

DETERMINING THE MOST EFFECTIVE APPROACH TO SOLVING THE WRITING PROBLEMS OF THE LEARNER'S ACADEMIC WRITING COURSES

Otamirzayeva Sug'diyona Otabek kizi

Teacher of Foreign Languages Department,

Tashkent State University of Law

ABSTRACT

This article explores the most effective approach for addressing the writing problems encountered by learners in academic writing courses. It identifies common challenges, such as organizing ideas, structuring academic papers, synthesizing information, and using appropriate language and style. The article delves into four key approaches: process-based, genre-based, collaborative writing, and technology-enhanced approaches. By understanding and implementing these approaches, educators and institutions can provide targeted support to enhance learners' writing abilities and promote academic success.

Keywords: *academic writing, writing problems, learners, instructional approaches, process-based, genre-based, collaborative writing, technology-enhanced, organization, structure, language, style, academic success.*

АННОТАЦИЯ

В этой статье исследуется наиболее эффективный подход к решению проблем с письмом, с которыми сталкиваются учащиеся на курсах академического письма. Он определяет общие проблемы, такие как организация идей, структурирование научных статей, синтез информации и использование соответствующего языка и стиля. В статье рассматриваются четыре ключевых подхода: процессуальный, жанровый, совместное письмо и технологически усовершенствованный подход. Понимая и применяя эти подходы, преподаватели и учебные заведения могут оказывать целевую поддержку для улучшения письменных способностей учащихся и содействия академическим успехам.

Ключевые слова: *академическое письмо, проблемы письма, учащиеся, учебные подходы, процессуальный, жанровый, совместное письмо, технологическое, организация, структура, язык, стиль, академический успех.*

INTRODUCTION

Academic writing plays a crucial role in the educational success of learners, as it is a fundamental skill required for effective communication and scholarly engagement. However, many learners encounter challenges and difficulties when it

comes to writing in academic contexts. The writing problems faced by learners in academic writing courses are diverse and multifaceted. Aldabbus (2017) outlined a variety of factors that might make learning to write difficult. The L1 interference (differing writing direction, no capitalization, varying sentence structure, varying adjective order, varying spelling system, and varying use of articles) is placed on top of these. Insufficient class time for teaching and practicing writing, he continued, is yet another important factor. Similar to this, Altaeb (2018) suggested that students are typically given theoretical instruction on how to compose sentences, paragraphs, and essays before being assigned homework to have them practice writing them at home. The majority of students simply turn to the internet for cut and paste instead of bothering to complete their assignment. According to Al-Khairy (2013), one of the causes for the low standard of academic writing among students was the teachers' unclear directions. Another significant factor contributing to university students' struggles with academic writing is teachers' inappropriate feedbacks. This article aims to explore the most effective approach for addressing the writing problems faced by learners in academic writing courses. By identifying and understanding these challenges, educators and institutions can implement targeted strategies to enhance learners' writing abilities and promote academic success.

DISCUSSION AND RESULTS

Identifying Common Writing Problems:

Before delving into the approaches for addressing writing problems, it is important to identify the common challenges learners face. These may include difficulties in organizing ideas, structuring academic papers, synthesizing information, using appropriate language and style, citing sources accurately, L1 interference and maintaining coherence and cohesion in their writing.

Approaches for Solving Writing Problems:

1. Process-Based Approaches:

Process-based approaches focus on guiding learners through the various stages of the writing process, including prewriting, drafting, revising, and editing. This approach emphasizes the importance of planning, brainstorming, outlining, and seeking feedback during the writing process. Through explicit instruction and guided practice, learners develop a systematic approach to writing, which can help address their writing problems.

2. Genre-Based Approaches:

Genre-based approaches emphasize teaching writing in specific genres or text types commonly found in academic contexts, such as research papers, essays, or literature reviews. By analyzing and deconstructing these genres, learners gain a

deeper understanding of their structural features, language patterns, and rhetorical strategies. This approach enables learners to produce writing that aligns with the expectations of their academic disciplines.

3. Collaborative Writing Approaches:

Collaborative writing approaches foster peer interaction and feedback, providing learners with opportunities to engage in collaborative writing tasks, group discussions, and peer review activities. Through collaboration, learners can benefit from diverse perspectives, receive constructive feedback, and develop a sense of community in their writing courses. Collaborative writing approaches promote active learning, enhance critical thinking skills, and address individual writing problems through collective effort.

4. Technology-Enhanced Approaches:

Technology-enhanced approaches leverage digital tools and resources to support learners' writing development. Online writing platforms, interactive writing software, and grammar-checking tools can provide learners with immediate feedback on their writing, highlighting areas for improvement. Additionally, technology can facilitate access to writing resources, authentic samples, and writing communities, enabling learners to enhance their writing skills independently.

Determining the Most Effective Approach:

Determining the most effective approach for solving writing problems depends on various factors such as learners' proficiency levels, disciplinary requirements, and institutional contexts. Conducting empirical research studies that compare the effectiveness of different approaches can provide valuable insights. Such studies may involve assessing learners' writing performance, analyzing feedback from instructors and peers, and measuring learners' perceptions of the effectiveness of each approach.

Addressing the writing problems faced by learners in academic writing courses requires a multifaceted approach. By combining process-based approaches, genre-based approaches, collaborative writing approaches, and technology-enhanced approaches, educators and institutions can create a comprehensive and tailored approach to address learners' writing challenges effectively. Ongoing research and evaluation of these approaches are essential to continually refine and improve instructional practices, ultimately promoting learners' success in academic writing.

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