TEACHING METHODS OF WRITING SKILLS TO CHILDREN

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ABSTRACT

The ability of writing well is not a choice for the young learners; it is a medium for interpreting academic excellence and also a basic necessity for achieving success in the civic life and global economy. Our article is devoted to teaching methods of writing skills to children.

Key words: writing, teaching methods, writing skills, children and others.

BOLALARGA YOZISH MAKORATLARINI O'RGATISH USULLARI

ANNOTATSIYA

Yaxshi yozish qobiliyati yosh o'quvchilar uchun tanlov emas, bu akademik mukammallikni talqin qilish vositasi, shuningdek, fuqarolik hayoti va global iqtisodiyotda muvaffaqiyatga erishish uchun asosiy zaruratdir. Bizning maqolamiz bolalarga yozish ko'nikmalarini o'rgatish usullariga bag'ishlangan.

Kalit so'zlar: yozish, o'qitish usullari, yozish qobiliyatlari, bolalar va boshqalar.

INTRODUCTION

English is an international language, which is needed by people arround the world to communicate with other people: to understand them, talk to them, read what they have written and write to them. But the fact that people frequently have to communicate with each other in writing is not only the reason to include writing as a part of our second-language syllabus. There is as additional and very important reason: writing help our students learn.

One of the most important means of assessing students is their writing skills whereas most of the students from the non native English countries experience a great

challenge with academic writings. Some of the teaching and learning strategies are aimed to help the non-native students improve their academic skills for achieving success in the tertiary level education scenario. Some students find difficulty in writing longer paragraphs and assignments even in their mother tongue. Paragraph writing is the primary way of presenting information in the fundamental education system. A typical paragraph can be written only after analyzing various sources, collecting information and arranging in a coherent form. Students have to pass through various academic expectations in the schools and a variety of written assignments should be done by them. These assignments include preparing reports, taking notes, case studies, writing project work and so on. Another challenge for students in the writing area is organizing the information. Different patterns of writing might be incorporated in the academic writing like comparison and contrast or argument and discussion. Perhaps the greatest challenge faced by the language learners from non native speaking countriesis the style of writing.

MAIN PART

Writing has a unique position in language teaching since its acquisition involves a practice and knowledge of other three language skills, such as listening, reading and speaking. Moreover, it requires mastering of other skills, such as metacognitive skills. As Walsh puts it: Writing is important because it's used extensively in higher education and in the workplace. If students don't know how to express themselves in writing, they won't be able to communicate well with professors, employers, peers, or just about anyone else. Much of professional communication is done in writing: proposals, memos, reports, applications, preliminary interviews, e-mails, and more are part of the daily life of a college student or successful graduate [2,45].

Writing is an integral skill of successful second language learning. In classroom, writing activities can be done in-group or individually. According to learner's level teachers can design the writing task. McDonough and Shaw have stated a process of writing according to which teachers should guide the learners- "gathering ideas, working on drafts and preparing final version" that will establish a collaborative and interactive framework. To make the process fruitful teacher should make the learners motivated [5,89].

For learning or teaching second language to children, motivation is an important factor to achieve success. Various studies have shown that motivation is strongly related to achievement in language learning. Naiman, author of a classic study of successful language learning, defined certain typical characteristics of motivated second language learners irrespective of their age. Some of this are:

1. Positive task orientation: Learner is willing to tackle tasks and challenges, and has confidence in his or her success.

2. Ego involvement: The learner finds it important to succeed in learning in order to maintain and promote his or her own self-image.

3. Need for achievement: The learner has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do.

4. High aspiration: The learner is ambitious, goes for demanding challenges, high proficiency, and top grades [10,134].

Besides motivation, children have other learning strategies that teachers have to consider while teaching. Teachers' duty is to identify specific learning strategies what a group of learners or individual learners already have and at the same time help them to adopt different strategies. According to Vivian Cook, there are some good learning methods to childen:

1. Find a learning style that suits you;

2. Involve yourself in the language learning process;

3. Develop an awareness of language both as system and as communication;

4. Pay constant attention to expanding your language knowledge.

For children extrinsic or instrumental motivation works well where teachers play a vital role and they need to focus on the nature of motivation students have. Penny Ur has found some sources of extrinsic motivation that works for children while learning second language. Some are discussed below:

Success and its rewards: This is the single most important feature in raising extrinsic motivation. Learners who have succeeded in past tasks will be more willing to engage with the next one.

Tests: The motivating power of tests appears clear, learners who know they are going to be tested on specific material next week will normally be more motivated to study it carefully.

Competition: Learners will often be motivated to give their best not for the sake of learning itself but in order to bear their opponents in a competition.

As writing is a productive skill, picture is the most effective source, which is mainly visual stimulus to motivate children for teaching writing. Andrew Wright pointed out some important role that pictures play to help the teachers to teach writing. According to him picture can motivate learners to pay attention and take part in the lesson, it brings the context of any situation through which they can express their ideas, and most importantly pictures can be described in many ways that will develop learner's writing and organization skill as well.

Before setting the task for elementary level students, according to Jeremy Harmer, "teacher should make it sure that students have enough language competency to complete the task". At the same time teachers should be alert while checking the task. If teachers do excessive correction in elementary level it may have a negative

impact. Harmer also points out, "over correction could have a demotivating effect on the students" and suggests, "Teachers can tell the students that for a particular piece of writing they will correct mistakes of particular aspects of language like- grammar, punctuation, spelling or organization." From teaching writing to correcting it, the whole process is amalgamated which gradually develop the writing skill of second language learners [7,78].

Baradaran and Sarfarazi found that students who had the opportunity to receive scaffolding principles outperformed the ones who did not experience scaffolding thus having a significant impact on the ESL students' academic writing. Scaffolding is the method which facilitates background knowledge and the students can draft the writing as per the expectation of the topic. The drafting can be done by the instructor to facilitate the students and then the instructor and the student can contribute their shared writing in which students can have their inputs like title for the writing and usage of hints etc.

The scaffolding method can be utilized among the students with less involvement of teachers and making the student more active in the process. Students can complete the writing task by collaborating the peer team and by facilitating the opportunity for pair or group assignments. According to Storch it is said that, "Pair work allows learners to combine their linguistic resources in order to create new knowledge about language, which leads them to more successful writing experiences" [5,87].

Collaborative Learning. When a variety of tasks are presented to the learner in which some can be accomplished but some others cannot be, the learning strategy is known as collaborative learning. The tasks are given to the learners so that they can accomplish them only by peer view exchange and group participation. The level of success can be increased by using this method as it encourages learning through communications and interactions with others. The research says, "Individual are able to achieve higher levels of learning and retain more information when they work in a group rather than individually". This type of learning helps to sharpen the critical thinking ability of the learners [4,22].

Learner autonomy is considered as short term goal as leaning the language in a short span or as long term goal in making the learners autonomous learners. Both of the objectives can be the part of teachers 'and learners' views towards English language teaching or English language learning respectively.

CONCLUSION

Writing skill is the most significant productive skill among four language skills and there are so many challenges in achieving the skill. The teachers of English language face numerous challenges relating to teach writing in English for the

students who learn English as a second language. English as an additional language was hampered, in the school level standards because of scarcity of study materials, lack of planning and lack of trained instructors. The study shows that there is a dire need of using various strategies for improving the writing skills of the learners. Students should me motivated to understand this need and to play an important role in developing their language skills.

Methods and strategies help the students to practice opportunities of paraphrasing, sequencing synthesizing and hence empowering them to develop their writing skills. These strategies give students a more holistic package of academic writing skills that make them to be confident and convinced. The collaborative learning helps the learners to develop their interpersonal skills whereas autonomous learning is indeed lifelong learning which is essential for facing challenges of traditional face to face learning methods.

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