

## **ANALYSIS OF OBSERVATIONS ON PROBLEMS ARISING IN THE FORMATION OF WRITING SKILLS IN A FOREIGN LANGUAGE**

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***ANNOTATION:** In this article, the problems that may arise in the process of formation of writing skills in a foreign language, their solutions, as well as literatures on the role of students and teachers in this process, were studied and analyzed. The existing problems regarding the issue of what should be paid attention to organize training processes in accordance with world standards were studied and the conclusions obtained were presented.*

***KEY WORDS:** writing skill, students, teachers, method, second language, native language*

***АННОТАЦИЯ:** В данной статье были изучены и проанализированы проблемы, которые могут возникнуть в процессе формирования навыков письма на иностранном языке, их решения, а также литература о роли студентов и преподавателей в этом процессе. Были изучены существующие проблемы относительно вопроса, на что следует обратить внимание для организации учебных процессов в соответствии с мировыми стандартами и представлены полученные выводы.*

***КЛЮЧЕВЫЕ СЛОВА:** навык письма, студенты, преподаватели, метод, второй язык, родной язык.*

According to the notes of psycholinguist Eric Lenneberg (1969), human beings naturally learn to walk and to talk, but when it comes to swimming and writing, it is quite different. They are considered to be culturally specific, learned behaviors. By comparing walking to talking and swimming to writing he very clearly explains the difference between these activities. As he mentioned “We learn to swim if there is a body of water available and usually only if someone teaches us. We learn to write if we are the members of a literate society and usually only if someone teaches us” [2]

From my six years study as bachelors and masters I can say that writing is more than it seems to be even in your own language. There is no doubt that writing is the most difficult skill for second language learners to master. Scientists mostly divide writing skills into two levels which the writer should pay attention to truly organize his or her writing:

1. Higher level skills: planning, organizing and generating ideas (fluency);
2. Lower level skills: spelling, punctuation, word choice, grammar, syntax and so on (accuracy) [1].

Ann Raimes (2002) considers both learning and teaching process of writing in English as challenging and calling anxiety activity, even if it is in learner’s and teacher’s native language and suggested ten steps that can work as a tip for writing teachers efficiently organize writing classes [5].

They are:

1. Ascertaining goals and institutional constraints

2. Deciding on theoretical principles
3. Planning content
4. Weighing the elements
5. Drawing up a syllabus
6. Selecting materials
7. Preparing activities and roles
8. Choosing types and methods of feedback
9. Evaluating the course
10. Reflecting the teacher's experience

Teachers should know how to organize writing classes coming up the abilities and weaknesses of their students, plus they should pay attention to institutional principles [3].

Anthony Seow (2002) suggests process writing approach to organize an effective performance-oriented teaching programme which helps to develop students' problem-solving skills connected with writing process that will give them the chance to identify certain goals at each stage of the composing process and understand nature of writing at every point. Process writing includes four basic stages as a classroom activity-planning (pre-writing), drafting, revising (redrafting) and editing-and the other three stages externally imposed on students by the teacher. They are responding, evaluating and post-writing. What acts should be taken in each stage is explained below [7].

- Planning (pre-writing) inspires thoughts for getting started and includes some helpful activities like: group brainstorming, clustering, rapid free writing, mapping, tabling, wh-questions and so on;
- Drafting is the first attempt at writing and depending on the genre of writing the writer composes his work including startling statement as an introduction, short summary, an apt quotation, a provocative question, a general statement, an analogy, a statement of purpose and soon. In this stage fluency is important rather than accuracy.
- Responding interferes between drafting and revising. It can be oral or in writing. It is the teacher's or peer's quick initial reaction (like evaluating, editing, giving helpful suggestions and questions) to student's drafts
- Revising is done in order to improve global content and the organization of ideas
- Editing is preparing your writing for evaluating. In this stage you edit your writing for grammar, spelling, punctuation, diction, sentence structure and accuracy.
- Evaluating- depending on the criteria and the purpose of evaluating teacher assigns the piece of writing
- Post-writing – now piece of writing is completed and it is ready for sharing, publishing, reading aloud. This kind of post-writing activities play a huge role to recognize students' work as important and worthwhile.

Language teaching is difficult and ongoing process, it demands hard working and afford from both teachers and learners [6]. There are a lot of investigations, approaches and methods on teaching for writing and we cannot truthfully measure their productivity because various students' needs call for different methods. An effective language teacher should be able to apply an eclectic blend of methods and approaches to achieve the teaching and learning objectives [4].

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