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Using Interactive Methods of Improving Writing Skill for Students

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Abstract

Nowadays, students are in the process of learning English they face difficulties. One of them is reading and writing skills. Because in English It is not read the way it is written, it is not written the way it is said. for this the student should have an excellent level of literacy in reading and writing. But fluent reading and writing without mistakes is sometimes a difficult situation for students. The lesson follows from this in the process, the teacher should conduct effective training with students. Including reading dictation, fairy tales or different stories and working on mistakes. But education the results we expected because such trainings are rarely conducted in our institutions does not give.

Key Words: interactive writing, planning, pre-writing, post teaching activity, collaborative writing, pre-teaching phase, lead up to instruction, cooperative writing.

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Introduction

Today, the ability to know foreign languages is becoming one of the integral parts of professional education. Due to the high rate of cooperation with foreign partners among specialists in various fields, there is a high demand for them to learn the language. In modern society, foreign languages are becoming an important component of professional education. Today, there are large collections of study materials for people with different levels of language skills. Success in achieving this goal depends on the practical methods and skills of teachers. The ability to use information technology and modern teaching methods helps to quickly understand new materials. By combining different methods, the teacher will be able to solve specific educational programs. I would contend that learning to write is the most important skill because "writing is how we know we are learning". But most students hate writing, so if you give them a piece of paper and ask them to write something, you will definitely hear a lot of excuses, like "I could write at home, but I'm having trouble focusing right now" or "I can't write because I'm at a loss for words right now." How come kids can't come up with anything to write about when we ask them to, when they always seem to have so much to say? Initially, in order for our instruction to yield more fruitful outcomes, we must comprehend both their problematic sites and their strong sites. For example, one student can speak, but not write or some learners get inspirations from something (picture,

titles, objects). So we must handle their problem, create a new strategy of writing for them individually, and then, in my point learners can achieve success in their writing.

Main body

Writing is a vital learning tool, and it will make much more sense to students when they understand that it's just another way to communicate with a pencil rather than your lips. Here are some instructional techniques to assist those students who are having difficulty writing. Completing written tasks requires effort and patience. The writing portion of an assignment is completed after the information you have researched has been planned, gathered, and arranged. It takes time and effort to write well, so give yourself plenty of time to plan, create, and polish your writing. Teachers should create a new teaching method that can work with a range of learning styles in the classroom to help students with writing. Additionally, the strategy used needs to be appropriate and beneficial to the students. In this case, the author suggests that the teacher use interactive writing strategies to help students generate and refine ideas and ignite a passion for writing. Interactive writing is one method that can engage young

Preparing and Writing

In order to write about the shared experience, the teacher led a discussion about it. A children's book reading is offered by the teacher as a way to facilitate learning. After reading it aloud, the teacher asks the pupil to repeat each sentence. While reading aloud, the teacher must correct and check the pronunciation of the

students. At that point, the teacher explains to the class what each sentence means. The instructor must ensure that the pupils understand the book's subject matter. Following the completion of a book, the instructor facilitates a discussion on the subject. The instructor poses questions regarding the content from the assigned book. The instructor may inquire about the meaning one-by-one. Teachers often ask thought-provoking questions to spur students' thinking. Also, the teacher allows the students to ask some questions related to the topic that is not understood yet. It can be about the information that has been informed before by the teacher and unfamiliar words or difficult words found in the children's book given students in text creation while also making learning fun.

After-Class Activities

During the post-teaching task, the instructor inquires with the students about the potential benefits of the Interactive Writing technique. By employing this technique, the students can also confirm with the teacher if they are having trouble writing a text. Following that, the instructor and the pupils wrap up the instruction and share what they learned. The instructor is pointing out some fresh knowledge and ensuring that the work they have just completed together will be reflected in the students' individual writing. Stated differently, summarising aids students in integrating knowledge so they can utilise it independently. In addition, the instructor provides extra details or summarises the lesson that was previously taught. To help the students

gain a deeper understanding of writing an interesting text by using the Interactive Writing strategy, the teacher may give the students some homework. Homework will make the students practice a lot in writing.

Interactive Composition Method in the Lead-Up to Instruction.

During this exercise, the teacher greets the students. This activity is essential to making a good first impression on the students. Next, the teacher and the students pray to God to make sure that the teaching-learning process goes well. Next, the teacher confirms that every pupil was present. It is a required task. Subsequently, the teacher and students make the classroom as comfortable as they can.

Stated above strategies are very useful all sphere of writing such as letter, essay and so on. If teachers utilize these strategies their students interest their field and always keep up with coach's rules.

Conclusion

To conclude all my ideas that is points about writing you know that, writing is not separated sphere of English learning students it is related in reading, speaking also listening.

Interactive writing is a cooperative writing exercise in which the instructor and the young students collaborate to produce a piece of writing that has significance and truth for the kids who wrote it. For teachers who have had trouble teaching writing to young students, interactive writing offers an alternative approach. The teacher will be aware of every student's needs and be able to make the writing assignment more enjoyable by utilizing this technique. Then, since the students

write a text with the teacher's assistance next to them, the younger students will have no trouble

organizing their thoughts. Additionally, it will pique the interest of young students in writing.

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