

TEACHING WRITING IN ENGLISH FOR B1 LEVEL PUPILS

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Annotation : *This article focuses primarily on efficient ways of teaching writing skills for English language learners of b1 level. B1 level mainly have difficulties in writing a meaningful piece of writing such as essays, formal letters or poems as their vocabulary is limited, however, they can communicate orally and able to understand general meaning of conversations in a spoken language. For above mentioned reasons this article deals with finding and implementing efficient ways of enhancing B1 level learner's writing skills.*

Key words: *teaching, communicate, enhance, b1 level learners, literacy, guided writing, implement, writing skills.*

INTRODUCTION

Language is regarded as a bridge that facilitates the transfer of ideas, and emotions from one person to another. By learning one of the many foreign languages, people may communicate and associate with each other wherever in the world. English is one of the most crucial languages among them, allowing us to communicate with other people around the world quickly and readily. English currently has a higher standing and significance in Uzbekistan than it has ever had as it is used in the curriculum and for instruction in educational institutions.

Students who write better are more successful both inside and outside of the classroom. Writing is an essential communication tool for students to communicate, explain ideas and thoughts, and assess their knowledge. It is also a critical component of student literacy. Writing is, in fact, a lifetime ability that is critical to post-secondary success in both academic and professional fields. Nonetheless, the majority of students struggle to develop excellent writing skills.

First of all, effective writing is "•Achieves the writer's goals. These goals can be set by the writer or teacher, or through collaboration between the writer, teacher, and/or peers.

Is appropriate for the intended audience and context. For example, a persuasive text written for a school newspaper may look different than one written for an online Presents ideas in a way that clearly communicates the writer's intended meaning and content. The writer's ideas are well-organized and clear to the reader, and expressed effectively.

Elicits the intended response from the reader. For example, a persuasive text compels the reader to take action, whereas a mystery novel elicits feelings of suspense or surprise from the reader." [1.2017.1]

Moreover, Writing is a process; when we compose and proofread our work, we make necessary edits and modifications. This is what the majority of B1 students encounter when completing writing assignments like essays and final projects, which are necessary for them to complete their university education. Typically, B1 students struggle with their vocabulary and how well it is used in sentences. They frequently employ strange syntax and imprecise wording, which irritates the reader.

However, instructing students in writing is not a simple task. When writing, there are numerous steps involved. According to Brown "Writing is a thinking process in which a writer produces a final written product based on their thinking after the writer goes through the thinking process. Not only dealing with the ideas in mind, the writer also needs to deal with the components of writing such as grammatical structure, vocabulary, punctuation, and the mechanics of writing in order to make the written product can be absorbed clearly by the reader" [2.2001:336]

Furthermore, Richards and Renandya states that "writing is a complex, recursive and creative process that is very similar in its general outlines for first and second language writers: learning to write requires the development of an efficient and effective composing process, writing is seen as involving a complex web or relation between writer, reader, and text." [3.2002:15] In addition, Graham, S., & Harris, K. R. explain that " Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete." [4 2002:1]

If students can express themselves clearly in the standard dialect, they can maintain contact at level B1 to communicate in a variety of circumstances and adhere to the main ideas of the conversation that is occurring around them. Even so, they may need to take a break for lexical and grammatical preparation and correction, especially in longer periods of unrestricted growth, they are able to express the main idea they wish to make sense and proceed in a sense that makes sense. They could clarify experiences, events, aspirations, hopes, and objectives, and succinctly provide justifications and explanations for their ideas and intentions. At this level, students will compose brief paragraphs on topics related to a group of shorter, distinct elements to a known or particular interest sequential order.

Many teachers still use conventional strategy such as Guided Writing Strategy. This is an instructional based strategy which mainly teaches the writing process through

modeling, supporting, and practicing. Dash and Dash state that " in guided composition, the students proceed with guidance from the teacher and in controlled direction." [5.2007: 101] Choudhury adds that "In guided writing, teacher guides every sentence to be written. The teacher leads the students in their efforts. In the process of writing, the teacher should always provide additional guidance to the students. In conclusion, guided writing is a strategy of teaching writing in which teacher guides or helps students through stages of writing by modeling, providing the media, and preparing or supply the written materials which can be used to guide the students into independent writing." [6.1998: 109-110]

In Guided Writing, students are extremely reliant on their teachers since they play such an important role in the process of teaching and learning in the classroom. As a result, it takes a long time to get them to write a text without any assistance from the teacher. The teacher's method is equally ineffective in capturing pupils' attention and interest in writing.

The majority of students remain mute and do not exhibit their enthusiasm. In this instance, the teacher must be creative in creating a learning environment and employing appropriate strategies that encourage pupils to be more involved, active, and independent in their writing. As a result, students will be able to improve their ability to write.

Conclusion. 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, B1 learners usually consider writing skill as the most complex and difficult to teach as it requires not only grammatical devices but also the conceptual judgment. As we stated above, B1 learners of English language have already acquired how to make simple paragraph and even short stories and essays.

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