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#### INTEGRATED APPROACHES TO IMPROVE WRITING SKILL OF B1 LEARNERS'

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**Abstract:** *The article mainly concentrated on the effective ways of writing skill for B1 learners. Improving students' writing skill 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.*

**Key words:** *language competence, written interaction, communicative approach, process- based approach, free-writing approach, writing competence.*

#### КОМПЛЕКСНЫЕ ПОДХОДЫ К УЛУЧШЕНИЮ ПИСЬМЕННЫХ НАВЫКОВ УЧАЩИХСЯ В1

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**Аннотация:** *В статье основное внимание уделяется эффективным способам развития навыков письма для учащихся уровня В1. Улучшение навыков письма учащихся помогает учащимся добиться успеха в классе и за его пределами. Эффективное письмо - ключевой компонент грамотности учащихся, а письмо - жизненно важный инструмент коммуникации для учащихся, позволяющий выражать идеи и мысли, объяснять идеи и события и оценивать знания.*

**Ключевые слова:** *языковая компетенция, письменное взаимодействие, коммуникативный подход, процессный подход, свободный письменный подход, письменная компетенция.*



## **B1 DARAJADAGI TIL O'RGANUVCHILARINING YOZUV KO'NIKMASINI RIVOJLANTIRISHDA INTEGRALASHGAN YONDASHUVLARDAN FOYDALANISH**

**Annotatsiya.** Maqolada asosan B1darajadagi o'quvchilarning yozish ko'nikmalarini shakllantirishning samarali usullariga e'tibor qaratilgan. Talabalarning yozish mahoratini oshirish o'quvchilarga sinf ichida va tashqarisida muvaffaqiyatga erishishga yordam beradi. Samarali yozish o'quvchilar savodxonligining asosiy tarkibiy qismi bo'lib, yozish o'quvchilarning fikr va fikrlarini ifodalash, g'oya va hodisalarni tushuntirish, bilimlarni baholash uchun muhim muloqot vositasidir.

**Kalit so'zlar:** til kompetensiyasi, yozma o'zaro ta'sir, kommunikativ yondashuv, jarayonga asoslangan yondashuv, erkin yozma yondashuv, yozish kompetensiyasi.

### **Introduction:**

Teaching writing skills to non-native students is a very difficult task for teachers, so improving this ability can take a long time to see progress. In addition, teaching different writing approaches in the writing class does not fit into the context of language learners, because the shortcomings of each writing approach appear to hinder the production of writing by students. Writing teachers therefore need to integrate the perspectives of the different approaches: product, method, genre and communicative ones into the writing class for EFL learners.

### **Discussion:**

#### **The free-writing approach**

This approach is also called product-based or text-based approach. The free-writing approach emphasizes quantity and fluency over consistency and accuracy; students write about the subject as honestly and as easily as possible without thinking about correct types. While students at first feel overwhelmed to spread their ideas rapidly as they practice it, they feel more comfortable writing their ideas down on a piece of paper. Teachers do not correct the free-writing of students, but only comment on the content. Some students volunteer to read their writing to the community, which provides students with a real audience (Raimes,2007 ). In a free-writing approach, it is crucial that teachers encourage students to express what they want to say and to concentrate on their own creativity and self-discovery. Teachers should not be a directive but a welcoming one they should strive to provide a constructive and cooperative atmosphere to help students freely create their own definitions. There are a number of product-based writing activities that can increase students' knowledge of foreign language writing from a lower level of language proficiency to the development of major English students, such as the use of model paragraphs, phrase-combination and rhetorical pattern exercises.

There are several disadvantages to the free-writing approach. While some students find that writing is not as frightening as a result of this approach, others which encounter difficulties as a free-writing approach is unlikely to meet the unique needs of B1-level learners. Such learners particularly in EFL classrooms, need more detailed guidance and guidance on teacher interventions, because they are struggling to find sufficient vocabulary and not good enough producing complex sentences. In short, the free-writing approach considers substance to be the most essential rather than factual types of expression.

#### **The Process-based approach**



The process approach focuses on the writing process, such as how authors get started or how they shape their ideas. As students are given enough time to go through the writing process together with sufficient input from both their teachers and peers, they will grow their first drafts that may be unorganized and full of grammatical errors into final drafts that are better organized with fewer grammatical errors. Through the approach teacher motivates learners to see writing not as grammar exercises, but as the discovery of meaning and ideas. By using the following a five-step writing process, teachers can enable learners to explore their thoughts and improve their own writing:

1. Pre-writing. Teachers can have writing assignments and help them produce vocabulary and ideas by applying a variety of techniques in the classroom, such as brainstorming, clustering, and debate, without any regard for correctness or appropriateness in the first stage of writing.

2. First draft of the composition. Learners will use the vocabulary and concepts they've received from the previous stage to express what they want to say in their writing.

3. Feedback. In this writing point, learners will receive comments from actual viewers, who may be an instructor of writing or peers, and move on to new ideas in another draft.

4. Second draft of writing. On the basis of the feedback of teachers and peers, learners can change their previous draft by revising, incorporating and reordering ideas.

5. Proofreading. In the final stage, students will not only learn new ideas and language types to communicate their ideas in writing, but will also focus on the proper use of vocabulary, structure, grammar and mechanics.

Process-based methods are well-known tools for writing teachers to teach foreign language writing as they have a range of advantages. Learners are able to learn how to write writing in English with little to no if process-based writing is opposed to other writing approaches. They will enhance their writing step by step as teachers direct them through the entire process of their writing assignments by giving them input and enough time and opportunity through peer review and teacher review to build a sense of audience, which helps them not only to focus on their previous writing, but also to consider the potential presence of a particular point of view.

This approach emphasizes on the purpose of a piece of writing and the audience for it. In the writing process, learners are encouraged to behave like writers in real life and to inquire them crucial questions about aim and audience:

Why am I writing this?

Who will read it?

Traditionally, the teacher alone was a student writing audience. But some believe that authors do their best when writing is really a communicative act, with a writer writing for a real reader. Teachers using a communicative approach have also expanded their readership. They expand it to other students in the class, who not only read the piece but actually do something about it, such as reply, rewrite it in another way, summarize, or make comments-but not right. Or teachers specify readers outside the classroom, providing students with a context in which to choose suitable content, language, and formality. "Describe your room at home" is not only an exercise in the use of the present tense and prepositions. The job takes on new dimensions when the assignment reads:

You are writing to a pen pal (in English-speaking countries) and asking him or her about your room. You like your own place, so you want to make it sound more attractive as possible.



It is best to provide an eclectic approach in real writing classrooms to teach students to write most effectively. In the classroom writing process, other techniques may be modified to compensate for the disadvantages of the process writing approach. For example, controlled-to-free writing exercises may help students develop some structural trends in the editing stage of process writing, and a free-writing approach can be modified to support the pre-writing stage of process writing. The strengths of each approach can complement each other and help teachers to develop learners' writing competence by providing appropriate input of knowledge and skills in the writing procedure.

**Conclusion:**

The article mainly deals with the effective ways of writing skill for B1 learners. 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. Unfortunately, learners usually consider writing skill as the most complex and difficult to teach as it requires not only grammatical devices but also the conceptual judgement. As we stated above, B1 learners of English language have already acquired how to make simple paragraph and even short stories and essays. But this knowledge should be developed by the teachers with the implementation of various techniques. Teaching writing is one of the aspects of the education as an activity that is carried out by teachers based on effective approaches, methods and techniques.

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