

MAIN DIFFICULTIES IN DEVELOPING WRITING SKILLS OF LEARNERS

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ANNOTATION

This article discusses the challenges faced by students in developing their writing skills, particularly in English as a second language (ESL) settings. It explores various factors that hinder students' progress in writing, including lack of motivation, inadequate vocabulary and language proficiency, poor writing strategies and planning, unfamiliarity with genre conventions, limited feedback and assessment practices, and technological barriers. The article emphasizes the importance of addressing these challenges and provides suggestions for educators and institutions to enhance the teaching and learning of writing skills.

Keywords: writing skills, challenges, students, English as a second language (ESL), motivation, vocabulary, language proficiency, writing strategies, genre conventions, feedback, assessment, technology.

Writing is an essential skill for the production of language. In any case, it is viewed as a troublesome expertise to get, especially in English as a subsequent language (ESL) settings where understudies face many difficulties recorded as a hard copy. Composing is a huge expertise in language creation. Its importance increments with regards to writing in English language which is broadly utilized for worldwide intervention of information. A text of a viable ESL essayist should be firm, sensible, obviously organized, fascinating and appropriately coordinated with many jargon and dominance of shows in mechanics. In any case, composing is many times considered simply a piece of educating and learning punctuation and linguistic structure, which resultantly underrates the nature and significance of composing, and influences its development. Understudy journalists face different composing issues at various phases of their learning. By and large, these issues can be grouped into phonetic, mental, mental, and educational classes. They battle with the underlying parts of English, in light of the fact that an unseemly design muddles the substance and perception of the text. Understudies' absence of certainty is likewise brought about by a showing methodology which doesn't affirm to understudies' learning styles, needs and social foundation. So the educators ought to consider these issues while making and planning their example plan for composing. Prof. J. Jalolov claims that the composing is a complex open action. It assists with discussing in the composed structure with the assistance of graphical images and is portrayed by the three-stage structure: incitement inspiration 2) logical grammatical and 3) activity. Under the principal stage the thought process shows up as an expectation to convey. The purpose of the message is to inform someone. In the second stage an expression is framed and articulated: the fundamental words for creating the expression are chosen, inside a bunch of sentences. The third period of composing is translating of the thought/message with the assistance of graphical images.

Writing as a communicative skill is a long-term process that is challenging and requires a lot of effort on the part of both the teacher and the students. It is contended that unfortunate composing abilities begin from two variables: the student and the teacher. Educators need

proper educational way to deal with show composing, including giving brief and viable criticism to understudies, and most critically, instructors' absence of capacity to inspire understudies. Then again, understudies face various difficulties: absence of perusing, inspiration, and practice. Various variables that influence understudies' composing abilities have been recognized in writing. During the time spent perusing understudies get to know various designs and jargon which are mean quite a bit to use recorded as a hard copy. Inspiration will likewise assume an extraordinary part in fostering any language expertise including composing, as it relies upon language educator to move the understudies to learn.

Effective writing skills are essential for academic success and future professional endeavors. Developing proficient writing skills is a complex process that requires consistent practice and guidance. However, numerous challenges can hinder students' progress in acquiring and honing their writing abilities. This literature review aims to explore and analyze the main challenges faced by students in developing their writing skills, as identified in existing research.

One of the primary challenges in developing writing skills among students is the lack of motivation and engagement. Students may find writing tasks tedious and uninteresting, leading to a lack of effort and commitment. Research suggests that disengaged students often produce lower-quality written work and struggle to improve their writing abilities. Factors influencing motivation and engagement include the relevance of the writing task, students' interest in the topic, and the perceived value of writing skills in their personal and academic lives.

Another significant challenge students face in writing development is an inadequate vocabulary and language proficiency. Writing effectively requires a wide range of vocabulary, knowledge of grammar and syntax, and an understanding of the conventions of academic writing. Students with limited vocabulary and language skills may struggle to express their ideas clearly and concisely, leading to difficulties in constructing coherent and well-structured written work.

As a common problem, it is necessary to focus on writing in the class along with other skills as a form of action research. [5, 3] As a common problem, it is necessary focus on writing in the class along with other skills as a form of action research. To ensure the maximum output from the students, the stated problems should be taken under consideration and proper steps should be taken to remove the drawbacks as soon as possible. As a common problem, it is necessary focus on writing in the class along with other skills as a form of action research. To ensure the maximum output from the students, the stated problems should be taken under consideration and proper steps should be taken to remove the drawbacks as soon as possible.

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Many students lack effective writing strategies and struggle with the planning phase of the writing process. Inexperienced writers may have difficulty organizing their thoughts,

generating ideas, and outlining their written work. Insufficient planning often leads to disorganized and incoherent writing, making it challenging for students to convey their intended message effectively. Developing effective writing strategies, such as brainstorming, outlining, and drafting, is crucial for enhancing students' writing skills.

Different writing tasks require familiarity with specific genres and disciplinary conventions. Students may face challenges in understanding and adapting to the expectations of different writing genres, such as academic essays, research papers, or creative writing. Additionally, disciplinary-specific writing conventions, such as citation styles and formatting, pose further difficulties. Insufficient knowledge of genre and disciplinary conventions can impede students' ability to produce writing that meets the expectations of their instructors or intended audience. Through journals and personal story writing, students can discover themselves and work through their real-life problems.[1,2]

Feedback plays a crucial role in improving writing skills, but inadequate feedback and assessment practices can hinder students' progress. Insufficient or vague feedback provided by instructors may not effectively address students' writing strengths and weaknesses. Moreover, limited opportunities for revision and practice can impede students' ability to apply feedback and enhance their writing skills over time.

In today's digital era, students are increasingly expected to navigate various technological tools and platforms for writing tasks. However, limited access to technology, lack of digital literacy, or unfamiliarity with writing software can pose significant challenges. Technological barriers can hinder students' ability to effectively compose, edit, and format their written work, impacting the development of their writing skills.

In brief, the students have problems in writing essay, in terms of using correct grammar in sentences, compiling cohesive and coherence paragraphs and choosing the appropriate diction. Several suggestions are offered to be applied by teachers and institution. Firstly, in order to teach students better, a sort of training is needed so that the lecturer can have brand new techniques and strategies to teach writing to EFL students. Secondly, additional credits for English writing and grammar courses should be added to have deep understanding from the students. Lastly, reduction of classroom size is important aspect to be highlighted in order to have more effective and satisfied teaching and learning results.

Developing writing skills is a complex process that requires addressing various challenges encountered by students. This literature review has highlighted several key challenges, including lack of motivation and engagement, insufficient vocabulary and language proficiency, poor writing strategies and planning, limited knowledge of genre and disciplinary conventions, inadequate feedback and assessment, and technological challenges. Identifying and understanding these challenges can inform educators, policymakers, and researchers in designing effective interventions and strategies to support students in developing their writing skills more effectively.

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