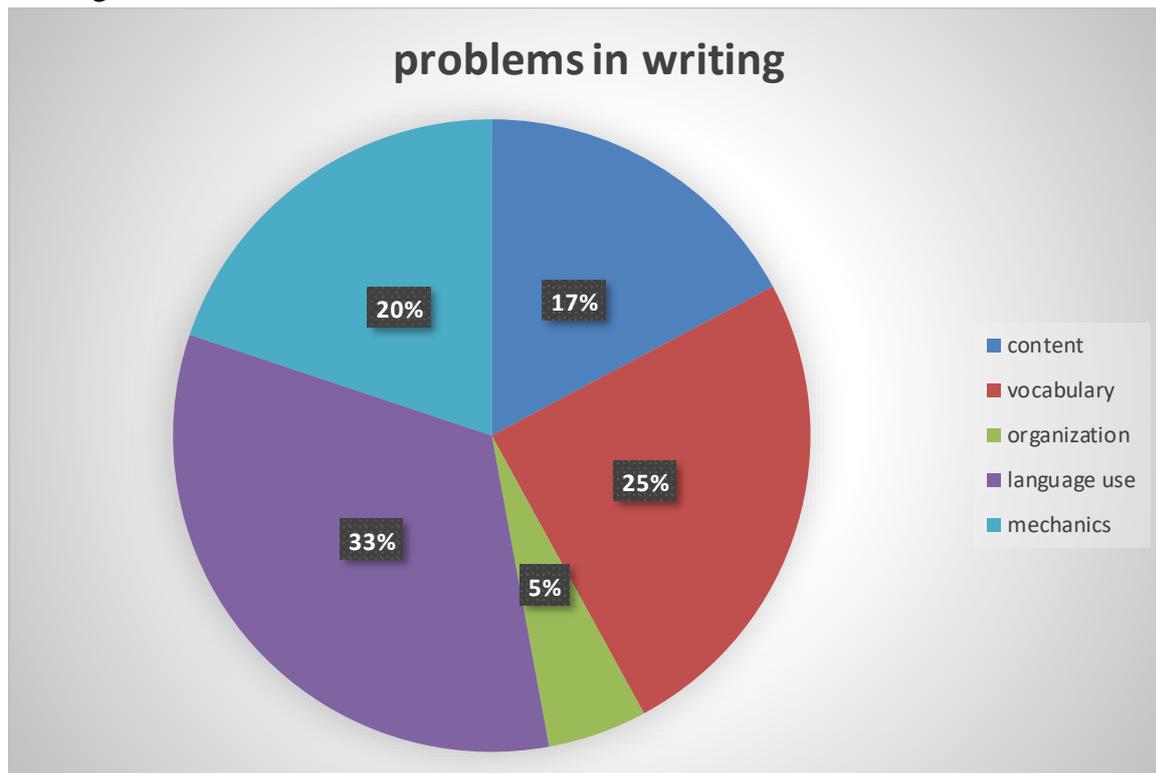


Figure 1. The percentages of problems in writing

The diagram above shows that the students had problems in all aspects of writing. It clearly shows that the biggest problem in writing this type of text was in the aspect of language use (33%). The aspects of language use also included errors of grammar made by the students in their texts. The second major problem area was the aspect of poor vocabulary. This included 25% out of the total errors in the students' writing. And third problem is that aspects of mechanics (20%). I was absolutely tried to decrease that percentages.

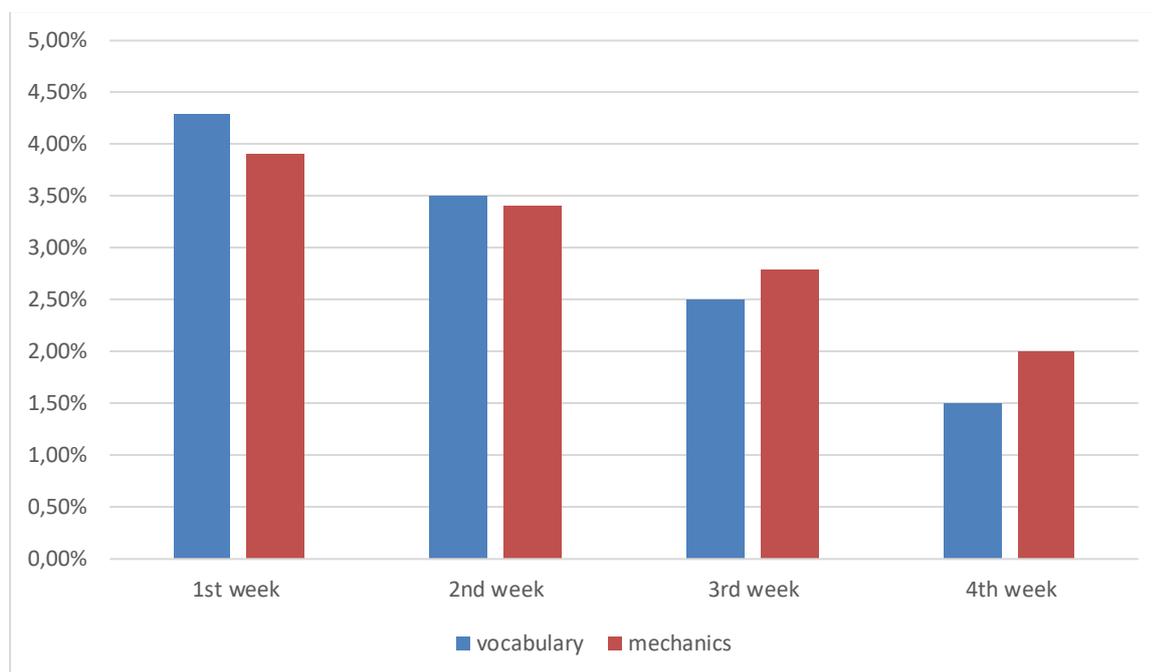


Figure 2 Experimental results

I conducted a study on students for 4 weeks based on my own experience and achieved the results in figure 2. Their results didn't change in 1st week because it took a time them a while to get used to those structures.

First of all, I gave them the words that are most often used in writing for them to memorize daily, and they memorized the necessary words in about a week and a half and I reinforced the words they had learned at home through activities throughout the lesson. That experiment worked for them in the second week, and their grades dropped from 4,5% and 3,8% to 3,5 and 3,4%.

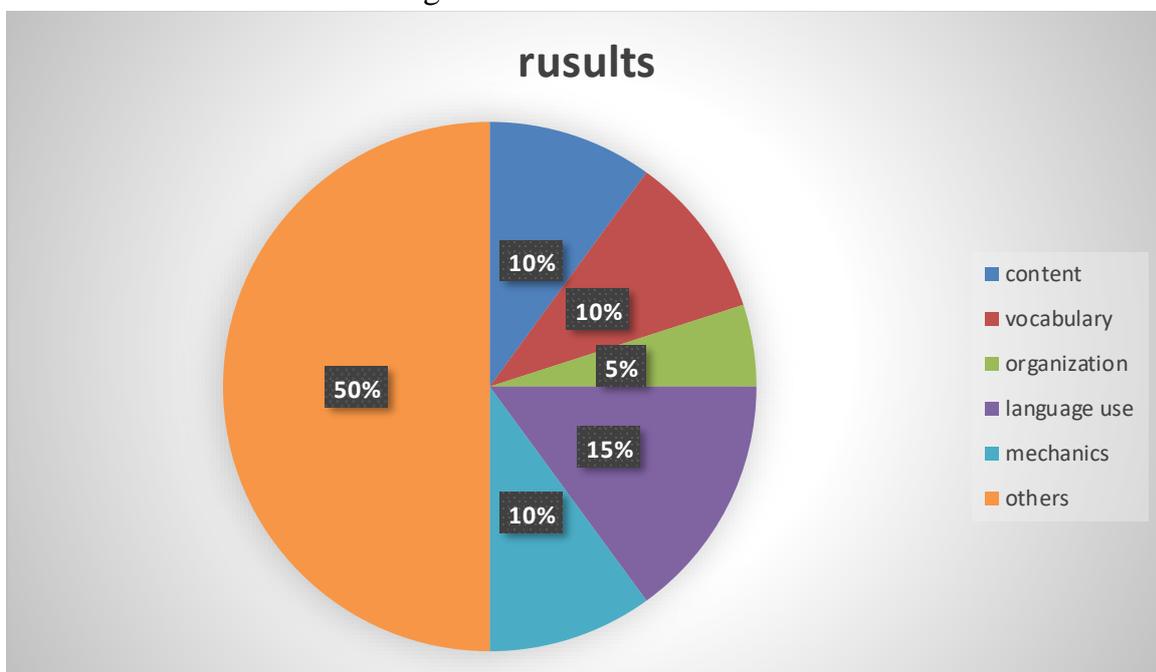
I wrote new words on a small piece of paper and pasted them on the walls and desks around the room. I divided the students into 3 groups. The first group of students had to put the new words in the introduction basket on the board, the second group in the main body and the third group in the conclusion baskets. Through this game, I also reinforced in them which part of the text the words given were used in and learned mechanics of writing.

In the 3rd week, I used a different method. In the 2nd week, they learned which part of the word to use, and that week I thought them how to keep it in the sentence. We know that we live in an era of technology and it is ordinary for every student to have a personal phone and use it in school. So that I created a game on the online Kahoot platform and we did that activity for 15 minutes in class. They were given points for each correct answer, so I encouraged the 3 students in the class who scored the most points, which motivated the others to study harder next time.

By the 4th week, students’ knowledge had increased significantly and they were able to construct sentences with ease. For that, I gave them a text assignment that week. Each student wrote an English text on a topic of their choice. During the lesson, we analyzed the texts of many students and gave them feedback given by the teacher in the lesson motivates the students to work on their learning and mistakes. In the following days, I mixed up the students in the class, and they also learned techniques from each other in this way.

At the end of the fourth week, I tested the knowledge I had given them. The results were encouraging. A month ago, they could not write even if they had vocabulary skills, but now they can write 3-4 simple sentences easily. If they continue to teach them these techniques, they will have a child who can write essays easily in a year.

You can see their results in Figure 3



Conclusion

It is not possible to improve pupils’ writing skills only in class, they need to practice at home as well. The aims of this research were to find out the problems with their writing skills, particularly in content, organization, poor vocabulary, language use, and mechanics. And also grammatical errors in language use were the major writing problem that they had.

While, it is suggested that teachers need to develop more systemized forms of feedback and activities and it make it clear to students what the feedback means and what they are do with it.

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