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**PROBLEMS IN WRITING STUDENTS' WORKS ON ACADEMIC
WRITING, WAYS TO SOLVE THEM**

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Introduction

As you know, a foreign language should be taught through communication in this language. Therefore, students are mainly taught oral communication, although written communication skills are no less important.

Written speech has traditionally been considered as that of a minor importance methodologically, but for many professionals the final result of their work is a written document. And defects in it can lead to negative consequences both for the specialist and for the customer. Therefore, the promotion or recruitment depends directly on the person's skills of written communication. The need to demonstrate certain written communication skills start at school. Actually, for all English language examinations and creative competitions, there is a task that requires the student to submit an essay to the jury or commission. It is this work that should characterize your perception, your outlook, your knowledge and your potential. Senior students, masters, postgraduates need to possess written communication skills: writing an essay is included in the standard TOEFL test, which confirms a certain level of English language proficiency; for the scholarship applicants to study abroad, the main document is Statement of Purpose - an outline of goals, intentions, justification for the need to study abroad; the application package for hiring into a multinational company, includes a certain list of situations in which it is proposed to put in English the applicant's actions in some situation, which is a typical essay. Due to this urgent need to demonstrate certain written communication skills, the role of writing in mastering a foreign language is gradually increasing. So the requirements of modern life increase the motivation of students in acquiring skills in writing essays.

In the western education system (for example, in the US and Canada), the essay format is widely used as a way of checking knowledge at the final exam, as a test assignment during a competitive selection to a higher education institution, when applying for a job in government structures, as a general check on logic and creativity at the same time. It provides exhaustive information about the entrant: it acquaints with CV, reveals the motivation to study, determines how a school graduate thinks and how he is able to put forward his thoughts consistently

and logically. Therefore, it is not surprising that in these countries the study of writing a structured essay is included into the curriculum of secondary schools.

In recent years, teachers and students of the Ukrainian higher school increasingly work on the essay as a kind of a student creative work. Since the school program does not involve writing an essay, but only an acquaintance with this genre of literature, this kind of work can cause difficulties in writing creative works for the students of initial courses.

Novelty of the research is in systematization of problems that arise when writing works on academic writing and in selection of methods effective in eliminating the difficulties encountered. Aim is to study the features of English language writing, in particular, writing essays, stages of preparation for and stages of essay writing, elaboration of an algorithm for writing a creative work.

4.1. Essay as a kind of a written educational work

It is known that the essay (French Essay "attempt, test, essay", from Latin exagium "weighing") is a literary genre of a prose work of a small volume and a free composition. At the same time, the essay is an independent written work on a topic proposed by the teacher (the topic may also be proposed by the student, but must be agreed with the teacher) [5, p. 5]. The essay should contain: a clear statement of the essence of the problem, a self-made analysis of this problem using concepts and analytical tools within the discipline, conclusions summarizing the author's position on the problem in a free, subjective interpretation. In an academic essay, the student must demonstrate well-developed critical thinking and extensively reveal his understanding of the problem. For a successful essay, the focus on the problem and the consistent development of thought are very important [5, p. 11]. Elements that highlight the essay among other genres of literature, are narrow focus and subjectivity. Unlike other genres of literature, this kind of work can not cover several problems. On the contrary, this work is aimed at revealing one issue, but very deeply.

This genre is not intended to show how everyone evaluates the problem, it is intended to show the opinion of one person, to reveal the attitude of the individual, not society. The essay does not evaluate the information that the author gives us, but his inner qualities, the ability to think logically, the worldview and everything that distinguishes him from other people. The general purpose of writing an English essay is to express personal thoughts about a phenomenon, process or object. But you can express your opinion in different ways: find the positive and negative sides of objects, look for the pros and cons.

Taking into account the educational and methodical features on the basis of the world experience of using the essay, four forms can be distinguished:

- 1) an essay as an independent creative work on the topic proposed by the teacher or a list of topics for students' self-selection (in the format of homework); it is recommended to those students who are interested in the content of the course, the subject of the branch of knowledge, to demonstrate their creativity;
- 2) an essay as a 30-minute test (or independent) work on the studied educational material in the classroom, when the place, time of work are limited, and the student must demonstrate an extended answer plan on the topic. It is always the basis for a report, an analytical note in science, politics, business and the like;
- 3) an essay as a 10-15-minute free work in writing to consolidate and develop new material at the end of the lesson;
- 4) an essay as a 5-10 minutes free writing work aimed at summarizing the topic and fixing of thoughts and insights on the subject (most often is the assignment of writing what students learned on new topic, or to form a single question that they have not received a response) [5, p. 9].

For the first two types of essays, the topic is most often formulated by the teacher as a problem question, which encourages students to reflect, not just to construct a logical answer from individual concepts and definitions. For example, on the topic "Careers and Professions", the question for the essay can be formulated in the following way: "What facets are expected of an employee nowadays?»

The last two types of essays help to consolidate the students' thoughts in the classroom and express their personal attitude to educational problems on the topic.

4.2. The stages of writing the essay

The most effective stages of writing an essay are the following:

- 1) brainstorm: the student records everything that comes to mind for a topic. At this stage, it is important to develop the course of thought and generate a sufficient number of ideas;
- 2) selection of those ideas from previous notes that directly relate to the selected topic;
- 3) outline is created for the future essay: ideas to be used in the introduction, main part and results are selected. The main part is planned to contain 4 paragraphs,

where each idea is expressed in the first and second sentence, and the rest of the sentences reveal evidence or arguments;

4) draft: an essay is written on the outline, not forgetting the elegant grammatical structures, complex vocabulary, formal style and connectors;

5) proofreading and the final version: a thorough proofreading (check) of a written essay on the presence of errors, correction, verification, logical coherence and the proper formation of the desired reader's reaction [4, 19].

As essay writing during an exam is limited to a short time frame, students often skip some of the stages in order to gain time. For example, they start to write the final version, hoping that the ideas will appear in the process of writing, or do not check the essay for errors. Of course, illogical and incoherent text with a lot of errors of elementary level can not expect for the high score of the examiner. However, it is necessary to keep track of time, so as not to leave the thought unfinished. Therefore, the key to writing the correct essay is a clear understanding of the requirements of the exam task, compliance with the structure of the essay and passing all stages of writing, a clear time management.

4.3. Stages of preparation for essay writing

The methodists warn not to resort to a stereotypical approach, emphasizing that the stages of the creative process can change: from the plan to its viewing, writing a draft version and its revision. Therefore, in a broad sense, the preparatory stage includes everything that helps the author to focus on the problem, accumulate ideas and find the best ways to express them to the reader. This preparatory stage stimulates the imagination of the author and creates the basis for further writing. The preparatory stage of creative work involves, first of all, the search for the purpose, the addressee and the form of written work. This phase provides students with fundamental ideas. The preparatory phase is aimed at generating ideas. It can be carried out in various ways: through interviews, oral work, the use of drawings, debates, excursions, and the like [1, p. 223].

After analyzing the foreign and domestic experience of working on the essay in secondary and higher educational institutions, we can distinguish the following stages of preparation for writing an essay [6, 43-47.]:

1) introduction of the genre of essay to the students and announcing the requirements for its creation;

Text size: 800 to 1000 words.

Features of the content: the basis is the author's reflections on something seen, read or experienced personally. Above all, independence and originality, paradoxical thoughts and assessments are valued. In the foreground is the identity of the author.

Features of the composition: the composition is free, the sequence of presentation is caused by the logic of the author's reflections. Validity and credibility are mandatory. In the text, parallels are drawn, analogies are obtained, associations are used.

Style features: the style is journalistic. Emotionality, expressiveness, bright imagery are achieved through the use of metaphors, comparisons, allegorical and parable images, symbols.

Features of speech: colloquial intonation (spontaneity, ease of expression). The use of interrogative and exclamation constructions, rhetorical appeals, questions, statements is typical. The speech is highly aphoristic. The main requirement is the individuality of the author's style.

Title: the title is not directly dependent on the content, it can explain what was the impetus for the author's reflections, convey the feelings, author's mood and the like.

- 2) acquaintance with the samples of the genre, both with the works of outstanding masters of the pen, and with interesting student works of this genre;
- 3): familiarization with the algorithm for creating an essay (in the form of a memo), practical testing of the algorithm in small groups or pairs;
- 4): presentation of the essay created by groups (in pairs);
- 5): a collective discussion of the essays heard, the definition of typical difficulties in their creation and ways to prevent mistakes;
- 6): individual students' work on creation of the essay.

4.4. Algorithm of essay writing

There is no single format for writing an essay, and in order to help students focus on the topic rather than worrying about the format of the essay, it is possible to put forward uniform rules that must be followed by all students when writing the essay.

Using the advice and experience of domestic and foreign methodologists and linguists, it is worth paying attention to a certain algorithm when students write their works.

Writing algorithm:

- 1) problem statement (acquaintance with the problem inherent in the proposed essay topic);
- 2) thinking the problem over (definition of the content: ideas, examples, illustrating them);
- 3) essay planning (structure definition): elaborating the ideas to cover in the essay;
- 4) writing an essay: determine how you feel about this issue (the base for an introduction); highlight the facts that define the problem best; argue your facts with specific arguments; provide a separate paragraph for each fact and argument to structure the text; identify all the most significant points of the essay in the conclusion;
- 5) checking and editing the work;
- 6) preparation of presentation;
- 7) presentation of the essay [6, 46].

The quality of any essay depends on three interrelated components, such as:

- 1) source material (abstracts of literature, lectures, recording the results of discussions, own considerations and experience on this issue); the theme of the essay refers you to the proper material, either from the library, Internet resources, dictionaries, reference books; revision means text editing with a focus on quality and efficiency;
- 2) the quality of processing the available source material (its organization, argumentation); the quality of the text includes such main components: clarity of thought, literacy and correctness; it is necessary to formulate ideas clearly, otherwise you will not be able to convey these ideas to readers;
- 3) argumentation (how accurately it relates to the problems raised in the essay) involves competence in evidence structure necessary for writing the essay.

4.5. Structure of the essay

To create the contents, you must specify the main idea that highlights the whole essay. Other ideas should support what you are going to convey to the reader.

According to this structure, you can write each essay, filling it with the necessary facts. The conclusion should "return" to the main idea, that is, it should contain what was written in the introduction. Building up an essay is an answer to a question or a disclosure of a topic that is based on a classical system of evidence.

The structure of any evidence includes three components: a thesis, arguments, and conclusions, or value judgements. A thesis is a statement (judgment) that needs to be proved. Arguments are categories used in proving the truth of a thesis. The conclusion is an opinion based on an analysis of the facts. [5, p. 18-19].

The formal structure of the essay is as follows:

1) Introduction is an important component in the structure of the narrative. It is in this part that the author outlines the problem, tries to convey to the reader how he relates to the issue raised in the main part, the purpose and objectives of the work — the expected result in general and the specific results that will be obtained within the disclosure of the topic. In the introduction, it is necessary to identify the key idea, which you will talk about in the main part. Best of all, it should have the form of a brief, concise but complete statements. This key thought is called a thesis. This is the very subject of the essay that is proposed to be explored, analyzed or commented upon in this written work. Also the introduction contains a list of basic problems and facts. The introduction should be as concise as possible and contain key elements of the problem.

2) The main part contains the theoretical basis of the problem and the statement of the main issue, your views on this issue. The easiest way to present the main idea is to express it in the first sentence of the paragraph, and then submit the facts and examples of this idea. Each item must be associated with a main sentence. This part involves the development of reasoning and analysis, as well as justification, based on available data, other arguments and positions on the issue. Depending on the issue, analysis is carried out on the basis of categories: cause — consequence, general — special, form — content, part — whole, constancy — variability. The main part of the text consists of an "argument - proof" chain. There is a so-called three-argument rule. In these arguments you should explain whether you agree with the thesis or not and why. Your every argument should start with "first,...», «second...», «third,..» You can present five or ten arguments, but three is a required number of arguments. In order to properly structure and logically submit information, it is necessary to divide the text into paragraphs, since the arguments in the main part will be opposite. Therefore, subheadings are important, on the basis of which the arguments are structured; it is here that the proposed thesis must be justified (logically, using data). One paragraph should contain only one statement and the corresponding proof supported by graphic or illustrative material. So, while filling the sections with arguments, it is necessary to limit yourself to the consideration of one main idea within the paragraph. The set of subheadings helps to see what the student offers to do (if his viewpoint is good). You can give examples that will illustrate your point of view. Charts and tables can be used as an analytical tool, where necessary.

3. The conclusion is the outcome of the consideration of the issue. Methods recommended for drawing up a conclusion are as follows: repetition, illustration, quotation. The general provisions, which were previously fixed in the introduction and explained in the main part, are enumerated. Connectors to indicate the end of the essay are used, and you sum up everything written earlier. The conclusion may contain an indication on application of the study, the inner relationships with other problems.

All parts of the essay should smoothly move from one to another, all thoughts should be logically linked.

Only with proper text structuring can you write a good essay in English. In addition, the form of the essay is universal, and, having learned to write an essay, students will be able to use the acquired skills in writing other documents (letters, memos, scientific articles, reports).

4.6. Problems in writing and their solutions

Students have a lot of difficulties in writing creative works both in their native and foreign languages. These difficulties can be systematized into three main groups:

- 1) difficulties associated with the transfer of semantic information in the process of the text preparation;
- 2) difficulties associated with the structural and compositional design of the text;
- 3) difficulties associated with self-correction of the written text.

It is more difficult for students to write a text in a foreign language than in their native one. When the text is created in the students' native language the most difficult is to find material based on various sources and to systematize it, to punctuate, to analyze and to assess its performance, notice errors and correct written ones. Written speech in English is difficult when you need to choose a style of speech depending on the situation, to select the necessary words for accurate and expressive presentation of thoughts, to express thoughts in writing logically and coherently, to analyze and evaluate your own or other work.

While developing the methodological experience of I.I. Kapustyan, students were asked to write a home essay "My Future Career". The topic of the work did not require special knowledge and the use of additional sources of information. The students had enough time to write drafts and delayed editing. Home (not classroom) work gave students the opportunity to use any necessary reference materials. At this stage we had two goals:

1) to analyze the degree of formation of a number of skills necessary for writing a coherent text on a given topic, and the ability to edit students' own text. Mistakes made in the works and not corrected by students, on the one hand, indicate a lack of proficiency in language material (lexical, grammatical and stylistic), on the other hand, are an indicator of the lack of students' self-control skills. Therefore, the more errors, the lower the level of self-control;

2) to compare the objective results of essays' check by the teacher with the subjective assessment of their skills by students. The results of the home essay test showed that 100% of students are able to write a text on a given topic in English of 13 sentences or more in volume.

A small percentage (5%) of students are very poor at constructing sentences. 70% of them build correct English sentences, choosing the needed design for the expression of thought. The works are dominated by simple and compound sentences. 68% of students adhere to the spelling regime, making only some mistakes. But only 7% received the highest rating. Analysis of the results shows the need to develop and improve the skills of writing.

Unfortunately, the vast majority of the works were written without drafts, with which students either do not know how, or do not consider it necessary to work. A lot of works are characterized by frequent violation of the logical construction of the text, unjustified repetitions, deviations from the topic. There are scarce logical transitions to combine one opinion with the next, which is an indicator of the inability to write coherent text.

At the third stage of the research, students checked a small essay, corrected the errors and pointed out the positive aspects and shortcomings. When choosing the third task, we assumed that when writing their work, students always have the opportunity to simplify or replace the pieces they doubt or do not know. When checking someone else's work, it becomes impossible, as it is necessary to check and analyze everything that is written. Therefore, the purpose of the third task was to analyze the difficulties that students experience in checking and correcting the text, and to determine the level of critical assessment skills, that is, how students are ready for logical and linguistic analysis of the work of another student and how consciously they perform certain operations in the production of the text. The test results clearly confirmed our assumption that when students do not know how to consciously and correctly write their work, they do not see errors when checking someone else's work.

Students use the language tools they are confident in and adapt the content to the teacher's requirements, because no one else will see their work. The assessment of the work ultimately depends on whether the teacher likes the composition or not.

It is obvious that such a quality of text verification is the result of the experience that was acquired by students before entering the higher educational institution. The practice of writing essays at school is rarely combined with the work on a draft, practice of crosschecking and cross-reviewing, group discussion of written works.

Therefore, students develop mainly the ability to make the text, or rather, the first draft, which they submit for verification in the form of a final version. The development of skills, the adjustment of the text is ignored. Students rarely have the opportunity to compare their work with others, both the best and the worst, to listen to advice and comments before the final completion of the work.

All this prevents the formation of the ability of adequate self-esteem, which is characteristic only for about 40% of students [2, p. 20-22].

It is obvious that when writing academic works, students are faced with many problems related to the formulation of ideas, the selection of arguments and the like.

Typical problems are the following:

- 1) inconsistency of the structure, including traditionally the introduction, thesis (thesis statement), main part (body) and conclusion - the most common mistake was the loss of the thesis or its fuzzy formulation, when it sets out the main idea of the work;
- 2) unscientific style of presentation of information – students used a reduction of grammatical forms, slang expressions;
- 3) incorrect word order in sentences, improper coordination of times, the wrong use of prepositions;
- 4) incorrect use of punctuation in writing;
- 5) plagiarism as a practice of intellectual offenses by appropriation of other people's ideas;
- 6) the uncertainty and complexity of perception of the text – students form separate paragraphs, which are difficult to combine then in one coherent text, and also bypass the use of so-called "connectors", the introductory words and constructions (however, as a result, hence, in this way, primarily, additionally, etc);
- 7) the lack of the author's position, which testifies the ignorance or disregard of the requirements to the structure of the essay, - the work is descriptive by nature;

- 8) one-sided view on certain social phenomena, detects the inability to identify and formulate cause and effect relationships;
- 9) construction of coherent statements based on speech experience, not on knowledge about the construction of the text, the discrepancy of the text in the structural and semantic and communicative features;
- 10) incorrect formatting caused by ignorance of the relevant standards, which were called styles in the United States.

The most common include the APA style (American Psychological Association), MLA (Modern Language Association), Chicago and Harvard. Their choice depends on the subject, educational institution, and of course, on the teacher. Most of the works are written in standard Times New Roman 12 font, with double line spacing and margins of one inch [3, p. 90.]

As a step towards improvement, the essays should be properly worked out, which also includes a detailed and careful analysis of the mistakes and working out these mistakes in practice. An effective way to improve the quality of academic writing is the approach of DIRT (directed improvement and reflection time) – the ability to edit your own text, while maintaining the author's individuality [3, p.90.]

Next, I would like to give a few assumptions about the approaches and activities that will help to master a certain level of writing.

1. Written assignments should pursue the main goal: to teach students to write a complete text, which creates a linked, contextual and relevant work.
2. Students should be able to practice writing texts that are different in form (letters, essays, reports) and content (narrative, description, comparison or opposition).
3. Written assignments should be organized in such a way as to fully reflect the professional process of writing. We should encourage students to go through the stages of planning, organizing, linking, and correcting.
4. The grading process, which is traditionally aimed at correcting mistakes by the teacher, requires revision and modification in an activity that involves students in testing together with a teacher and becomes a process inherent in writing.
5. It is desirable to write texts in the classroom, because it is here that they receive support from the teacher and other students during the discussion of all stages: planning, writing and correction.
6. Working together during classes provokes discussions that encourage an effective writing process. In group activities, students learn from each other, strong

students help the weaker, and the teacher has the opportunity to observe the work of each and help in the process of writing [7, p.125].

Conclusions

Thus, an essay as a form of productive writing is a brief written statement of one's own opinion on a certain issue and therefore the most applicable, appropriate and effective form of written communication for the training of students.

There is a high degree of motivation for students to master the skills of writing an essay as a mandatory component of tests and official documents, which confirms a certain level of English.

The form of the essay is universal, because, having learned to write them, students will be able to use the acquired skills when writing other documents (letters, memos, scientific articles, reports, etc.).

Writing assignments should focus on writing a good text, which creates a linked, contextual and relevant work.

Written assignments should be organized in such a way as to fully reflect the professional process of writing. Students should be encouraged to plan, build and correct their creative work in stages.

It is desirable to write texts in the classroom, because it is here that they receive support from the teacher and other students during the discussion of all stages: planning, writing and correction.

In group activities, students learn from each other, strong students help the weaker, and the teacher has the opportunity to observe the work of each and help in the writing process.

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