

Development of Writing Skill By Means Of Instructions

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Abstract: *this paper is about basic instructions addressed to enhance writing ability. They are deemed to be the most prolific directions that force to abide by on a regular basis. It will be helpful procedure for readers.*

Keywords: writing, instruction, word processing, activities.

Introduction

Why Teach Writing to Adult Learners? Adults encounter writing tasks on a daily basis, especially informational or expository writing such as notes to children's teachers, grocery lists, work activity logs and forms, e-mails to family and co-workers, online service forms, and so on. The pervasiveness of writing in daily life underscores the need for learners and their instructors to focus on helping adults become flexible, confident writers. There is plenty of evidence to suggest that many adults of all ages in America are not flexible, confident writers. Writing Next and Writing to Read provide grim statistics showing that poor in-school performance and high drop-out rates from high school lead to a situation in which adults are underprepared for postsecondary education or successful employment. For example, they report that nearly a quarter of community college registrants show the need for developmental writing instruction. Similarly, the reports document that the writing demands of most jobs—even at the entry level—are increasing and businesses may have to provide the remedial writing instruction that workers need. Preparing adult students for further education or work advancement requires that adult educators help learners improve their writing skills and increase their confidence in their ability to write.

Methods

Strategies replace negative self-talk with positive self-instructions to help students overcome frustration and past failure. Strategy instruction has been introduced to adult education through the professional development programs, Bridges to Practice and Learning to Achieve, developed by the National Institute for Literacy to address the needs of students with learning disabilities. It is an instructional approach that requires professional development and practice leading to instruction that is consistent and explicit.

Results and discussion

- Summarization. Explicit teaching of the elements of a summary of a text leads to improved ability and increased confidence in writing summaries. Having learners write summaries about what they read is a key recommendation from Writing to Read. In addition, summarization is an increasingly common expectation as students advance in their education and are assigned more complex texts to read and comprehend. Connect this instruction and practice with increasingly complex texts to reinforce learners' comprehension as well as writing skills.

- Collaborative writing. Making arrangements for students to work together through the entire process of writing—planning, drafting, revising, editing, and publishing—results in higher quality writing products. Use technology to support and share writing, especially for classes that do not meet daily, or assign writing as an out-of-class activity.

- Setting specific product goals. Understanding the nature of goals for a written product, setting the goal in advance during planning, and then monitoring and editing one's work for adherence to the goal all result in higher quality final products. Setting specific goals (e.g., "to persuade a voter") are more effective than general goals (e.g., "write a 200-word essay"). Discuss writing quality with learners and identify areas for improvement. Help learners set explicit goals to guide their writing, and work with them to track progress. For example, learners may want to write more words during a Quick or Free Write exercise, others may identify that their sentences are all of a similar type and want to focus on adding variety and using combined sentences. Tracking goals works!

- Word processing and other technology tools are especially supportive for struggling writers, providing the means to move more easily from idea to composition, supporting spelling, revising, and proof reading. Technology-assisted writing also makes collaborative writing (see above) more feasible and productive.

- Sentence combining, that is, practicing how to combine two simple sentences into a compound or complex sentence, has a positive impact on overall writing quality and can boost learners' reading comprehension skills as well. Use this technique in conjunction with other effective writing techniques, such as encouraging peer discussion as part of collaborative writing, to help reinforce the practice.

- Prewriting activities, or brainstorming before beginning to draft a composition, has a positive impact on the final written product. Prewriting activities can be done individually or as a collaborative process. This planning strategy may be particularly important to low-achieving writers for compensating and overcoming documented weak prior knowledge and vocabulary (Graham & Perin, 2007). Engaging learners and supporting vocabulary development and background knowledge

through prereading strategies can support writing about the topic, too. Generate lists, word webs, and personal glossaries that can help writers demonstrate what they know.

- Inquiry, in which learners engage in a focused investigation with “immediate and concrete data” (Graham & Perin, 2007, p. 19) that they gather and analyze, is a springboard to higher quality writing. Assign authentic activities and materials as inquiry writing, either inquiry in the community (i.e., is there consensus for the public library to expand?) and/or online as a web quest.

- Process writing approach includes many related activities, including a greatly increased quantity of writing (only some of which is completed to publication) and a focus on writing throughout the course, along with mini-lessons on embedded skills.

- Study of written models with direct, guided practice was found to be an effective instructional strategy, especially for students with low skills [4].

Conclusion

It is a professional development model as well, and results seen in students’ writing are correlated to teachers’ training in the approach. It is worth noting that the instructional activities of sentence combining and inquiry are part of the approach. Another key component is the modeling of writing by instructors. Model writing and responding to feedback and model applying the strategies you teach. Many adult educators have participated in local National Writing Project chapters; see www.nwp.org for a local chapter that can offer professional development and a community of writers.

1. National Institute for Literacy, Learning to Achieve: A review of the research literature on serving adults with learning disabilities. Author, Washington, DC.
2. TEAL Center staff Reviewed by: Dolores Perin, Columbia University About the TEAL Center: The Teaching Excellence in Adult Literacy (TEAL) Center is a project of the U.S. Department of Education, Office of Vocational and Adult Education (OVAE), designed to improve the quality of teaching in adult education in the content areas.
3. https://lincs.ed.gov/sites/default/files/1_TEAL_Research-based%20WI.pdf