

IMPLEMENTATION OF WORKSHEET STRATEGY TO FOSTER RESEARCH WRITING SKILL

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Abstract. For many university students, producing a research paper is still an uninteresting task. It's possible that they were unaware of its essential importance in their chosen fields and employment. To encourage students' interest in writing a variety of academic writings, teachers must give them more alluring and inspiring writing assignments. This paper suggests an interesting strategy that teachers might use in teaching how to write a research paper. The idea behind using this strategy is that encouraging students' interest in research depends largely on the teachers' creativity and the allure of classroom activities and that learning can be improved when students are both motivated and enjoy the learning process at the same time.

Keywords: IMRAD, worksheet strategy, introduction worksheet, an overview of the issue worksheet, overview of the organization worksheet, evaluation worksheet, conclusion worksheet.

TADQIQOT YOZISH QOBILIYATINI RIVOJLANTIRISH UCHUN ISHCHI VARAQ STRATEGIYASINI AMALGA OSHIRISH

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Abstrakt. Ko'pgina universitet talabalari uchun ilmiy maqola tayyorlash hali ham qiziq emas. Ehtimol, ular o'zlarini tanlagan sohalarda va ishda uning muhim ahamiyatini bilmagan bo'lishlari mumkin. Talabalarning turli xil ilmiy asarlar yozishga qiziqishini rag'batlantirish uchun o'qituvchilar ularga ko'proq jozibali va ilhomlantiruvchi yozuv topshiriqlarini berishlari kerak. Ushbu maqola o'qituvchilar tadqiqot ishini yozishni o'rgatishda foydalanishi mumkin bo'lgan qiziqarli strategiyani taklif qiladi. Ushbu strategiyani qo'llash g'oyasi shundan iboratki, o'qituvchilarning tadqiqotga bo'lgan qiziqishini rag'batlantirish ko'p jihatdan o'qituvchilarning ijodkorligi va sinfdagi mashg'ulotlarning jozibadorligiga bog'liq va o'qituvchilar bir vaqtning o'zida o'quv jarayonidan zavqlansa, o'qishni yaxshilash mumkin.

Kalit so'zlar: IMRAD, ish varag'i strategiyasi, kirish ish varag'i, masala ish varag'i umumiy ko'rinishi, tashkilot ish varag'i sharhi, baholash ish varag'i, xulosa ish varag'i.

ВНЕДРЕНИЕ СТРАТЕГИИ РАБОЧИХ ЛИСТОВ ДЛЯ РАЗВИТИЯ НАВЫКОВ НАПИСАНИЯ ИССЛЕДОВАНИЙ

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Абстракт. Для многих студентов университетов написание научной работы по-прежнему остается неинтересной задачей. Возможно, они не осознавали его существенной важности в выбранных ими областях и работе. Чтобы стимулировать интерес учащихся к написанию различных научных работ, учителя должны давать им более привлекательные и вдохновляющие письменные задания. В этой статье предлагается интересная стратегия, которую учителя могут использовать при обучении написанию исследовательской работы. Идея использования этой стратегии заключается в том, что повышение интереса учащихся к исследованиям во многом зависит от креативности учителей и привлекательности занятий в классе, и что обучение может быть улучшено, когда учащиеся одновременно мотивированы и получают удовольствие от процесса обучения.

Ключевые слова: IMRAD, стратегия рабочего листа, вводный лист, обзор рабочего листа по проблеме, обзор рабочего листа организации, оценочный лист, итоговый лист.

Introduction. Writing a scientific paper is a way to present your original findings to other scientists or to evaluate their work. As a result, they play a crucial role in how modern science develops, where one scientist's work builds on that of another. Papers must strive to enlighten, not impress, to accomplish their mission. They must be easily readable, which means they must be precise, clear, and brief. If they are informative as opposed to ambiguous or self-centered, they are more likely to be

mentioned by other scientists. For students, writing an academic paper is still a challenging, trying, and difficult task (Millions, 2008; Abelos, Basbas, Gamboa, Alfonso, & Ligawen, 2008). Sometimes, they associate producing a research paper with a semester of sleepless nights, difficult work, and a tedious process.

The two audiences for scientific articles are normally the referees, who assist the journal editor in determining whether a work is appropriate for publishing, and the journal readers themselves, who may or may not be educated about the topic covered in the study. Papers must do more than just provide a chronological narrative of the study activity to be approved by referees and cited by readers. Instead, they must persuade their audience that the study being discussed is significant, reliable, and pertinent to other researchers working on the same subject. To do this, they must stress the purpose of the endeavor as well as its result, and they must provide just enough proof to support this conclusion.

Any scientific publication must have a message packaged as a problem (background and research question), how to achieve the answer to the problem (detailed research), the result of the investigation (results and conclusion), and the importance of this discovery (the discussion). We always like to read clear, insightful, and concise writing. After several drafts and changes, the document must be carefully edited before submission. Writing requires focus and takes time. Because writing a paper demands complete attention, multitasking is impossible.

The essay needs to be written clearly and structured correctly.

Most students are not aware of the structure of an article. The structure for a scientific publication is IMRAD, where I stands for Introduction, M for Materials and Methods, R for Results, and D for Discussion. The context should be given in the introduction based on the material that is accessible. The debate or gaps in the literature should also be highlighted. The majority of the introduction's sentences need to be cited. Scholastic information has no place in this part. It should conclude with a research question that expresses the study's goal. The research strategy should be described under Materials and Methods. It should be concise but detailed. Details of the sample size estimate should be included, together with inclusion and exclusion standards. The actual finding is described in the results section along with its statistical analysis. Results are presented as a combination of text and one or more tables. It should only be based on the information provided in the results section and cannot be generalized. There should be no repetition of the description. The hardest part of writing a section is the discussion. The primary results of the study should come first, then the purpose of the investigation. The discussion/comparison of this study's findings with the body of current information from the literature should take place in the following paragraphs. If the facts conflict with what is currently known, we must offer a convincing explanation. The study's advantages and disadvantages must be discussed in the final sentence. The conclusion should be briefly stated in the concluding paragraph. It should only be based on the information provided in the results section and cannot be generalized.

The article has put some questions to answer:

1. What is one certain strategy to involve learning in writing a research paper?
2. How could learners be motivated to start their scientific papers?

Uberman (1998) contends that language teachers and material creators concur that playing using different games is not just a way to kill time but also a work that has significant educational value.

Methods and materials

Writing an article creates some difficulties for non-native speakers pursuing their undergraduate programs. Even though there is plenty of information about the structure and the format of scientific papers, it is a rare situation to find an exact way to engage and activate learners who share less emphasis on writing. Therefore, this paper will apply the worksheet method in teaching students how to compose a research paper.

What is that method? The worksheet method is a transparent way to engage learners who are struggling to commence research writing. The method introduces each chapter with certain questions to answer, directing learners to the precision of their thoughts.

For learners who are eager, but who are unaware of how to write their ideas coherently, the method is of much importance with certain steps to complete the task.

The actors. For applying the method 20 students from the «Research writing» extracurricular course have been selected. The students from the Foreign language and Literature Department, at Urgench State University have been employed. There were 3 boys and 17 girls. 14 of the learners

were in the 3rd year of study, whereas 6 were in the second. The students were registered to learn scientific research writing in the course. The application of the worksheet method was divided into two parts the first one being the Q&A part. The second one piloting the method among students.

Part 1

The first question of the Q&A part was “Do you know how to structure a scientific article?”. The question was given to check their comprehension of an article writing and whether they experienced themselves in writing an article.

The second question was to check how they were involved in the process of research writing and whether they were interested in it. The query was “Are you eager to learn how to write a research paper?”

The answers were in three options that are given below:

Yes	Partly	No
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Part 2

The next step of the research was to consolidate the worksheet method and see whether it would assist learners to see a direct and simple way of writing a research paper. This method has been chosen to ruin students' fears about an article's writing and to stop stereotypes about the difficulty of composing a paper.

It was found out that when the lengthy essay is divided into smaller portions, teaching research essays is simpler for supervisors and students. Each component is worked separately, then put all together and a learner can easily compose a conclusion. Additionally, kids enjoy having some control over what they write, and they spend a lot more time writing about subjects they are enthusiastic about.

Giving students too many options can make it difficult for them to select one, so it is better to either provide them with a list of Research Topics or direct them to select a subject within a particular field. Therefore, the worksheet method was applied to ease the process of writing.

In this method, the students were given a list of sub-divisions that contained follow-up questions to answer. They were supposed to have step-by-step research-based questions to explore their preliminary article topic by answering the questions.

Introduction

Overview of the issue (a descriptive essay about the issue the writer is attempting to address)

Overview of the organization (essay explaining the organization and how it resolves the issue)

Evaluation (Evaluation Essay, in which the pupil selects standards)

Conclusion (Student makes a decision and convinces the reader of their findings regarding this organization)

The abovementioned parts of the research paper included the next questions that would form an outline of their article.

Introduction Worksheet

My paper will presumably be _____ pages.

I will use _____ to give access to my instructor. (mail, application)

The audience of my article will be _____

My topic of the paper will be _____

I will catch the attention by _____ For opening the paper, I will use _____ technique. I will deliver the importance of my topic by _____ After reading my introduction, the reader will know _____ My supportive statement will be _____

Overview of the issue Worksheet

What is the problem I want to explore in my topic? _____

How can you better examine various viewpoints on this matter?

Which of the following three views do you hold?

What would be a claim statement that captured all of these distinct points of view in one sentence?

What supporting proof do you have for these claims that you make in your writing?

Overview of the organization

What is the issue or need?

What is the background of this issue?

What are the many perspectives on this issue?

What approaches have others used to try to overcome this issue?

What has been successful and what hasn't?

valuation

At this point, compose a 100-word summary of your analysis and research on your topic.

Exchange your synthesis with a fellow student. Read each other's summaries, then write a provocative query requesting further details or explanation.

Papers should be exchanged. Read the question and write a two or three-sentence response.

Until the time is called, continue exchanging papers, reading feedback, and asking new questions.

Read the questions and answers when the allotted time has passed.

Why did something surprise you? What areas require greater research? Where do you believe your responses were most convincing?

Conclusion

Choose four to six of the criteria from the list that were suggested and that your reader can use.

Based on each of those criteria, evaluate your organization in one or two sentences.

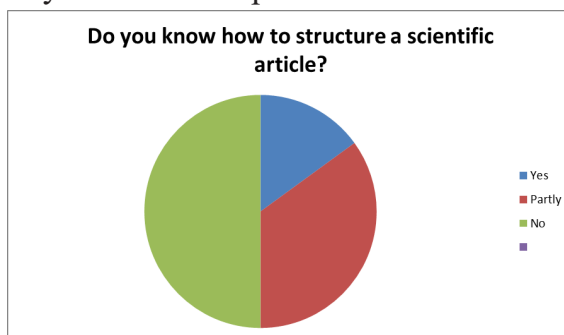
What do you think of this organization personally? (understand, feel, want to)

Which topic had the biggest impact on you?

What do you want people to remember after reading your paper?

Results

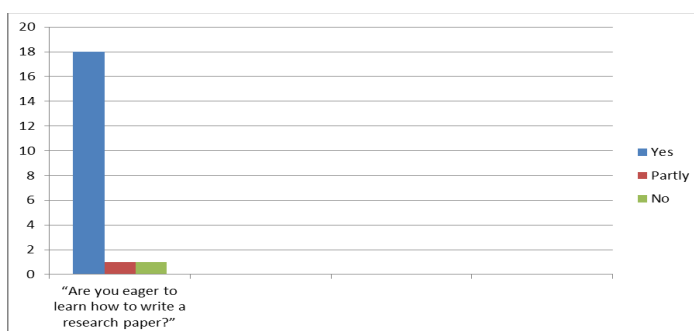
According to the survey conducted to identify the awareness of writing a research paper, the results revealed that the majority of learners do not know how to do research. However, all of them are intended to start. The survey results are depicted below in the chart:



Question 1:

The results show that 10 out of 20 students do not know how to compose a research paper. 7 students voted for the option 'NO' and only 3 students answered 'YES'. It is visible from the results that most students who are joining the research writing club are not competent at writing an article.

The second question answers are shown below:



Question 2

The chart reveals that 18 students want to write a scientific paper and they expressed their eagerness to learn. Only 1 student voted for the 'Partly' option with 1 student ticking the 'No» choice.

Reaching the results of the second part, it was investigated that the learners did the task with a full of desire. The task was easy to do and the learners could answer the questions to ask themselves what topic was of high interest to them, why that topic was relevant to them, how they would organize and find information about the background of their problem, how to deal with that problem and where to apply the resolved solution of their issue.

Through the method, learners were able to understand that research writing is not a comprehensive process by answering the abovementioned question, any learner can get the topic that suits them more. The piloting was successful with the questionnaire results.

At the end of the research, the participants were given evaluation questions to assess the methods:

1. "Did you like the method?" 20 students out of 20 answered yes.
2. "Would you like to start writing a research paper?" 20 out of 20 voted yes.

The questionnaire results show that the method was engaging and persuasive to start writing an article.

Discussion. Writing research papers is still a challenging assignment, so professors should make every effort to make it simpler for the students. It should be understood that by creating unique and more interesting classroom-based writing assignments, it is possible to diversify and enjoy conducting the teaching process. The utilization of the «worksheet method» mentioned above, for example, might make the writing class «cool» and enjoyable since while the students go through the difficulties of producing research papers, they also like the process. Additionally, the method gives participants quick feedback, and mistakes do not result in a loss of assets (Hood, 1997).

Conclusion. Teachers have the tools to promote pleasurable classroom learning since there is a substantial collection of e-learning resources relevant to English language teaching and learning on the World Wide Web and activities supplied by current print resources.

The development of thoughtful preinstruction or motivational writing assignments that serve as platforms for the discussion of the intended academic objectives requires innovation, and writing theories to ensure that, they simply need to look for the best strategy and approach. While enjoying the process, students generate superior research papers that are of both scientific and useful value. The positive benefits of worksheets are most likely to be observed when specific material is addressed and objectives are specified, but it is important to keep in mind that appropriate tasks must always be chosen whenever they are to be undertaken (Randel et al., 1992).

Research writing is a macro skill that is difficult to develop and learn. It may be tedious and tedious in the eyes of many students. However, teachers can foster a fun writing environment where students can learn to appreciate composition while also taking pleasure in understanding every aspect of the writing process.

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