

Difficulties in Teaching Writing to Young Learners

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Abstract: In this article we will focus on effective modern and innovative methods of teaching English to increase the interest of young learners in learning to write in English.

Key points: writing skills, teaching and learning writing, challenges, elementary school, Struggle to organize and use mechanic of writing.

INTRODUCTION:

English is by far the most widely used language around the world. However English language writing has always been a challenge, for second language students ability in writing is one of the major challenge forced by the ESL teachers in English language learning especially to young learners. Even for advanced level learners, written communications. There are number of steps for this. Most importantly, treating writing instruction as a race to the finish is often incredibly boring for students. Just because the Year 12 examination is assessed based on analytical writing, does not mean students need to be subjected to years of paragraph scaffolds.

MAIN BODY

You can create engaging opportunities for writing which balance structured, explicit instruction of skills with opportunities to write freely and creatively. Whether students are writing fiction or nonfiction, they should be encouraged to explore ideas without the pressure of writing full essays or fitting their thoughts into limiting structures.

Low stakes writing activities can fit into any stage of the writing process, including as part of idea generation or drafting.

First step: The best way to become a better writer is to write every day. Whether or not your elementary students might be destined to write the next Fahrenheit 451, encouraging regular practice is the number one way to improve your students' skills and build both a longer attention span and a sense a flow young authors, really is a lot like riding a bike. They may not forget, once taught, how to hold a pencil or write a legible sentence, but trying to write a long response or full – blown essay after a long break can feel as unfamiliar and frustrating as those first shake pedal rotation after leaving a bike locked in the garage all winter long. Keep their writing hands from getting rusty by pencil in a little time every day.

Second step: Just like any journey, the writing process is best enjoyed when taken at an even pace, one step at a time. Walking beside your students as they work through each separate stage of the writing process gives them time to better process and internalize the things they are learning along the way, while simultaneously giving you a clearer picture of both their strengths and what they struggle with at each individual step. This approach to teaching the writing process is especially helpful for younger students who may have more difficulty focusing on a single assignment for long periods of time. You can easily break the process down into short, bite-sized lessons revolving

around one stage at a time, so that the first lesson is about brainstorming, the second is about editing strategies and so on.

Third step: It is tempting to want to focus on only the very best writing strategies to teach your elementary students, but in truth, there is no one strategy to rule them all.

Some will work better for certain methods will be better suited to certain writing styles, topics or formats than others. Rather than give all of your energy to a select few techniques, foster a more creative atmosphere by allowing your students to experiment with a wide variety. This helps your students grow and flourish as writers by allow them each to find the strategies that play to their individual strengths and help make their writing shine. It also opens their minds up to the idea that, just like any problem [outside of math class] might have more than one solution, so too may there be a number of good approaches to responding to any one writing prompt. It's an invitation of thinking outside of the box and the perfect way for you, as their teacher, to still in them a healthy sense of curiosity.

Fourth step: When teaching the writing process to elementary students there is one important question that needs to be discussed early and often.

Why?" The purpose behind each writing form, from expository to narrative to opinion essays, is of course important but it is also vital to go beyond that to delve into what significance their writing could outside of the classroom. Are your students practicing nonfiction writing? Talk about how journalism, reference books and other example have helped people make better, more educated choices in their lives learning about persuasive writing? Show them how a well- formed argument can change the world. There is also third why that should be explained the personal, individual "why" that motivates your students to write. As their guide, it is your job to answer this question for them, but to help them answer it for themselves. It is never just about getting a good grade or passed as class. Writing can teach them more about the things they love, or about themselves. It can show them how to communicate their ideas more clearly and share them with broader audience. It can help them be better students, and set them up for a more successful future. It could be the path to discovering a passion and building a career, or merely to cultivating a fun hobby to enjoy on the side illuminate the possibility for them, then let them decide their own truths. [2] Writing is a journey, not a destination. It is about process of putting words together to create something new and original, something thought-provoking, something that will make readers laugh it shake their heads in disbelief. For your students, you are the guide that will help them find their own direction to follow and define their own writing as a process, not merely a navigate language on their own. The following tips will help ensure the lesson is as engaging as it is unforgettable. [3] Teaching writing is not only the job of the English department alone.

CONCLUSION

To sum up, I think that writing is an essential tool for learning a discipline and helping students improve their writing skills is a responsibility for all faculty. Creating and publishing a book together illustrates how writing works outside of the classroom, as well as teaching real –world skills like teamwork dedication and long –term goal setting. More than that, it allows your students to experience the full narrative of the writing process, all the way from topic brainstorm to holding their final, published book in their hands and feeling perhaps for the first time in their lives, like "real authors" who are capable of achieving anything. It is a feeling and lesson they will not soon forget. Moreover the goal for these students is to reduce the frustration, struggle, and feeling as threat. Increasing automaticity of skills is required to increase overall writing automaticity for a student. When automaticity, as developed by meta cognitive awareness of the writing process and use of specific strategies, is combined with skill development and bypass strategies, the student should be able to deal with the vast majority of written expression tasks. The next step is to generate fun and lead to enthusiasm for writing. It is common for in today is educational system to dislike and avoid the writing process. Many students feel writing takes too long. For some, writing is a very laborious task because there are so many subcomponents which need to be pulled together. For others, the reason lies in some processing difficulties, such as dyslexia or dysgraphia. Some

educators wonder if students no longer enjoy the slower, more refined process of written communication because they spend so much time watching the faster-paced visual modality of television.

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