

Difficulties In Teaching Essay Writing In English

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Abstract

In this article the author describes the major issues of in teaching writing the essays in English language. The essence and classification of the errors the student may make during writing the essay was investigated. It also describes the combination of several structures of the essay.

Keywords: Essay, learning process, error, speaking, English language, sentences, verbs.

INTRODUCTION

An essay is one of the most difficult types of writing. In order to write an essay in English, it is necessary to select the facts related to the expression of strangers and their thoughts in writing. An essay requires a self-written plan for the topic (cluster), the ability to give your own assessment of events, etc. (evaluation). Naturally, writing an essay causes certain difficulties not only among students, but also among teachers.

The manifestation of errors in the students' speech is primarily caused by the mismatch of phenomena / units of the English and native languages of the students, and the insufficiently effective organization of the learning process.¹

METHODS

In our research, we subdivide errors in teaching essays into language and text. Language errors are usually divided into the following subspecies:

- a) word-building, consisting in unjustified phrasing or alteration of words in the normative language;
- b) morphological associated with abnormal formation of word forms and the use of parts of speech;
- c) syntactic, consisting in the incorrect construction of phrases, simple and complex sentences;
- d) lexical, representing the use of words in abusive meanings, violation of lexical compatibility, repetitions, tautology;
- e) phraseological associated with the use of phraseological units not conforming to the norm;
- f) stylistic, consisting in violation of the unity of style. Stylistic errors occupy a special place in this system, since they do not correlate with a certain tier of the language and can occur in the field of vocabulary, morphology, syntax².

Errors can also be classified by the type of speech activity with which they are associated.

Production errors and understanding errors are distinguished. Production errors are more obvious since are served by direct observation, fixation. Mistakes of understanding - harder to identify; As a rule, this requires special experiments.

Lengo Nskal proposed his classification of errors. In his opinion, they can be divided:

Skipping some necessary items.

Add unnecessary or wrong items.

Selecting the wrong choice.

Wrong word order.

1. Skipping.

Skipping elements is more common in morphology. So students can skip the ending of the third person singular –s, the ending of the past tense –ed, the possessive case index ‘s, and the plural index –s. This is a feature of the English language, language forms may be skipped by students because of the difficulty in their pronunciation, because a combination of consonants causes problems for students, and some of their components may not be pronounced correctly. Nevertheless, this phenomenon is not limited only to foreign-speaking students, often this is observed among native speakers.

2. Addition

Students often add redundant components based on the rules learned earlier and extending them to other words.

In morphology, students too often use the morpheme, forming the 3rd person singular –s and the plural –s.

For example, we goes around the forests.

In phonetics, there is a phenomenon when an individual inserts additional vowels. This phenomenon is called epenthesis. It is likely that this comes from a desire to fit a foreign word to the emerging noun in the genitive language.

At the lexical level, the student can add an extra word. For example: I stayed there during five years ago instead of I stayed there for five years. This phenomenon also occurs due to the discrepancy between the English and Russian counterparts.

At the syntactic level, a student may use the wrong combination, for example, the article with the pronoun: The my friends.

3. Wrong choice.

Wrong choice can affect morphology as a result of choosing the wrong morpheme (using –est instead of –er, forming a comparative adjective: he is youngest, then his brother); syntax level (e.g., I want that he comes here instead of I want him to come here) instead of I want him to come here). This error may be caused by interlanguage interference; as well as the lexical level, when students choose words that are not suitable for this context (do not carry the desired meaning).

4. Wrong word order

Students make mistakes in morphology, syntax and the use of vocabulary if they confuse the order of their construction. At the morphological level, the incorrect order of related morphemes is less common. Students can rearrange words as in a sentence: He is a dear to my friend. At the lexical level, students can apply elements of a compound word. For example, car key and key car - car key master = head machine in the column.

RESULTS AND DISCUSSIONS

The classification proposed by Lengo Nskal is interesting from the point of view of its simplicity and clarity; it can provide an invaluable service when working on errors.

Now consider the classification of errors T.M. Vlasova.

I. Improper use of verb forms.

1) Mixing the forms do and does (most often in negative forms, or the loss of ending –s in Present Indefinit).

2) Using forms was / is in combination with plurals.

3) Using the colloquial form of the verb aren't instead of the verb to be, to have

4) the widespread use of time Present Indefinite where Past Indefinite, Present Prefect, Future Indefinite should be.

5) The use of Future Indefinite / Future-in-the-Past time in subordinate clauses of a condition and time and, conversely, the extension of this rule to other types of subordinate clauses

6) The use of irregular verbs as auxiliary for the formation of analytical tense forms

7) Deviation in the use of irregular forms

- a) Irregular verbs are used as regular ones and form the form Past Indefinite and Past Participle by adding the –ed suffix
- b) forms are formed by analogy with the forms of phonetically complex verbs
- c) misuse of one form instead of another
- 8) Inconsistency of the form of the verb of the predicate and the verb in the second part of the separation question
- 9) The second part of the separation question often contains negation, although the main verb already has a positive form
- 10) Failure to comply with the rules of the coordination of times

II. Change in utterance structure

1) Verbs

- a) to be as a semantic verb

Where you girl from?

You are lawyer?

- b) to be as an auxiliary verb in Continuous forms

How you feeling?

You just leaving?

- c) to have on Perfect forms

Anybody been in?

I been here for 8 months now

- d) to have combined with have got

I got kids at home

- e) had in combination with had better

You better go to the head

- 2) Other combatant elements that have a formal meaning and do not carry any semantic load, such as:

- a) there

- b) it

- c) articles

- d) relative pronouns

- e) modal verbs in requests

- 3) the value of the elements of statements, which, however, are omitted, because their meaning is clear from the context

- a) personal pronoun

- b) prepositions

What happened Christmas (on Christmas)

- 4) Violation of the traditional word order

III. Other abnormalities

- 1) Using multiple words of negative semantics in one sentence

- 2) The formation of a double degree of comparison

- What made it even more worse

- 3) use instead of the possessive pronoun of the corresponding personal pronoun in the indirect case

- 4) erroneous use of the suffix - ly

- I didn't have to work in English hardly.³

The errors listed here are “non-communicative”, i.e. they impede the communication process. All of the above errors are found everywhere among first-year students of a language university, despite the fact that in the first year at language universities, special attention is paid to the formation of language correctness. Another difficulty in teaching an essay in English is the difference in the structural and compositional plan of such types of written language as an essay and a Russian composition. This, in our opinion, the

main difficulty leads to the creation by students of many errors in the structure of the essay, logical compositional content, etc., i.e. to most text errors.

L.R. Akhmetova in her thesis rightly identifies the following difficulties in writing an essay in English:

- Definition of the problem and the choice of approach to the presentation of thoughts for its solution;
- focus on the addressee;
- the specifics of the construction of the paragraph and over-paragraph;
- deployment and collapse of information;
- use of sources;
- the use of methods for the development of thought;
- cohesion and coherence;
- formulation of conclusions.

L.R.Akhmetova generalizes difficulty as the use of methods for the development of thought, and according to N.D. Ivitsa's main and main mistake that occurs in students who write essays is to bring incorrect argumentation. Usually, in fiction and author's texts, the line between correct and incorrect argumentation is very blurred, but there are strict rules when writing an English essay, non-observance of which leads to logical errors. Logical errors are as follows:

1. Formal error. In this case, the conclusion does not follow from the premises. "A black cat crossed Joe's path yesterday, and he died last night."
2. Substitution of the thesis - substitution of the thesis during the proof by any other statement. Replacing the thesis includes errors such as narrowing the thesis, that is, proving only part of the statement, and expanding the thesis when the evidence does not relate to the proposed statement and does not follow from the premises. "That man is an alcoholic. Liquor should be banned."
3. Justification of the thesis with the help of false arguments, incorrect information as evidence. "Each part of this stereo weighs under one pound. This is a very light stereo. "
4. The vicious circle - the justice of the situation is proved with the help of the same, sometimes rephrased, provision "It's time to come in the house now, Billy". "Why?" "Because I said so!" "Why?" "Because it's time, and I said so."

The standard incorrect arguments include:

1. The argument to the audience is an attempt to rely on the opinions, feelings and moods of the audience instead of substantiating the thesis with objective arguments,
2. The argument to the personality - attributing to the opponent shortcomings, real or imaginary, representing him in a funny way, undermining the credibility of his reasoning. Don't believe anything John says, his a herd.
3. The argument to the masses is an attempt to excite a wide circle of people, using their emotions, prejudices, etc.
4. The argument to the person is the use in support of his position of the grounds put forward by the opposing party to the dispute or arising from the provisions adopted by it.
5. The argument for vanity is to squander unreasonable praises to the adversary in the hope that he will become more compliant.
6. The argument for immobility, or authority - appeal in support of their ideas to the names of those people with whom the opponent does not dare to argue.
7. The argument for power - the threat of unpleasant consequences, violence. (Pay back the loan and 10% daily interest by Thursday, or be sure that you have your hospital insurance paid up).
8. The argument to ignorance, or ignorance - a reference to the ignorance of the opponent in the subject of the dispute. (There is no proof that witches exist, therefore, they do not).
9. The argument for pity - excitement on the other side of pity, sympathy.

Guided by the above arguments, it can be said that a teacher who teaches writing essays should instill in students coherent presentation skills, help to see the integrity of the text, choose the necessary form for its content, see and organize the structure of the essay, give the right arguments and avoid logical errors.

To overcome the difficulties associated with the structure and composition of the essay, it is necessary,

firstly, that first-year students master the techniques of complex analysis. The methodology has long developed a model of linear complex analysis, which assumes the unity of such critical skills as analysis and synthesis. Each analysis operation is followed by a "mini-synthesis-union" of lower-order text units into larger units (words - phrases - sentences - paragraph, etc.). Through the implementation of sequential and interconnected operations, various structural and semantic features of units of various orders and the relationships between them are revealed. As a result of this, a single structural-semantic and semantic-meaningful idea of a particular genre of a scientific text is created in the student's mind. The disclosure of structural features at the first stage of working with text involves the development of skills for predicting its content. Secondly, it is necessary to develop tasks for mastering the methods of development of thought, work on logical and semantic relationships. Thirdly, to prevent difficulties associated with compression, you can use tasks for paraphrase, substitution, grouping, etc..

We believe that the difficulties noted should be overcome through a specially created technology for teaching essays in the 1st year of a language university.

The process of writing an essay / essay is a creative process that requires not only knowledge of the subject, but also possession of writing skills. It should be borne in mind that the composition is a logical and linguistic utterance saturated with creative and philosophical reflections.

By the method of presentation of the material, essays can be descriptive, narrative and essay-reasoning. Foreign methodologists L. Marshall and F. Rowland distinguish between expository / explanatory and persuasive / persuasive essays and present for organizing and integrating ideas and information a research method of working with primary and secondary sources (Library research). However, the noted types of essays are interpreted by other foreign methodologists as descriptive and argumentative types. For example, one of the English study guides explains that the descriptive approach lists important points, but not your point of view, but the argumentative one formulates its own point of view, the effectiveness of which depends on the arguments presented, organized by certain means. In this case, we are talking about techniques for the development of thought, such as comparison, analysis, discussion, definition.

In another textbook on writing essays, various types of essays (narrative, comparative, cause-effect, argumentative), differentiated by the methods of development of thoughts, are given. It should be noted that an argumentative essay is also an effective method of controlling students' ability to think logically.

To write an essay in English, it is typical to adhere to a certain structure. It doesn't matter which essay, the task with the arguments for and against or the task with the expression of your opinion. Both in the first and in the second case, it is necessary to strictly observe the structure (introduction, main part, conclusion).

The introduction is recommended to begin with a general presentation of the topic of the essay, with a sentence expressing its contradictory nature, with a paraphrase of the problem described in the topic of the essay. This is best done with a proverb or aphorism. Introduction - this is the essence and rationale for choosing this topic, consists of a number of components, connected logically and stylistically; At this stage, it is very important to correctly formulate the question to which you are going to find the answer in the course of your research.

When working on the introduction, answers to the following questions can help: "Do I need to give definitions to the terms mentioned in the essay topic?", "Why is the topic that I am discussing important at the moment?", "What concepts will be involved in my discussions on subject? ", "Can I divide the topic into several smaller subtopics? "

The main part of the essay: the actual description of the arguments for and against or a logical statement of your opinion (depending on the task). Each new thought should begin with a new paragraph; the arguments for and against are recommended to be presented symmetrically, that is, one after the other. Remember that the text needs a balanced argument. It is necessary to clearly indicate the various aspects of the problem (for example, social, moral, economic, political, etc.), while expressing your opinion, or referring to the opinions of authoritative sources. Given that the scope of the essay is limited, it is recommended to consider only two or three aspects: the first sentence presents the first, the next - it is disclosed in more detail, etc. The main part is, first of all, the theoretical foundations of the selected

problem and the presentation of the main issue. It involves the development of argumentation and analysis, as well as their justification, based on available data, other arguments and positions on this issue. This is the main content of the essay and this is the main difficulty. Therefore, the subheadings on the basis of which the structuring of argumentation is of great importance; it is here that it is necessary to justify (logically, using data or strict reasoning) the proposed argumentation / analysis. Where necessary, graphs, charts and tables can be used as an analytical tool.

Depending on the question posed, the analysis is carried out on the basis of the following categories: Cause - consequence, general - special, form - content, part - whole, constancy - variability.

In the process of constructing an essay, it must be remembered that one paragraph should contain only one statement and the corresponding evidence, supported by graphic and illustrative material. Consequently, filling the sections with arguments (corresponding to the subheadings), it is necessary to limit yourself to the consideration of one main idea within a paragraph.

A well-tested (and for most - absolutely necessary) way to build any essay is to use subheadings to indicate the key points of a reasoned presentation: this helps to look at what is supposed to be done (and answer the question whether the plan is good). This approach will help you follow a well-defined goal in this study. Effective use of subheadings is not only a designation of the main points that need to be highlighted. Their sequence may also indicate the presence or absence of consistency in the coverage of the topic.

In conclusion, the essay summarizes the above and re-writes the proposal, reflecting the content of the topic (again, your opinion in other words, or a proposal on the duality of the topic, while expressing hope for a compromise). The conclusion is a generalization and reasoned conclusions on the topic with an indication of its scope, etc. It summarizes the essay or once again makes explanations, reinforces the meaning and meaning of what is stated in the main part. Methods recommended for drawing a conclusion: repetition, illustration, quote, impressive statement. The conclusion may contain such a very important element supplementing the essay as an indication of the application (implication) of the study, not excluding the relationship with other problems.

When writing a personal opinion, it is recommended to maintain a neutral opinion, since the written part is checked by people, and, therefore, it is necessary to be considerate in such complex and serious issues that are often put before the examinees.

It is known that in order to write a good essay in English, the structure of the apparatus of evidence is necessary. Proof is a set of logical techniques for substantiating the truth of a proposition using other true and related propositions.

It is connected with conviction, but not identical to it: argumentation or proof should be based on data from science and socio-historical practice, convictions can be based on prejudice, people's ignorance of economic and political issues, and the appearance of evidence. In other words, proof or argument is reasoning using facts, true judgments, scientific evidence and convincing us of the truth of what is being said.

The structure of any evidence includes three components: the thesis, arguments and conclusions, or value judgments. A thesis is a position (judgment) that needs to be proved. Arguments are categories used to prove the thesis. Conclusion is an opinion based on an analysis of facts. Value judgments are opinions based on our beliefs, beliefs, or beliefs. Arguments are usually divided into groups, which are presented below.

Authenticated facts are factual material (or statistics). Facts are a breeding ground for ascertaining trends, and on their basis, laws in various fields of knowledge, therefore we often illustrate the effect of laws on the basis of evidence. Definitions in the process of argumentation are used as a description of concepts related to the thesis. The laws of science and previously proved theorems can also be used as arguments of the proof.

In order to arrange theses and arguments in a logical sequence, it is necessary to know the ways of their relationship. Communication involves the interaction of the thesis and argument and can be direct, indirect and dividing. Direct proof is proof in which the truth of a thesis is directly supported by an

argument. For example: we should not go to classes, since today is Sunday. The direct proof method can be applied using the technique of induction, deduction, analogy, and cause-effect relationships.

Induction is the process by which we arrive at conclusions based on facts. We move in our reasoning from the particular to the general, from assumption to statement. The general rule of induction states: the more facts, the more convincing the argument.

Deduction is a process of reasoning from the general to the particular, in which the conclusion is usually based on two premises, one of which is more general. Analogy is a way of reasoning, built on a comparison.

The analogy assumes that if objects A and B are similar in several directions, then they should have the same properties. It is necessary to remember some features of this type of argumentation: the directions of comparison should relate to the most significant features of the two objects being compared, otherwise you can come to a completely absurd conclusion.

Cause-effect relationships - argumentation by explaining the causes of a phenomenon (very often phenomena that are interdependent).

Speaking about the structure of the essay it is impossible not to mention the structure of the paragraph. According to VB Grigorov, a paragraph of a text is defined as a logically finished subdivision of a text starting with a red line in which any one specific idea develops. The paragraph begins with an introductory sentence. Which determine the topic of the paragraph as a whole, prepare the reader for the perception of the main idea of the paragraph and formulate this idea. The following are suggestions that develop the main idea of the paragraph, which formulates supporting thoughts, provides details and examples. Then transitional proposals follow, providing a smooth and logical transition from one confirming idea to another. Final sentences that logically complete the paragraph and prepare the reader to move on to the next paragraph.

We consider it advisable to provide several recommendations given by leading methodologists on how to write an essay in English that meets international standards (Folse K.S., Muchmore –Vokoun A., Solomon E. Vesrri, Marshall L., Rowland F.).

So, the essay should be fascinating, productive, clearly organized, competent and unique. It should reflect individuality, vision of the problem, worldview, creativity, logic, the ability to analyze, identify causal relationships, draw conclusions, and possession of written speech.

For successful essay writing, first of all, you should take the task creatively. We need to think through an interesting approach to the problem that will be discussed. For this, firstly, it is necessary to be original, because each composition should be interesting. Secondly, you need to present the material in a manner peculiar to you; Avoid strangers, memorized phrases - otherwise it may seem that the writers do not have self-confidence or lack the necessary knowledge. Thirdly, the essay should be deep and thoughtful, reflect the writer's own ideas about the subject and not be a superficial presentation of events or phenomena. It should reflect their own thoughts through the subject, addressing the reader and pursuing a specific goal. Each time, these three components of the creative process - originality and freedom of expression, independent judgments - can vary and, thus, create a certain psychological context. The type of essay depends on this: theoretical, informative, evaluative, etc. Despite all the variety of types of essays, the skills and abilities needed to write them are the same. All topics can be divided into several categories: the writer and his language experience, the writer and the environment, a free topic. At the same time, one should not forget about the goal - it is more interesting, more professional, more competent to reveal a given topic, illustrating your thoughts with vivid examples of your personal attitude to the issue under study.

Depending on the wording of the assignment, the planned structures (organization of the argument of the main thesis) are divided into:

- Chronological;
- Hierarchical;
- Comparative;
- Cause - effect;

- Analytical;
- Logical;
- Creative.

Chronological structure. This structure is used when listing the sequence of certain events as they arise, develops or occurs. The chronological structure is effective for describing all kinds of processes, as well as for tips and instructions.

Hierarchical structure. One of the most common structures, involving the organization of material according to the degree of importance or complexity, is from more global problems to particular ones or vice versa. In this case, the degree of importance should be understood as the most convincing evidence-based aspect in your essay.

Comparative structure. A composition in which two or more objects are compared is constructed according to a comparatively contrasting principle. The success of such an essay depends on that. How valid is the comparison, to what extent is it possible. For example, it is difficult to compare an airplane and a television, but an airplane and a train, a car and a steamboat are subject to comparison as modes of transport. Between objects taken for comparison, you can select those aspects that, in your opinion, are comparable, between which you can find a common and excellent. Parameters for comparison can be any.

Cause-effect structure. This way of organizing ideas into a structure implies two options: causal (what was the cause of what happened and what was the result) and cause and effect (what happened and why it happened). This structure should be used in the description of events, phenomena. It goes well with the chronological structure.

Analytical structure. This structure reflects the main characteristics of the subject, phenomenon. Developments. For example, you have to analyze how much the life of the "stars" of show business should be reflected in the media, how truthful and to what extent and to what extent the audience is interested in it.

Logical structure. Very close in structure to analytical. This structure is largely based on your logical reasoning around the main thesis, which you always "looms" before your eyes. There are two possible variants of the thesis development: deductive (from particular to general) and inductive (from general to particular). You can go "from the top" to the "base", from one characteristic to another, etc. The main thing is that the course of your reasoning should be logically justified. This method is effective for arguing opinions, proving a certain point of view, defending one's own position.

Creative structure. Another way to organize thoughts in a structure is to identify the problem and propose a solution. Unlike previous, fairly flexible structures, this structure is the most rigid. First of all, you need to present the problem so that the reader understands what its essence is and what exactly needs to be solved. Then the solution itself should be proposed. Justify and prove its rationality. Some combinations with other structures are possible here, namely, analytical or logical.

CONCLUSION

All of the above structures help to organize thoughts after the main thesis is formulated. One has the right to choose any of them or a combination of several structures, bearing in mind that a successful composition is based on the principle: statement - proof. The basis of any essay is the main thesis, which needs support. Note that thoughts that confirm the thesis itself, in turn, need argumentation, etc., as long as there is enough imagination and ... time.

Speaking about the compositional features of the essay, one cannot fail to mention internal cohesion and coherence. Which are achieved through the words-bundles or transitional devices.

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