

# Problems and Methods of Developing Writing Skills

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**Annotation:** Among the many problems that arise in the teaching of English, one of the main and not completely solved is the problem of forming a literate written speech. This article discusses the concept of written speech development, the forms and means of speech development in English lessons, and the use of non-traditional methods in speech development.

**Keywords:** written speech, speech development, free thinking, vocabulary, vocabulary, word pronunciation, speech methodology and problems.

## Introduction

Good writing conveys a meaningful message and uses English well, but the message is more important than correct presentation. If you can understand the message or even part of it, your student has succeeded in communicating on paper and should be praised for that. For many adult ESL learners, writing skills will not be used much outside your class. This doesn't mean that they shouldn't be challenged to write, but you should consider their needs and balance your class time appropriately. Many adults who do not need to write will enjoy it for the purpose of sharing their thoughts and personal stories, and they appreciate a format where they can revise their work into better English than if they shared the same information orally [1, p.p. 1-4].

Many students have learned in high school to camouflage their lack of reading and writing skills, so it is often difficult for teachers to identify their weaknesses until students hand in papers or take exams. Then writing deficiencies are obvious. Besides, not only self-strategies influence students' performance, but also the effectiveness of the methods and techniques that teachers apply in their English Composition courses [3]. Each method is useful with some students but fails with others, so writing needs to persist and teachers must take into account other strategies if they want their students to develop effective writing skills.

## Literature Analysis and Methodology

Related speech, in turn, serves as a means of enriching the vocabulary of stories and essays. Written speech development is a much more complex process than oral speech. Because it requires students to construct grammatically and semantically correct sentences, to use each word correctly in its place, to express the idea concisely, consistently, expressively, simply and fluently in terms of style. , requires drawing conclusions based on the ideas expressed. The complex nature of this speech is also related to its spelling, punctuation and style. Spelling the word correctly, using punctuation appropriately, and expressing an idea according to style requirements require a great deal of responsibility from the student. This type of speech is therefore much slower and more complex. Another feature of written speech is that it can be checked, corrected, and improved. In that sense, it is more convenient than speaking. The student works on errors and omissions in written speech, corrects them, and tries to avoid these errors and omissions in his subsequent work. The teacher should also keep in mind that often students do not pay enough attention to the spelling and punctuation in their written work and do not pay enough attention to the content of the text. In texts, irrelevant ideas often dominate and the main idea is overlooked. Therefore, in the native language classes, students pay attention not only to the spelling and punctuation, but also to the fact that the idea is well-founded, the correct placement of the material, the correct expression of the idea in accordance with the conditions of speech. should be

focused. In English lessons, it is important to create a situation in which the student is satisfied with the text he or she has created. This will inspire him to improve his speech. If students think independently and creatively, and if they are able to express the product of their thoughts correctly in oral and written forms in accordance with the conditions of speech, the native language lessons will be effective.

### Results

Revised writing, also called extended or process writing is a more formal activity in which students must write a first draft, then revise and edit it to a final polished version, and often the finished product is shared publicly. You may need several class sessions to accomplish this. Begin with a pre-writing task such as free writing, brainstorming, discussion of a topic, making a timeline, or making an outline. Pairs or small groups often work well for pre-writing tasks. Then give the students clear instructions and ample time to write the assignment. In a class, you can circulate from person to person asking, "Do you have any questions?" Many students will ask a question when approached but otherwise would not have raised a hand to call your attention.

Make yourself available during the writing activity; don't sit at a desk working on your next lesson plan. Once a rough draft is completed, the students can hand in their papers for written comment, discuss them with you face to face, or share them with a partner, all for the purpose of receiving constructive feedback. Make sure ideas and content are addressed first; correcting the English should be secondary. Finally, ask students to rewrite the piece. They should use the feedback they received to revise and edit it into a piece they feel good about. Such finished pieces are often shared with the class or posted publicly, and depending on the assignment, you may even choose to 'publish' everyone's writing into a class booklet. Writing, though, should not be viewed as an activity that happens only within a classroom's walls. Teachers need to support students in the development of writing lives, habits, and preferences for life outside school. We already know that many students do extensive amounts of self-sponsored writing: emailing, keeping journals or doing creative projects, instant messaging, making Web sites, blogging and so on. As much as possible, instruction should be geared toward making sense in a life outside of school, so that writing has ample room to grow in individuals' lives. It is useful for teachers to consider what elements of their curriculum they could imagine students self-sponsoring outside of school. Ultimately, those are the activities that will produce more writing.

Writing and reading are related. People who read a lot have a much easier time getting better at writing. In order to write a particular kind of text, it helps if the writer has read that kind of text. In order to take on a particular style of language, the writer needs to have read that language, to have heard it in her mind, so that she can hear it again in order to compose it. Writing can also help people become better readers. In their earliest writing experiences, children listen for the relationships of sounds to letters, which contributes greatly to their phonemic awareness and phonics knowledge. Writers also must learn how texts are structured, because they have to create them. The experience of plotting a short story, organizing a research report, or making line breaks in a poem permits the writer, as a reader, to approach new reading experiences with more informed eyes [2, p.p. 34-59].

### Discussion

Thinking is one of the most complex abilities, and writing is an evidence of it. So students need help with writing at many stages from third grade to eighth, to tenth to high school, to college and beyond and from subject to subject. Whenever a new stage of thought and a new subject matter comes along, the accumulated abilities of the students need conscious thoroughgoing adapting to the new material and maturity. On the other hand, there are many problems that students present at the moment of writing [4]. The individual with writing difficulties may have one or more of the following problems:

#### **Poor handwriting/ writing illegibly**

- Does not follow lines on a paper
- Writes too small or too large

- Writes too light or too hard
- Does not visually track writing
- Writes letters or numbers backwards or upside down
- Mixes capital and lower case letters inappropriately

#### **Poor spelling skills**

- Spells phonetically and cannot remember patterns
- Spells words differently in the same document
- Reverses letters in spelling
- Difficulty with copying or completing work on a printed page
- Difficulty copying from board
- Difficulty copying from a book or other printed material
- Difficulty completing fill-in blank worksheets

Successful writing learners use mental procedures to control the production of writing. We call these mental procedures writing strategies, techniques or ways. So, such writing strategies are deliberate, focused ways of thinking and creating about writing.

Depending on circumstances, teacher may mean: that students' writing is not well thought out; that it is not clearly organized; that it is not well documented or that it needs more detail or evidence; that it needs to be better edited; that it needs a more appropriate tone; that it needs to be better adapted to the situation for which it was written, or simply; that it needs to be "clearer," whatever that may mean [5].

#### **Conclusion**

In short, the clear expression of the Reader's knowledge, feelings, and thoughts in writing is a mirror of his or her spirituality and enlightenment. Even today, the literacy of students, which has not lost its relevance, is a topical issue, to express it correctly and without mistakes. Overcoming this problem and finding a solution requires research, responsibility and perseverance from every educator, especially English teachers.

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