
TEACHING METHODS OF WRITING SKILL

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Annotation

Usually we start writing at the top of the first page and continue until we finish at the bottom of the last page. The following process consists of five ways, but the first way in the writing procedure is coming up with your thoughts and projects, which is also called prewriting. Prewriting lands a hand to students assemble thoughts and gives them a bank of writing choices. That way, when students write, they don't have to make resolutions about fulfillment and language at the same time. In advance of you begin writing, land a hand to your students to begin with any of these prewriting strategies. The bank of ideas they create will be an invaluable resource as they write.

Keywords: gather ideas, writing opportunities, invaluable resource, potential examples, brainstorming, cluster mapping, flow charting.

Introduction

How To Generate Writing Ideas

Brainstorming

Brainstorming is an activity that many people use. The motive and mission of brainstorming is to progress a bank of as many examples as possible on a given topic. This is a serious activity for small groups or the whole class. Brainstorming a list of ice cream flavors is an effortless way to start a notion. Certainly, one idea generates another, so it's helpful for students to work together when brainstorming. On every occasion let your students be creative. Each item comes with brainstorming. Ask your participants to give as many examples as possible within the scope of the topic covered.

Free writing

Freewriting is the independent procedure of writing down thoughts from scratch on paper. Make understandable the concept of stream of consciousness to the learners and tell them that they just need to write down every thought that comes to their mind. As in brainstorming, anything is possible. The goal of this exercise is to never stop writing with a pen or pencil. Help students understand that even if they start with a specific topic, they can deviate from it as they write. Spelling and grammar are not important for this activity; these are the ideas we are trying to understand. Provide students a set amount of time for this process. If they are young, you can control the time to two or three minutes; high school learners can probably

write for five to ten minutes. Then, if the students have completed the activity, read what they wrote as they came back and dug up the swamp, looking for the gems hidden inside.

Journalistic Questions

The journalist's questions will be constructed according to the concept. Begin by looking at the questions and words: who, what, where, when, why and how. Then, for your given concept, ask questions starting with each of these words. For example, if your topic is about reading, you might ask, "Who has good reading skills? Who rewards from good reading skills? What good skills are there? Where do gifted people study? Where do they keep their books? Where do they arrange their notes and homework? When do they learn? When do they do their assignments? ..." You can ask an infinite number of questions on any concept. This process can be successfully completed individually or in a group. Ask learners to write the answer to each question. After they have completed their pre-writing, have them go back and read what they have written and organize their thoughts in preparation for writing.

Cluster Mapping

A cluster map, also known as an idea network, is a huge way to present the relationships between ideas. Cluster mapping is also about organizing and generating ideas, so students know exactly how to group their ideas when they are ready to write. To start with, write your theme in the central of the page and circle it. Then you can move in one of two rules. Put a question to the younger children to ask questions about the topic. For instance, when talking about spiders, they might ask, "What do spiders eat? Where do spiders live? What do spiders look like?" Each question should be written in a bubble that is connected to the main topic. tell them to spread them across the page as they add to each. Then put a question to students to answer the questions by matching the smaller circles with the bubbles that include the questions. If their question is, "What do spiders do?" then they can make connecting bubbles, they are catching flies, spinning nets, scaring nursery rhyme characters, etc. With students who know more about their main topic, their central idea bubbles should contain sub-topics and/or details about sub-topics. The reader should start with spiders as the main topic, circle the diet sub-topic, and then the different types of insects that spiders eat can connect small subject areas with Generally, each subtopic will be a single paragraph of the letter, with examples and support for the surrounding idea.

Flow Charting

A flowchart is also in the nature of a cluster map in that it shows the connections between ideas. But, it is the most productive way to investigate the flow charts and effect relationships. When, the leading topic of drug use is on the left side of your page, students should make a list of reasons for drug use with bolts pointing to the main idea. What causes drug use? Peer force, need for medical help, parental role models, and boredom are possible causes of drug use. That way, each of them will have its own cell in the diagram, from which there is an arrow pointing to the main idea of dependence. Then testing the consequences of drug use and place them in discrete boxes with an arrow to the right of the central idea. Homelessness, unemployment, school failure, isolation, subsequent cruelty and dependence can result from

substance abuse. Students can then focus on one half of the diagram (causes of addiction or effects of addiction) or move the cause and result way from cause to effect to cause in their writing. Depending on the concept, students can make causal chains and write about series. I think that all written works and letters written following these strategies will be correct in form and content. Planning before writing a written work is very important in writing, and every student must first pay close attention to the form and content of the given task.

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