

FEATURES OF EFFECTIVE WRITING FOR B1 LEARNER IN HIGHER EDUCATION ENGLISH

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ABSTRACT

This paper is devoted to the theoretical significance of the work lies in the further refinement of currently available representations about specifics of the writing skills and effective ways of its teaching, on the variability of using approaches.

Key words: *Effective writing, well-organized, writing skill, monotonous structures, communication, written assignment .*

АННОТАЦИЯ

Настоящая статья посвящена теоретической значимости работы, заключающейся в дальнейшем уточнении имеющихся на сегодняшний день представлений о специфике навыков письма и эффективных способах его обучения, о вариативности использования подходов.

Ключевые слова: *Эффективное письмо, хорошо организованное письмо, навыки письма, монотонные структуры, общение, письменное задание.*

INTRODUCTION

Improving student writing skills helps learners to succeed inside and outside the classroom. Effective writing is a key component of student literacy, and writing is a vital communication tool for students to express ideas and thoughts, explain ideas and events, and evaluate knowledge. Indeed, writing is a lifelong skill that plays a key role in post-secondary performance across academic and vocational disciplines. However, most of the learners come across with difficulties in achieving effectiveness writing skill. What is effective writing itself? According to Steve Graham effective writing is:

- Achieves the writer's goals. These goals can be set by the writer or teacher, or through collaboration between the writer, teacher, and/or peers.
- Is appropriate for the intended audience and context. For example, a persuasive text written for a school newspaper may look different than one written for an online forum.

• Presents ideas in a way that clearly communicates the writer's intended meaning and content. The writer's ideas are well-organized and clear to the reader, and expressed effectively.

• Elicits the intended response from the reader. For example, a persuasive text compels the reader to take action, whereas a mystery novel elicits feelings of suspense or surprise from the reader. (Steve Graham, 2016)

Students may sustain contact at level B1 to get across what they want to say in a number of contexts and follow the key points of widespread discourse around them, given that expression is clearly expressed in the standard dialect. Even though they may have to pause for grammatical and lexical preparation and repair, particularly in longer stretches of free development, they can articulate the key point they want to make comprehensibly and keep going understandably. They may explain experiences and events, dreams, hopes and goals, and briefly offer reasons and explanations for their opinions and plans. Students at this level will write simple texts on subjects of familiar or personal interest by connecting a set of shorter discrete elements to a linear sequence. They can write personal letters detailing events, experiences and observations. At this stage, students will write very brief reports that include routine factual details and state explanations for action. They will write in depth personal letters detailing experiences, emotions and events. Simple information of unforeseeable events, e.g. an accident, can be identified. They can explain aspirations, goals and ambitions, and they can take messages detailing enquiries, difficulties, etc. They will explain the narrative of a book or film and describe their reactions to it.

DISCUSSION AND RESULTS

Writing skill is considered as one of the complex process which consists of various components. If the EFL learners desire to have a successful ability of writing they should follow them. Among them vocabulary and grammar is the first and foremost part that the learners should mainly concentrate on. The fundamental acknowledgement regarding grammatical structure and adequate vocabulary serves as a moral encouragement to start writing something in foreign language. To this concern, teachers' roles are important as they are recommended to demonstrate the learners with some sample writings and train them how to make accurate sentences and how to organize these sentences to make excellent paragraph. Then with some simple subjects of their interest, the teachers have to encourage the learners to begin their writing. First of all, the teachers have to show the features of successful writing in the course of improving the writing skills of the EFLs. Unless these features of successful writing are taught to the EFLs at their initial stages, it will be extremely

unlikely later on. Teachers should integrate these features into their writing. Therefore, the responsibility for inculcating the characteristics of their EFLs is on the hands of English teachers as they start writing at the initial stages. There are characteristics of effective writing below:

- Interesting and current topics;
- Rich and appropriate vocabulary;
- Variety of grammatical structures;
- Right usage of pronunciation;
- Continuous flows of thoughts;
- Link ideas coherently;
- Use of simple and easy language;
- Adapt writing suitable to the readers;
- Engage readers.

These features show that for EFLs there are many features of efficient writing abilities in English. The teachers should, first of all, pay more attention to the subject they are going to assign to the students. When selecting the subjects, teachers must take into account the needs and desires of the learners. At the same time, educators have to remind them regularly about current trends in contemporary society so that students can understand them well and attempt to read them during their leisure time. So, it's really important for teachers to have a discussion with the learners before the subjects are selected. Once those subjects are accepted by the learners, the teachers should give them to the learners to begin writing on the subject. The teachers could then also teach how to use those words to write in English.

Cohesion is another key element of the effective writing. Teachers have to show learners before they start writing what sort of vocabulary they need to use. Because various words are used for different purposes, learners are taught how to use the right vocabulary and verbal bridges such as synonyms, linking words that suit the situation. When learners know which vocabulary is acceptable for a given context, they can use it precisely in their writing. The language should be as catchy to the reader and as plain as possible. Writers should focus more on acceptable synonyms instead of using the same term several times. The vocabulary used by the EFLs should therefore be very rich, catchy and fitting to the context. The next important point that makes writing more successful for learners is the option of accuracy of grammatical structures. Since there are a number of structures used by English authors, the main emphasis of the EFLs should be on the use of various grammatical structures rather than on the use of monotonous structures in their prose. To this end, teachers should

teach different grammatical structures involved in writing English and train their ELLs to master them. Once these structures are taught to learners, they must put them into practice in order to use them in a relevant way, depending on the context. Teachers must train their learners to practice the grammatical constructs taught in their classrooms so that the learners can understand the structures and use them in a context-specific manner.

Another significant aspect that affects the writing skills of the EFLs is the proper use of punctuation marks. It is well known that punctuation plays an important role in the writing of EFLs in English, because the incorrect use of punctuation not only leads readers to mistake the meaning of the sentence, but also confuses them with understanding the correct meaning of the sentence according to the opinion of the writers. As there is a lot of shift in context as punctuation marks change their position, teachers can teach the learners how to use punctuation marks when they start writing in English. Since punctuation marks are very important in writing in English, the ELLs must be careful to use them in their written assignments. In addition, teachers are often required to show a shift of context when punctuation marks are misplaced.

When writing on the subject, another significant point is coherence that the ideas of the learners should be viewed as a continuous flow and there should be no divergence from the subject in between. The learners should therefore know the technique of writing down the important points relating to the subject, and they should address them in the same paragraph. Furthermore, there should be no break in the expression of these thoughts, and they should be like the incessant drift that makes the reader understand the idea well. Teachers should also train the learners to keep writing with a good flow of thoughts in order to make writing a well-readable one.

The most important factor that makes the learners a good writer is to relate their ideas in a coherent way to their writing. Since writing requires a lot of reading and more practice, the EFLs need to read as many texts as possible. In addition to reading, they can also strive to spend more time practicing writing in English. In this sense, teachers need to teach them how to organize their ideas properly and how to consistently use the word connection to connect sentences and paragraphs. If the sentences are not well structured, the object of writing is not fulfilled. Therefore, English teachers should pay more attention to connecting their ideas logically to the points mentioned in the EFL's writing. In addition, teachers can teach the EFLs how the linking devices are used to write English texts, so that they can do well when writing something in English.

Besides, focus, organization, support, elaboration and style are valuable tool for the comprehension of good writing and organizing writing instruction. If teachers utilize these features they will be able to help their students become more effective writers in any genre and at any level.

Focus is the subject/subject set up by the author in response to the task of writing. The writer must clearly set the emphasis as he/she fulfills the prompt assignment. If the writer withdraws from or discusses the subject matter presented in the prompt, the emphasis is weakened. The author can effectively use an inductive organizational plan that does not explicitly define the subject matter at the outset and cannot simply identify the subject matter at all. The existence of a focus must therefore be calculated in the light of the method of development chosen by the author. If the reader is uncertain about the subject matter, the author has not effectively developed a focus. If the reader is interested and not confused, the writer is likely to have been successful in creating a focus.

Organization is the progression, the partnership and the completeness of ideas. The author creates a well-organized composition for the reader, which reveals a constancy of intent through the creation of elements forming an efficient beginning, middle and end. The answer shows a consistent progression of similar ideas and/or events and is unified and complete.

Insufficiencies are also defined by undeveloped data, redundancy, and Repeated paraphrasing of the same argument. Sufficiency has little to do with quantity than with the weight or strength of the information given.

Effective writing is a key component of student literacy, and writing is a vital communication tool for students to express ideas and thoughts, explain ideas and events, and evaluate knowledge. Unfortunately, B1 learners usually consider writing skill as the most complex and difficult to teach as it requires not only grammatical devices but also the conceptual judgment. As we stated above, B1 learners of English language have already acquired how to make simple paragraph and even short stories and essays.

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