

THE EFFECTIVE WAYS OF TEACHING ENGLISH THROUGH CLUSTER SYSTEM

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Abstract

The article is about some ways for developing writing skills so that they can apply them in their academic life. Data was collected using a questionnaire which was formulated on the basis of different processes of writing and classroom practice by the learners. The survey was conducted among the students who were studying or had taken language skills courses at the Department of English in a private university of Uzbekistan. Based on the findings, some practical recommendations have been made for all three stakeholders: learners, teachers, and institutions.

Keywords: Process writing, brainstorming, listing and clustering, looping, pre-reading, sharing, revising.

INTRODUCTION

Writing is one of the skills that all students should learn in their academic life. Therefore, learning to write has been accepted as a very important educational goal at all levels of education in Uzbekistan, especially at higher educational institutions. It is interesting that developing students' writing despite the great attention given to it, it is the majority of students. It has always been a difficult skill to Collect ideas, arrange them in the correct order, maintain a flow of writing, write error-free and coherent sentences and catchy phrases are the problems they face. However, problems can be easily overcome and if they can observe some productive processes while writing, tasks should be very inspiring and interesting for them. The main purpose of research is to organize ideas and that they cannot be put in writing is to reveal the reasons. Another objective of the study is to help students find ways to overcome difficulties finding different processes of writing to help and explain readers and other interested parties on how to develop writing skills between is to raise awareness.

Achieving research objectives, the following research questions were set for:

Research question 1: What processes in writing classes to develop students' writing skills comply?

Research Question 2: How well do students know about the various basic concepts?

Research Question 3: What are the standards processes to follow for developing writing skills?

To answer these questions in Tashkent to study the opinions of students in a higher educational institution a short survey was conducted. The survey results are presented and discussed in this article. Finally, the findings and some implications for pedagogy based on the discussions emphasized.

ANALYSIS OF LITERATURE ON THE TOPIC

According to the grants commission, in Uzbekistan 40 that provide education to the main part of higher education students state university and 72 in seven divisions of the country private universities are available (2018). These universities pay special attention to the English language, because it is the national language and is in great demand in international fields. They are also interested in financial gain by attracting students with their English-speaking environment. All BA and BSS at National University pass and has honored diploma students with a compulsory English course - out of 100 points general English and their academic background and specific goals that facilitate their future needs another course called English for (ESP) should learn. In this context, Hossain's (2013) observation confirms the same. Higher education students in their countries from academic paragraphs and essays, various types of academic papers, reports and many written assignments ranging from have to do. Level and their writing are consistent, where thoughts and ideas are organized (Cohen & Miller, 2003). However, for students of higher educational institutions of Uzbekistan they teach the four language skills - listening, speaking, reading and even if they try to learn to write, writing is for them the most difficult skill (Karim, Maasum and Latif, 2017). Regarding teaching writing in the third grade Sinha (2013) that students encounter at higher levels observes similar difficulties (p. 77). According to him, one such difficulty is that they are different skills necessary to perform writing tasks and is a lack of expressions. Another one they face is about getting the grammar and language right is a concern. It is difficult to write for them and it makes it difficult to complete their writing tasks. Supporting of this opinion, Barman and Akhter (2014) argue that writing has always been a subject of disdain, dislike, and even hatred for students, with the exception of. The same idea is given by Alam (2007). According to him, students often may have knowledge of vocabulary and grammar (e.g. tenses, conjunctions and prepositions), but after being assessed, they are unable to write coherently and have trouble reframing thoughts. Bernstein (cited in Higgins, 2003) stated: For most people, writing is lonely, frustrating and is an unfortunate experience. Enjoys the writing process, the writer looks unusual. Most writers like to write, but the pen across the paper is as real as scrolling or pressing keys one after the other. They take no pleasure in the task. As language teachers, we are also in the classroom with students on topics related to everyday life. When asked to write, they have an intellectual problem. We experienced their arrival. Similar problems identified by Barman and Akhter (2014). According to him, when students want to write, they feel empty. They are in the dark looking for ideas, but they find nothing. Often they themselves feel defeated and lost, which in the end makes them frustrated, demotivated and not interested in writing (p. 100). Teaching writing: A Process Approach various scholars have so far attempted to solve L2 writing problems and develop competent L2 writers. The two most common approaches are the product approach and the process approach. The product approach focuses on the construction of the final product rather than the writing process itself (Harmer, 2011, pp. 325-326).

RESEARCH METHODOLOGY

According to Harmer, many scholars approach writing in ESL contexts. A process approach perspective, writing is viewed as a "thinking process" (Brown, 2001, p. 336). In this approach, the creativity of writers and "between the writer and the writers' inner world cognitive relationships" (John Swales, 1990, page 220). Brown (2001) emphasizes the importance of a process approach emphasizing that it is useful for students in language learning calculates and in the process students write their own states that they will be able to manage because they will be able to think while writing. In this approach, students on a specific topic writing are not limited by the time limit. Raimes (1983) as noted, "students in the process of writing if they don't have a time limit... rather they have a theme they learn by writing" (p. 10). This approach is hard to the various stages that a piece of writing goes through emphasizes. Harmer (2011) of the process approach Talking about the advantages of writing with students spending time on previous stages, editing, re-composing and finally, producing a finished version of their work process approach through the release to the following goals believes that it aims to achieve. the majority to the heart of the various skills used by writers (325-pages 326). Processes are necessary to discover ideas that work as a tool. These are the students' own help to overcome their inhibitions and guide them in the right direction to direct the wellspring of ideas hidden within them. In this study, writing as a product rather than encouraging the reader to start generating ideas and help to move forward until the task is completed is presented as a process that gives. As Trimble (1996) notes, "much extended texts contain identifiable stages although usually the writers of some of these steps revise the text many times until it is finished"(p. 38). Thus, the different frameworks of the writing process and After analyzing the models, the five main ones of writing It can be said that there is a stage. These are pre-written, designed, revised, edited and shared. Brown (2001) in the classroom for the prewriting stage offers the following activities: brainstorming, list, cluster, free writing, reading passage (extensive), passage browsing and/or scanning (page 348). In the design stage, students learn grammar or develop ideas without worrying about mechanical errors and try to come out and write them. Generate ideas by issuing, organizing them, developing a theme, a plan development, audience consideration and launching what writers do to write a first draft activity (Tribble 1996, p. 113).

ANALYSIS AND RESULTS

Recognize writing as a process taking, different researchers have different writing strategies and models are offered. However, scientists use different terms and although they use meanings, they are more or less the same turn to strategies. Brainstorming, ideas creating or discovering a thesis, listing ideas, focus, scaffold or outline create, network and rotate or organize, free write and map, design, evaluate, revise output, processing, jigsaw, editing or proofreading and improvement of the first draft, the final version. Some of the preparations recommended by researchers are popular strategies (Barman & Akhter, 2014; Byrne, 1988; Hedge, 1988; Heffernan, Lincoln & Atwill, 2001;

Langan, 2005; Shaw, McDonough & Shaw & 2020). Miller, 1999). However, all of these popular strategies After studying, we mainly study the following we focused on strategies:

1. Brainstorming: This is the broadest way to generate ideas and spread strategy. Pupils list all the thoughts about the topic through brainstorming. At this stage, students write freely based on their plans. They produce and write the first sentences without bothering much about grammatical and organizational accuracy. In other words, brainstorming is putting the idea from the topic and writing down what comes to mind.

2. List and cluster: At this stage, students create a picture of the interrelated ideas of the topic and an outline of the connections they learn through All relevant thoughts are words and phrases presented in the form Listed words and phrases divided into groups and therefore the bonding process is created. This is a transition from general ideas to specific areas. It is also an arrangement of thoughts is a process. This is the writer's opinion of the idea in detail allowing scrolling to the end. In general, it is a way of developing and grouping ideas.

3. Read ahead: This is a very useful strategy that helps writers expand their horizons. It always gives them the latest knowledge and more updates with people's thoughts on the topic. Reading always helps writers to generate creative ideas.

SUMMARY

In the third stage, research is investigated and described teaching and learning situations Research shows that the majority of students writing are unaware of the necessary knowledge of the writing processes. Although some students have some understanding of different writing strategies, most of them do not know how to perform these techniques. Another key finding is that because most of the students are concerned about grammatical or mechanical errors during the project creation phase outside, they remain anxious and therefore it hinders the development of students' creative abilities. Minimizing these concerns by adopting another strategy, namely cooperative learning is possible, but this practice is not present in classroom teaching. Another notable finding is that most students depend on rote learning. This limitation in institutions of proper learning environment can easily be attributed to the absence and insufficient support of teachers.

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