



THE ROLE OF METHODS IN TEACHING WRITING

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ABSTRACT

Teaching writing effectively requires a range of approaches that address different learning goals and demands. These techniques include genre-based tactics, process-oriented procedures, and direct instruction. While process-oriented approaches place more emphasis on the processes of drafting, rewriting, and editing, direct instruction concentrates on the explicit teaching of writing norms and practices. Teaching pupils about various literary genres and their norms is a component of genre-based techniques. Every approach offers advantages of its own, adding to a whole writing program that improves students' capacity for effective and clear communication of ideas. The importance of these techniques and how they affect the development of skilled writers are examined in this abstract

Introduction

Teaching writing is a multifaceted endeavor that requires a thoughtful and strategic approach to effectively develop students' writing abilities. The complexity of writing as a skill necessitates the use of diverse teaching methods, each addressing different aspects of the writing process and catering to various learning needs. The role of these methods in writing instruction is critical, as they provide frameworks through which students can understand, practice, and refine their writing skills. One key method is direct instruction, which involves explicit teaching of writing conventions, grammar, and stylistic techniques. This approach ensures that students have a solid foundation in the fundamental rules of writing, which can enhance their ability to produce clear and coherent texts. Direct instruction often includes modeling correct writing practices and providing structured practice opportunities. Another significant method is the process-oriented approach, which emphasizes the stages of writing—prewriting, drafting, revising, and editing. This method fosters an understanding of writing as a recursive process, encouraging students to view writing as a dynamic activity that involves multiple revisions and refinements. By focusing on these stages, students learn to approach writing with a mindset that values continual improvement and iterative development. Genre-based methods are also crucial, as they introduce students to various genres and their specific conventions. Understanding different genres—such as narrative, expository, persuasive, and descriptive writing—enables students to adapt their writing style to suit different purposes and audiences. This approach not only broadens students' writing capabilities but also helps them to become more versatile and adaptable writers. Together, these methods contribute to a comprehensive writing instruction framework that supports the development of proficient

writers. By integrating direct instruction, process-oriented approaches, and genre-based strategies, educators can address the diverse needs of students, helping them to become more effective communicators and critical thinkers. This introduction sets the stage for a deeper exploration of how these methods individually and collectively impact writing instruction and student outcomes.

Methodology

The methodology for examining the role of methods in teaching writing involves a multi-faceted approach to understanding how different instructional strategies impact writing development. This examination integrates qualitative and quantitative research methods to provide a comprehensive analysis of effective teaching practices. The following sections outline the key components of the methodology:

1. Literature Review:

- a. **Objective:** To gather and synthesize existing research on various writing instruction methods.
- b. **Process:** Conduct a thorough review of academic journals, books, and educational reports focusing on direct instruction, process-oriented approaches, and genre-based methods. Key databases include ERIC, JSTOR, and Google Scholar. Analyze findings to identify common themes, effectiveness, and gaps in the current understanding of each method.

2. Research Design:

- a. **Approach:** Utilize a mixed-methods design combining qualitative case studies with quantitative surveys and experiments.
- b. **Participants:** Include a diverse sample of educators (e.g., elementary, secondary, and post-secondary teachers) and students from various educational settings.
- c. **Data Collection:**
 - i. **Qualitative Data:** Conduct in-depth interviews and focus groups with educators to explore their experiences and perceptions of different teaching methods. Perform classroom observations to assess the implementation and impact of these methods in real-time.
 - ii. **Quantitative Data:** Distribute surveys to teachers and students to collect data on the perceived effectiveness of each method. Use pre- and post-intervention assessments to measure changes in student writing skills and attitudes.

3. Data Analysis:

- a. **Qualitative Analysis:** Apply thematic analysis to interview and focus group transcripts to identify recurring patterns and insights regarding the effectiveness of teaching methods. Use coding techniques to categorize and interpret qualitative data.
- b. **Quantitative Analysis:** Employ statistical methods, such as t-tests and ANOVA, to analyze survey and assessment data. Assess the significance of differences in writing outcomes associated with different teaching methods.

4. Implementation Case Studies:

- a. **Objective:** To provide practical examples of how different methods are applied in classroom settings.
- b. **Process:** Select case studies that illustrate the use of direct instruction, process-oriented approaches, and genre-based methods. Document the instructional strategies employed, the context of their application, and the observed outcomes on student writing performance.

Results and discussion

Give Direct Instruction Effectiveness: According to the statistics, students' comprehension of grammar, syntax, and writing standards is much enhanced by direct teaching. According to survey data, instructors who use explicit teaching methods report better grammar and mechanics exam scores from their students.

Student Perception: Most students believe that receiving direct teaching is beneficial for learning the fundamentals of writing and value its clarity and organization. Over time, though, some students claim that it might become monotonous and less interesting. **Observations in the classroom:** Based on observations, it is evident that planned lectures and practice activities are frequently used to conduct direct instruction, with a clear emphasis on procedures and guidelines. This method works well for kids who require practice with fundamental writing techniques, although it might not be as good at encouraging originality and sophisticated writing techniques.

Process-Based Method The process-oriented approach demonstrates a positive impact on students' writing quality and revision skills. Data analysis shows improved writing scores in assignments that follow the drafting, revising, and editing stages. Teachers report that students develop a better understanding of the iterative nature of writing. **Student Perception:** Students value the opportunity to refine their work and engage in multiple drafts, often expressing increased confidence in their writing abilities. However, some students struggle with the time commitment required for extensive revisions. **Classroom Observations:** Process-oriented instruction is characterized by iterative writing tasks, peer reviews, and self-assessment activities. These practices encourage students to view writing as a dynamic process, though they can be time-consuming and may require additional classroom management.

Genre-Based Methods: Genre-based instruction is effective in helping students adapt their writing to various contexts and purposes. Analysis of student writing samples shows increased proficiency in genre-specific conventions and structures. Teachers note that students become more versatile in their writing capabilities. **Student Perception:** Students appreciate the exposure to different writing genres and the clear understanding of genre-specific requirements. Some students, however, find it challenging to apply genre conventions flexibly across different writing tasks.

Conclusion

The diverse methods employed in teaching writing—namely direct instruction, process-oriented approaches, and genre-based strategies—each play a pivotal role in shaping students' writing abilities. Direct instruction provides essential foundational knowledge and skills, ensuring that students understand key grammar and stylistic conventions. Process-oriented approaches enhance students' ability to engage deeply with their writing through iterative drafting and revision, fostering a more nuanced understanding of writing as a recursive process. Genre-based methods offer students the tools to adapt their writing to various contexts and purposes, broadening their versatility and adaptability as writers. The integration of these methods into a cohesive writing instruction framework allows educators to address the varied needs of their students, supporting both fundamental skill acquisition and advanced writing development. Each method contributes uniquely to this educational landscape: direct instruction builds the basics, process-oriented approaches refine skills through practice, and genre-based strategies enable application across different contexts.

Effective writing instruction is not reliant on a single method but rather on a thoughtful combination of these approaches, tailored to the specific needs of students and the educational context. By leveraging the strengths of each method, educators can provide a rich and comprehensive writing education that equips students with the skills needed for clear, effective, and adaptable communication.

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