

Effective Ways of Teaching Writing in ESP Classes

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Abstract--*The article deals with the issues related to analyzing peculiarities of teaching writing in ESP classes. Writing is a way of forming and formulating thoughts in written form. Writing is an activity that it involves creative improvement of thought in a written word. It is a complex communicative activity. It helps to communicate in the written form with the help of graphical symbols.*

As a result, at any stage of learning a foreign language, it is necessary to master the skills of writing. Therefore, teachers have to pay more attention to the development of students' writing skills, which are basic skills in the development of spoken languages. Such training should take place in a discussion, partnership environment where teachers are equally active, as well as experienced researchers. Writing is regarded as social practice, its scientific and theoretical basis are social constructivism, academic discourse and literacy

Key words--*writing, communication, communicative activity, goals, objectives, communicative competence, tasks, creative writing.*

I. INTRODUCTION

The written form of foreign language communication is traditionally considered by theorists and specialists as the most difficult to learn, requiring considerable effort and time. This is due to the poor preparedness of students for writing as a type of speech activity, limited study time and the priority given to oral forms of communication in the development of foreign language communicative competence. Despite this, in recent years, writing, as a type of speech activity, has begun to occupy an increasingly important place in determining the tasks of forming professional skills of intercultural communication among students of non-philological universities.

Like any other educational aspect, writing has its own goals and objectives. The main purpose of writing instruction is the formation of students' written communicative competence, which includes the possession of written signs, the content and form of a written work of speech.

The tasks to be solved in training writing are related to the creation of conditions for mastering the content of writing. These tasks include the formation of the necessary graphic automatisms in students, speech and cognitive skills and the ability to formulate thought in accordance with the written style, expanding knowledge and horizons, mastering the culture and intellectual readiness to create the content of the written work of speech, the formation of authentic ideas about the subject content, speech style and graphic form written text.

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In addition, the XXI century is the century of international communication through the Internet. This type of communication includes various types and functions; therefore, various skills are developed in the lessons. Writing for teaching a foreign language plays an important role, because it reflects vocabulary, grammar skills and more.

But, like all sciences, it should be interesting for students. Therefore, the teacher should properly organize the motivational moment, the interest of students.

The technology of teaching writing is considered at the stages of training, as the content of the work has its own specifics.

The process of teaching writing is organized according to a three-phase framework: pre-writing, while-writing and post-writing (Milrud R.P., 2007.) (see Table 1).

Table 1 Phases and their content

Phases	Content
Pre-writing	Schemata activation, motivation for writing, preparation for the language, familiarization with the format of the target text.
While-writing	Thesis development, writing from notes, ending up with a given phrase, proceeding from a given beginning phrase, following a plan, following a format and register, solving-problem.
Post-writing	Reflection on the spelling and reasoning errors, sharing the writing with the classmates, redrafting, peer editing.

There are various tasks, techniques and activities for forming and developing writing as a communicative skills.

For organization of the work on writing an invitation we can use the letter-sample and instruction-rules (Cook G.E., Esposito M., 1984):

Table 2

14 Ten avenue Prairie View, Missouri 64193 March 8, 2014 Dear Alex, We are having a party on Sunday, March 2014, at 14 Ten Avenue from 3:30 –7.00 p.m. Please come and enjoy the pizza. Bring your discs if you like. Your friend, Mark.	Heading Opening salutation Body Closing salutation Signature
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The communicative exercises can be divided into four groups (), presented in the Table 3:

Table 3Types of exercises in teaching writing

Types of exercises	Activities
1. Reproductive using of formal supporters	- reproduction of printed or oral text on the basis of key words or speech patterns; - eliciting of text content in the written form on the basis of a plan or headline of the text; - scrambled sentences for writing a text in the logical sequence.
2. Reproduction of the content on the basis of the text	- questions to the text; - making a plan; - compression or extending of the text; - writing a headline to the text with arguments; - transformation of a dialogue into a monologue; - characteristics of heroes from the text.
3. Production on the basis of visual supports.	- describing the picture, photo; a fragment of a movie; - letter writing on the basis of a visual format-sample; - composition writing on the basis of the content of the text, the given pictures, questions or a scheme; - writing a review on the text, book, film on the basis of a format-sample.
4. Production on the	- letter writing;

basis of the language and life experience	- composition and essay writing; - announcement writing; - writing a review on the text, book, film.
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As we see, this system of speech exercises for developing writing skills is built on the basis of two principles:

- 1) From reproduction to production of the texts;
- 2) From verbal and visual supports to production without supports.

Consequently, writing plays a large role in teaching a foreign language, because it is closely interconnected with such aspects as speaking, listening, phonetics, etc. Therefore, it is necessary to carefully consider it as part of the learning process and rely not directly on the preparation of exercises on other aspects (Alenkina T. B., 2015).

Writing, like speaking, is characterized by a three-part structure: incentive-motivational, analytical-synthetic and executive. In the incentive-motivational part, a motive appears that appears in the form of a need, a desire to enter into communication, to transmit something in writing, to communicate any information. The writer has the intention of utterance. In the analytic-synthetic part, the statement itself is formed and realized: the words necessary for composing the text are selected, the subject attributes are distributed in the group of sentences, the predicate or the core part is selected in the semantic organization of the connections between sentences. The executive part of writing as an activity is realized in fixing the product with the help of graphic signs - written text.

In the modern methodology term “creative writing” is widely used for teaching writing in a foreign language. It means exercises of a productive nature of the most varying degrees of complexity, varied in form and content.

Writing techniques and activities can be characterized as controlled (for providing the content and form), guided (as free but a form is given) and free. (Controlled writing proposes using the following activities: coping, gap-filling, re-ordering words, substituting, correcting the facts and dictation.

Writing involves content, organization, style, syntax, mechanics, grammar and spelling. It was pointed out that “If we limit our feedback to pointing out or correcting errors, our students will concentrate on producing error-free writing, neglecting the interest or even the meaning of the content. The equation teaching writing – error elimination is counterproductive” (Balan R., Cehan A. & et.al., 2003). So it is necessary to conduct feedback in fair balance of content feedback and form feedback.

There are different types of writing performance in English which should be assessed (Brown H. D, 2004).

Imitative: At this stage, form is the primary concern to assess learner’s skills in the fundamental and basic tasks of writing letters, words, punctuation, and very brief sentences. This category also includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system.

Intensive: This refers to producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence.

Responsive: Assessment tasks here require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Form-focused attention is mostly at the discourse level, with a strong emphasis on context and meaning.

Extensive: Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of *an essay*, a term paper, a major research project report, or even a thesis. Students focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product.

The experienced teachers consider that teachers should ignore the language mistakes that do not hinder learning, so teachers may correct only those mistakes which are very basic and those which affect meaning.

Giving clear instruction-To help the students to concentrate on particular aspects of language, we can tell them that a piece of work will be corrected for only one thing, the use of tenses, for instance. By doing this, we ensure that their work will not be covered by red marks, and we encourage them to focus on particular aspects of written language. We can individualize language work by identifying for each student a few kinds of errors and assigning that focus on these.

Using students work as material- Where a piece of writing contains a number of common errors, we may photocopy the work (removing the writer's name) and show it to the whole class, asking them to identify problems. In this way the attention of the class can be drawn to common mistakes and photocopied document can form the basis for remedial work

Discussing errors- We will learn about our students' errors if we give them the opportunity to make them, fix them, and discuss them. We can ask our students to discuss where they think their mistakes come from and why they make them. This will help us to realize which mistakes the students can recognize and which ones they cannot. Asking the students to discuss their mistakes may provide us with wide information about interference, typical mistakes, usage of skills and give us clear evidence of language learning.

Pointing out strengths as well as weaknesses- Our students will have the chance to perceive a correct model in their own use of language and will be likely to continue taking risk if they see that their good qualities are noted and encouraged.

Also, in order to avoid too much correction of written work, give simple writing tasks which will not lead to many mistakes and which can be corrected in class.

Correcting work in class:

- go through the answers, writing on the board only if spelling is a problem;
- let students correct their own work or exchange books and correct each other's;

- move round the class to check what they are doing.
- Prepare a short writing activity for a lesson. The activity should develop writing skills, not just practice vocabulary and grammar.
- Read the instruction for using a picture for development of writing skills. Think about pictures/photos, writing tasks and activities which are suitable for students.

Find the samples of ready-compositions and analyze their structure and content. Think about activities for teaching writing a composition in the EL. Analyze the strategy of errors correction pointed out by the teacher.

A piece of writing (for instance, essay) as a final work at advanced level can be evaluated on the basis of criteria:

1. Task achievement: relevance and appropriateness of ideas and examples, coverage, variety, suitability of the text, type and length, awareness of a target reader, precision;
2. Organization: cohesion, coherence sequencing, paragraphing, layout and punctuation, length/complexity of sentence, textual fluency;
3. Range: structures, vocabulary, appropriateness, flexibility, detail, avoidance of repetition;
4. Accuracy: grammar, vocabulary, spelling.

In the future, as students should be encouraged to actually participate in the discussion of problems raised by the authors of articles on professional topics through students writing their own comments. Since access to the authentic, virtual form of communication sphere is associated with high psychological, social, intercultural and, of course, language barriers, the creation of a study group blog can be considered as an intermediate stage in the development of a professionally oriented intercultural communicative competence.

II. CONCLUSION

In conclusion, we emphasize that the specificity of the proposed methodology for interconnected teaching of writing is based on a cognitive-communicative approach to mastering the language, in which a foreign language is considered as a means of communication (oral and written), and as a means of cognition in the professional field (goals reading and processing the primary text). The cognitive-communicative approach to teaching writing opens up additional opportunities for closer integration of the “Foreign Language” discipline with the general educational disciplines of non-linguistic students and thereby increases the role of a foreign language in the formation of professional competencies.

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