Effective Writing Skills to Meet Academic Needs and Workplace Requirements

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Abstract: This article is about students need effective writing skills to meet their academic needs and workplace requirements. Students should improve their writing skills, for which teachers have to motivate them to have good writing skills, by providing instruction in writing processes and rules of writing, such as grammar rules and writing practice. They should develop the writing skills for their multiple benefits and success in life. The process of writing is to teach students how to write with coherence, an appropriate grammar structure and an acceptable spelling.

Keywords: effective writing skills, to meet academic needs, workplace requirements, essential, to excel, academic and professional levels.

INTRODUCTION Generally, writing is very important that communication is transmitted more through writing than any other type of media. So, Students need effective writing skills to meet their academic needs and workplace requirements. Students should improve their writing skills, for which teachers have to motivate them to have good writing skills, by providing instruction in writing processes and rules of writing, such as grammar rules and writing practice.

Now-a-days, students are lacking writing skills as they spend most of their time in using their equipped smart phones, and they depend on electronic devices or gadgets which provide instant or readymade answers/results available in the internet. They use their valuable time in searching what others are doing, instead of learning the language skills.[2,5] Naturally students, having good writing skills, are always successful at expressing their ideas and reaching their goals. They should develop the writing skills for their multiple benefits and success in life. The process of writing is to teach students how to write with coherence, an appropriate grammar structure and an acceptable spelling.

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Writing is meant for conveying thoughts, ideas, and facts in easy and lucid language. Students have to learn the art of good writing which is essential in order to excel at both academic and professional levels. Good writing skills are needed for all the students in order to accomplish their educational and employable requirements. The following are some of the reasons showing the importance of writing skills.

- To write technical documents, research papers, and put forth the right facts and information.
- In searching and obtaining a job.
- To make presentations and reports, etc.
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- For improving creativity, exploration, and essential for self-understanding. [1,6]

METHODS Understanding different types of writing assignments:

The first step is reading and understanding your writing assignment. Read your assignment carefully. Then, reread your assignment, asking yourself these questions.

- What is my topic?
- How much am I expected to write? How long should my finished paper be?
- Who is my audience?
- How long will I have to complete the assignment?
- What is the main purpose of the assignment?
- Is it to show that I learned the material for a particular class, to analyze a piece of literature or situation, or to showcase my writing ability?

Some writing assignments give you a question or a topic on which to write. Others are more open-ended and you have to come up with a topic or question that you will address in your writing. What do these different kinds of writing assignments look like?

Types of writing skills:

- Expository: explains or informs / constructed logically / focus is on an idea; Narrative: focus is on temporal sequencing / related events;
- Descriptive: deals with perceptions – mainly visual / often employs spatial constructs;
- Persuasive: seeks to alter how one thinks or feels through emotion;
- Argumentative: presents both sides of an issue but appeals to logic, evidence, & reasons for support.

Here are some samples:
When the Topic Is Provided?

When a topic is given, your writing assignment might look like these examples. These are the types of writing assignments you will often find on standardized tests and other timed exercises. You are also likely to find these types of exercises in your non-English classes. It’s typical for humanities, science, and social science classes to expect you to write about the material you have covered in class. Write a letter to the editor of your local newspaper explaining your point of view on year-round schools. Your state is considering building a prison in your community. [2,5]

How do you feel about having a prison near your home?

Is it a good idea for schools to incorporate technology in the classroom? Why or why not?

Nuclear energy avoids the mining and pollution problems of traditional fossil fuels, but it also poses contamination and health risks. Do you think governments should build nuclear power plants? State your opinion and support it with convincing reasons. Explain how your local recycling program works.

How did the Korean War differ from the Vietnam War? What were the causes and results of each war?

Compare the goals and achievements of the French Revolution with those of the American Revolution. Identify three main causes of disease. What are two causes of infectious diseases?

When a Topic Is Not Provided?

When you are expected to develop your own topic, your writing assignment will be open-ended as the following examples are. Usually you will be given more time to complete these types of writing assignments, and you will often find them in English and composition classes. These types of questions are also common on school application forms. [1,6]

➢ What would you do if you were President for one day?
➢ Write an essay about a childhood memory.
➢ Describe your ideal partner in life.
➢ Write a five-page research paper about a subject that interests you.
➢ Write an essay giving advice on a topic you are familiar with.
➢ Describe a social problem in your community and suggest ways to address it.
➢ What are your three greatest accomplishments?
➢ Write an editorial on an issue about which you have strong feelings.
➢ Describe a specific work of art and discuss how it makes you feel.

RESULTS Breaking down the assignment when a topic is given:

Often the assignment will tell you exactly what is wanted in the essay. You just have to identify the key words and provide the information requested. Use the direction words to guide your writing. What are direction words? They include words, such as describe, explain, discuss, compare— you’ve probably seen them in lots of writing assignments.

Example: Explain how your local recycling program works. Trace the movement of cans, jars, and newspapers from your home to the point where they are recycled. Give examples of products that can be made from the materials you put in your recycle bin at home. [3]

Subject directions:

How your local recycling program works explain the movement of cans, jars, and newspapers from Trace your home to the point where they are recycled of products that can be made from the materials you put in your recycle bin at home Give examples.
Example: Assume that you have just completed a unit in your biology class on genetics, and your biology teacher has given you the following writing assignment. Break the writing assignment into its subject and direction words. (Don’t panic if you don’t know the answer to this question)

Describe gene therapy. Explain how it has been used to treat cystic fibrosis. Discuss why gene therapy is not yet considered a cure for cystic fibrosis.

Subject directions:
Gene therapy Describe how gene therapy has been used to treat cystic fibrosis Explain why gene therapy is yet not considered a cure for cystic fibrosis Discuss.

P R A C T I C E

Assume that you have just covered the material requested in each of the following writing assignments. Remember, your task is only to break each writing assignment into its subject and direction words.

Writing tips:
WHEN YOU SEE THIS WORD -------- YOU WILL NEED TO

Analyze - separate the subject into different parts and discuss each part Argue - give your opinion on a topic and support it with examples, facts, or other details. Assess - tell what is good and bad about a given topic and explain how you arrived at your conclusions

Classify - organize the subject into groups and discuss the logic behind your grouping

Compare - point out how the items are alike and different

Contrast - point out how the items are different

Define - give meaning to the term

Describe - tell what the subject is like

Discuss - list the main parts or issues of the subject and elaborate on each one Evaluate - tell what is good and bad about a given topic and explain how you arrived at your conclusions

Explain - support your statements with specific facts, examples, and so on; elaborate on the logic you used to make your conclusion

Give evidence - back up your statements with facts, examples, or other supporting information

Give examples - use specific details, facts, or situations to make your point

Identify - name or list the items requested

Illustrate - give specific examples

Include - put this information in the essay

Indicate - tell what you think about a subject and how you arrived at your conclusion

List - name the items requested

Outline - organize the main points of the subject

Relate - point out the connections between the items indicated

Review - list and discuss the main points of the subject

Summarize - briefly describe the main points of the topic

Support - give evidence to back up your statements
Trace - list and describe the points or events in a logical or chronological order

Example: Translate (interpret) the writing assignment into its subject and direction words.

How are aerobic exercise and resistance exercise alike and different?

How does each kind of exercise affect the body? What are some examples of each type of exercise?

Subject directions:

Aerobic exercise and resistance exercise Compare and contrast how each kind of exercise affects the body Explain of types of aerobic exercises and anaerobic exercises Give examples.

DISCUSSION strategies for improving your IELTS score

Selecting information

In completing this task, it is important that you fully describe the entire graphic information given. However, this does not mean that you should note every detail. In most cases there will be too much information for you to mention each figure. You will therefore need to summarise the graph in meaningful segments. In other words, you will describe the significant trends in your report. [4,7]

Report structure

Like the line graphs, your report should be structured simply with an introduction, body and conclusion. Tenses should be used appropriately. Use two standard opening sentences to introduce the graph and your report. These opening sentences should make up the first paragraph. Sentence one should define what the graph is about, that is the date, location, what is being described in the graph etc. For example:

The graphs compare the number of deaths caused by six diseases in Someland in 1990 with the amount of research funding allocated to each of those diseases.

Notice that in the single line graph we said that ‘the graph shows… but with two bar graphs we can more accurately say ‘the graphs compare … ’. Notice that the Simple Past tense used. Even though it describes information from the past, the graph shows the information in the present time.

Notice that the sample opening sentence does not simply copy the words used on the graphic material. Copied sentences will not be assessed by the examiner and so you waste your time including them.

Sentence two (and possibly three) might sum up the overall trend. For example:

It can be clearly seen that the amount of research funding in many cases did not correlate with the seriousness of the disease in terms of numbers of deaths.

Notice the tense used. Here we are talking about 1990.

The body of the report will describe the graph or graphs in detail. You will need to decide on the most clear and logical order to present the material. In this case it might be best to work through the diseases one by one.

Ideally your report should end with one or two sentences which summarise your report or draw a relevant conclusion.

Grammar and vocabulary

You will receive a higher mark if your writing uses a range of structures and vocabulary correctly rather than a limited number. When describing some bar graphs you will sometimes use the same language as the line graphs. This will be the case if one axis of the bar graph gives a time scale. In that case, your report will generally describe the information in terms of time from the earliest event to the latest event. Language learners demonstrate their underlying language
capacity through how well they understand and express themselves. If students have special needs in language, they may experience difficulties with socializing in the classroom, self-concept, and behavior, participating in the classroom, learning literacy and learning in all areas. Approximately 14% of students have special needs in communicating, many of these related to their underlying language capacity. Spoken language is important in the development of self-concept, development of a concept of self as a learner, self-monitoring, being able to appropriate conflict with others, getting on with others, talking various social roles, participating and demonstrating learning. We know that many language learners regard spoken language ability as the measure of knowing a language. Such learners define fluency as the ability to converse with others, much more than the ability to read or write. [3,7]

CONCLUSION Writing is a complex, multifaceted, and purposeful act of communication that is accomplished in a variety of environments, under various constraints of time, and with a variety of language resources and technological tools. Writing skills are very fundamental skills for all kinds of purposes, but especially when writing essays. It is very difficult to write a good essay without the proper writing skills. Although everyone claims he or she can write a good essay, many people lack the needed skills that make an essay a polished piece of writing. The difference between professional writers and the everyday person is that the professional writer has writing skills that makes his or her essays stand out.

Writing skills are very essential when writing any kind of an essay. Many students do not possess the good writing skills that are very important. Students should admit to themselves that this is among their greatest weaknesses and seek help from professionals who are very competent in their essay writing skills. Good writing skills involve the ability to write an essay that is free from grammatical errors, with a good content as well as style and structure. A good writer must understand and progress through the writing process, which includes prewriting, writing, revision, and proofreading.

REFERENCES:


