
THE ROLE OF PEER EDITING IN COMPOSITION FOR MULTILINGUAL WRITERS

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ABSTRACT

The article describes the peculiarities of peer editing in composition for multilingual writers. As it is known that, the aim of peer-editing is to help students learn to be more active writers and readers, to prevent students away from constantly seeking approval from some authority, and to help teach students to rely on their editing and comprehension abilities and those of their peers. In this article we deal with the process of analyzing the importance of peer editing, its types and functions.

Keywords: peer editing, information, vocabulary, communicative task.

АННОТАЦИЯ

В статье описываются особенности взаимного редактирования в сочинении для многоязычных писателей. Как известно, цель взаимного редактирования состоит в том, чтобы помочь учащимся научиться быть более активными писателями и читателями, не дать учащимся постоянно искать одобрения у какого-либо авторитета и помочь научить учащихся полагаться на свои способности к редактированию и пониманию. В данной статье мы рассматриваем важности взаимного редактирования, его видов и функций.

Ключевые слова: взаимная редактирование, информация, лексика, коммуникативная задача.

ANNOTATSIYA

Ushbu maqolada o'zaro tahrirning o'ziga xos xususiyatlari tasvirlangan. Ma'lumki, tengdoshlarni ijodiy ishini tahrirlashning maqsadi talabalarni yozuvi va o'qishini faollashtirishga yordam berish, talabalarni doimiy ravishda ba'zi bir qolipda o'rganishiga yo'l qo'ymaslik va tahrirlash, tushunish qobiliyatini takomillashtirishga o'rgatishdir. Ushbu maqolada biz o'zaro tahrirlashning ahamiyati, uning turlari va funktsiyalarini ayon qilganmiz.

Kalit so'zlar: o'zaro tahrirlash, ma'lumot, lug'at, kommunikativ vazifa.

INTRODUCTION

The ultimate goal of teaching writing in a foreign language is the ability to independently create a high-quality information product for a specific target audience. In this regard, the skill of editing becomes an important aspect of writing skills. The creation of a text in a foreign language is associated with a concentration on a wide range of tasks - the selection of suitable vocabulary and grammatical structures, adherence to style, taking into account the norms adopted in a foreign language, the communicative task and the target audience, building the structure of the text in accordance with the requirements prevailing in the language. At the same time, it should be taken into account that even when editing the text in the native language, the author needs to distance himself from his work in order to see his own inaccuracies and errors. To an even greater extent, this is typical for editing texts in a foreign language. That is why the work of a teacher in correcting and editing students' essays is not always sufficient and the only effective one.

MATERIALS AND DISCUSSIONS

The peer editing method can be used as an additional teaching tool. The method of peer correction and editing involves the exchange of written work between students to correct errors based on the evaluation criteria set by the teacher. Since the mistakes of foreign language learners are typical in many respects, editing the work of classmates helps to draw a parallel with their own compositions, which means it helps to optimize learning.

Types of Peer Editing Unlike teaching speaking, listening and reading, teaching writing has traditionally taken place without the use of communicative techniques. However, writing at its core is a communicative skill that serves to convey the thoughts and feelings of the author to the reader. The formation of this skill occurs more efficiently using such techniques as dialogue and discussion. [5, p. 2–3]

The method of peer editing allows you to use such techniques in teaching writing. At the same time, the teacher sets the type of editing that corresponds to the level of foreign language proficiency and the objectives of the lesson.

1. a) Peer editing in pairs. In this case, students individually create a complete text or one paragraph of text (for example, an introduction to an essay) on a specific topic and in a clearly defined time period. They then share their work for editing and proofreading, evaluation and feedback.

b) Peer editing in groups. Students create texts in mini-groups. The groups then exchange their work to discuss their strengths and weaknesses, correct mistakes,

evaluate and give feedback. Writing in a foreign language is a complex skill that requires not only knowledge of various aspects of the language (grammar, vocabulary, stylistics), knowledge of the means of logical connection, but also an understanding of the characteristics of its target audience, etc. That is why it is advisable to edit works on at least two levels - in terms of content and language design of the text.

2. a) Cross-editing to identify errors related to the content. The fulfillment of the communicative task is the most important criterion in evaluating written works in a foreign language. [6, p. 68–73] At the same time, it is especially difficult for novice authors to identify semantic and substantive errors when editing their own works, even in their native language.

Nevertheless, errors of this kind are often typical (ignoring the main topic, using details that are not related to the main topic, lack of explanations and examples illustrating the main idea).

b) Peer editing to detect language errors.

Depending on the purpose of the lesson, students can be asked to identify only grammatical or only lexical errors. Due to the fact that a large number of diverse errors and inaccuracies are far from rare for written works in a foreign language, focusing on errors of one category greatly facilitates the correction process for students. At the same time, by restricting the problem in this way, it is possible to obtain a better analysis of errors and more effectively solve the problem of preventing them in the future. It is possible to use peer editing both in regular classroom work and outside the classroom using Internet platforms.

3. a) Peer editing in classroom work. Editing is done in class. Feedback and discussion of the work takes place 'face to face' directly in the classroom.

b) On-line peer editing. Students post their texts online. Their classmates get acquainted with the texts and send their proposals for editing in writing. This type saves classroom time. [1, p. 45]

The use of peer editing leads to the emergence of a discussion, thus enlivens the learning process, makes it more dynamic and effective. At the same time, the teacher traditionally remains a leader, monitors the work of students and directs their work. The main functions of this technique include: - Promotes the communicativeness of learning. Traditionally, writing is a 'solo' type of learning activity. The use of peer editing contributes to the change of activities in the lesson (writing, reading, discussion), which leads to an improvement in the concentration of students and an increase in the productivity of the lesson as a whole.

Emergence of a real readership among student-authors. In a situation where the teacher becomes the only reader of a student's work, the motivation of students is significantly reduced. The presence of readers who can appreciate their efforts is a motivating factor for creativity. [9, p. 372]

In addition, in this situation, novice authors have an additional incentive to make their work focused on a potential reader - informative and readable. - Development of critical thinking. When using this method, the student has at his disposal several texts on the same topic. He has the opportunity to compare the quality of argumentation of different authors, the clarity of the structure of texts and how these factors affect the perception of the text as a whole. In addition, a student from a listener who passively accepts criticism becomes an active participant in the educational process [7, p. 1]

Removes the problem of ignoring the correction of errors by the teacher. Requirements for academic texts in a foreign language and in the native language may differ significantly. This may lead to rejection of corrections by the teacher. [2, p. 84]

This is especially true for errors related to the content of essays, and not to its linguistic design. Constructive criticism from peers can contribute to the recognition of the inconsistency of one's position and a qualitative change in subsequent work.

Forms the skill of editing and proofreading. In pedagogical practice, this skill is often defined as "examination". At the same time, it is certainly a part of the general communicative competence and is necessary in situations of real exchange of information in a foreign language.

Potential Peer-Editing Problems and Opportunities for Solving Them Of course, peer-editing requires a high level of student self-organization. However, modern educators recognize that students should be taught the skills of autonomous work, as well as teamwork from the initial stages of training. [8, p. 246]

The main difficulties in introducing the practice of peer editing in the classroom are related to the fact that editing is a complex skill that requires concentration on a number of aspects. The following are typical challenges faced by educators and students and opportunities to overcome them. - A large number of diverse errors. In this case, it is effective to limit the editing area. Having familiarized himself with the work of students in advance, the teacher can identify the main problem areas and, in accordance with this, set the task for students. For example, edit only the errors related to the content. - Difficulty in detecting errors. To facilitate the task of editing, the teacher can familiarize students with typical mistakes in advance, dividing them into categories (meaningful, grammatical, lexical, etc.) [5, p. 68–73]

Misunderstanding of the criteria for evaluating the content of the text. In this case, it is possible to develop a list of control questions for evaluating the content. [4, p.3]

For example, below is a list of sample questions for evaluating an essay-reasoning:

Does the introduction contain the main theses of the essay?

Does the essay fit the theme? Are there explanations of the theses stated in the introduction, in the main part, are there relevant examples?

Does the text of the main body contain examples and details that are not related to the main topic?

Does the author sum up his reasoning in the conclusion? - Distrust of criticism from peers. [3, 73–74]

In order to avoid from this problem at the initial stage, it is possible to check the anonymous works of students who do not belong to this group. After identifying errors and inaccuracies, you can offer to rewrite the texts of these works. Demonstrating the effectiveness of peer criticism in this way will help alleviate this problem.

CONCLUSIONS

In conclusion, it should be emphasized that the method of peer editing, as an additional method of working on errors, has a number of advantages, including its communicative orientation and focus on the development of critical thinking. However, like any method of interactive learning, it requires prior preparation of students and careful planning of the lesson. In particular, the teacher needs to acquaint students with the criteria for evaluating a particular type of written work, if necessary, to narrow the task of editing to correcting errors of one specific type.

When properly developed, the method of peer editing effectively complements the work of the teacher in correcting and editing students' texts, contributing to the development of students' autonomy.

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