

## THE CONTENT AND MECHANISMS OF ORGANIZING THE ESSAY WRITING PROCESS

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### ABSTRACT:

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*This article discusses the general principles of organizing the process of written speech development, highlighting how they differ from the formation processes of other language skills. It outlines the correct structuring of the essay-writing process and the rules for forming essay components according to specified criteria.*

#### KEYWORDS:

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**INTRODUCTION.** The primary goal of teaching essay writing is to develop students' ability to express their reflections and critical thoughts on a given topic through written speech. To achieve this, it is essential to analyze the content and mechanisms of organizing the essay-writing process, and to design educational content, tools, methods, and techniques that support this aim.

Principles of Teaching Native Language. Each subject has unique teaching principles. In mother tongue instruction, they are categorized as follows<sup>1</sup>:

1. The principle of progressing from speech to language;
2. The principle of naturalness in language teaching;
3. The principle of teaching to isolate linguistic phenomena;
4. The principle of comparing written and oral speech;
5. The principle of increasing expressiveness and emotionality in students' speech;
6. The principle of sufficiently exercising speech organs and facial muscles.

Specifically, principles 4 and 5 are closely related to developing written speech – they involve helping students convey their thoughts in various forms, taking stylistic aspects into account, and enriching their language with expressive tools.

#### **Specific Principles for Organizing Written Speech Development**

In guides led by O. Madayev, expressing thoughts in written form (complete thought in text) is emphasized as a complex process. The aim of mother tongue education is encapsulated in this parameter: the competence a student acquires is reflected in their written works<sup>2</sup>. The following skills are evaluated through written assignments:

- a) Logical coherence of thoughts;
- b) Complexity level of thinking (simple, complex, abstract-concrete, abstract, etc.);
- c) Relevance and content value of descriptions;
- d) Appropriate use of expressive language tools;
- e) Orthographic literacy in written form

From the analysis, it was found that the essay writing process consists of three parts. These are:

1. Planning.
2. Writing.
3. Editing.

Planning is one of the important stages of essay writing, and it includes smaller components such as fully understanding the topic, thinking about it, and outlining the structure. In the process of fully understanding the topic, students learn about the content of the essay, what is expected from them, and where they can find relevant information. The topics chosen for essay writing should guide the student to think about a specific issue. This characteristic is important because it helps the student focus their thoughts on a particular point when getting familiar with the topic [3].

Moreover, the topics selected for written speech development activities should be timely and interesting for the student. The topic should be such that the student has a strong desire to express their thoughts about it. This interest in the topic can be effectively used to ensure the student's cognitive development [4].

When discussing the key aspects of choosing an essay topic, it is important to focus on its relevance. Not every topic can be selected; there are also opinions that a student should be able to present arguments and facts related to the topic [5].

In general, an essay topic should be of a guiding nature, encouraging the student to think about the issue, clearly indicating which aspect of a broader societal problem to focus on, and it should not be too broad or require highly specialized academic knowledge.

After the essay topic is announced, it is recommended to conduct methodical activities such as discussing the topic, researching relevant materials, and identifying which questions need to be answered.

Once the topic is selected, during the process of fully understanding it...

Assigning students the following types of tasks is considered important for transitioning to the next stages of essay writing:

1. Presenting several questions related to the topic to the students.
2. Organizing a discussion process based on the given questions.
3. Explaining the topic by replacing certain concepts with appropriate synonyms, antonyms, or phrases [6].

Additionally, before starting the essay writing process, it is important to read the topic carefully and identify its main purpose. During this stage, it is considered a useful methodological recommendation for the teacher to paraphrase the topic in their own words and clearly state the main goal of the essay-writing task.

While thinking about the topic, students need to focus on collecting useful information related to the subject. For this, it is recommended to use articles, scientific research papers, encyclopedias, and other additional sources. Alternatively, reading an essay on a similar topic, analyzing a sample essay with the class, and explaining how to use the sample properly are also effective strategies. After that, the teacher should explain the appropriate writing style for the essay.

In developing written language skills, it is essential to organize thoughts and ideas and convey them to the reader in a clear and structured manner. Therefore, the student is required to express their thoughts in a logical sequence, adhering to the expected structure. However, meeting this requirement can be a challenge for many students. Based on the structure of the text, the writer must have sufficient skills to decide what to write first, how to continue the next ideas, how to connect one thought to another, and how to ensure logical coherence between them.

When it comes to developing these specific skills, learning about the parts of an essay and the requirements for each section plays the role of a scientific-methodological basis for creating future educational content and technologies related to the essay writing process.



In this regard, there are many views, and nearly all of them state that an essay consists of the following three main parts.

1. Introduction
2. Main Body
3. Conclusion

According to the studied sources, the introduction part of an essay should include:

- The formulation of a thesis or the central idea of the essay;
- An explanation of the key problems noticed by the author;
- A sentence that captures the reader's interest and gives a small hint about how the topic will be addressed [7].

In the main body, the focus should be on expanding, developing, and substantiating the ideas presented in the thesis. In this section:

Explanations, examples, quotations, and evidence supporting the thesis should be presented;

As the author transitions from sentence to sentence, they should strive to justify their views step-by-step, reinforcing them with supporting evidence.

During the preparation process for essay writing, it is important for the student to consider:

- their existing knowledge of the topic.
- the materials they intend to use;
- the quality of those materials;
- and how well the evidence aligns with the required content of the essay.

The quality of this process, of course, largely depends on the student's reading habits and exposure to a wide range of materials is based on the development level of the skill to analyze, compare, and evaluate the quality of information encountered while reading. This indicates the extent to which essay writing is connected with reading comprehension skills. A student with well-developed reading comprehension will also be able to produce a meaningful written text.

The introduction of an essay is a critical part that determines whether the text will be read in its entirety or not. Its role in attracting the reader's attention is extremely important. Often, when reading an article or other type of text, the reader decides whether or not to continue reading based solely on the introduction. Taking this into account, using engaging sentences that address the reader, rhetorical questions, and various quotes can yield positive results when constructing the introduction.

The main body of the essay is the section where the theoretical basis of the topic and key ideas related to the presented problem are discussed. In this part, different perspectives on the topic, their origins, and the outcomes are presented with supporting evidence. Moreover, in this section, the author must express their personal position on the topic and support it with existing facts and evidence.

Another important aspect to consider when developing the main body is the student's ability to support their ideas with evidence. This requirement serves as a separate criterion for evaluating the essay. The presence of such evidence guarantees that the student's essay will receive a high grade. Evidence can be based on the student's personal thoughts and reflections, as well as proverbs, wise sayings, quotations, and referenced sources. Developing this skill requires a specific approach and is connected with learning how to properly present this information in each part of the essay—considering style, grammar, and punctuation rules.

The main problems that may arise in this process include:

- lack of supporting evidence for the expressed opinion;
- presenting an idea that contradicts one's own viewpoint;
- using a proverb, wise saying, or quote as evidence that is not relevant to the given topic;
- errors in conveying others' opinions (stylistic, grammatical, or punctuation-related).

This highlights the importance of using specific exercises and tasks in essay preparation lessons to prevent such issues.

The conclusion of an essay presents final thoughts related to the topic and must reflect the student's objective perspective. This is essential, because the main goal of writing an essay is to understand the student's personal attitude toward the issue.

While expressing conclusive ideas, the writer should have already stated all key arguments beforehand, avoid changing the direction of the discussion, and ensure that the conclusion is closely connected to the arguments presented in the main body.

In the conclusion, it is important to either reformulate the thesis using the arguments from the main body or provide conclusive ideas related to one's personal view. However, it is not appropriate to simply repeat the content of the main body or introduce new evidence or arguments.

There are also a number of grammatical and stylistic requirements for expressing conclusive thoughts. It is important to master the rules related to using introductory words

such as “in my opinion”, “to conclude”, “I think”, “my main conclusion is”, “or “ it can be concluded that”.

The next stage in writing an essay involves editing. Editing means revising and improving the written work by making corrections.

In fact, the main purpose of the editing process is to improve the quality of the text and present a clear and easily understandable piece of writing to the reader. If the text undergoes high-quality editing, the intended goal can be achieved.

However, in language teaching, sufficient attention is not given to the development of skills related to this process. The lack of focus on constructing grammatically correct sentences, insufficient methodological recommendations for addressing common student errors, and weak efforts in developing text construction skills are the main reasons for the lack of proper editing abilities.

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