



# Practical Analysis of the Usage and Beneficial Outcomes of Graphic Organizers in Teaching Writing

*Usmonova Zarina Habibovna*

*The senior teacher of English Linguistics, Bukhara State University*

*Tojiyeva Farangis Kamolovna*

*The student of Bukhara State University, zarin\_1908@mail.ru*

**Abstract.** *The article is devoted to main peculiarities of graphic organizers in teaching foreign languages. Graphic organizers use different types of visual patterns and shapes to organize main events, plot, characters, and other information. In other words, graphic organizers aid integration of new material into existing cognitive structures in teaching and learning process.*

**Key words:** *graphic organizer, learner, teacher, education system, technique, method, writing, draft.*

Nowadays the main tendencies in education is to teach foreign languages with innovative ways and techniques, so in our country the government pays attention to this features of teaching system very attentively, adopting new laws and decrees in this field as a fact to this issues. Such as, graphic organizers are teaching and learning tools when they are integrated into classroom experiences students are better able to understand new material. Creating a strong visual picture, graphic organizers support students by enabling them to literally see connections and relationships between facts, information and terms. [1, 46]

Graphic organizer prompts students to tap into their prior knowledge and serves as an introduction to a new unit or topic. Entrance slips are one of the most frequently used content literacy strategies because they are so adaptable. They are effective tools for prewriting content at the beginning of a class period. This activity helps students focus on the topic of the lesson and what they will be learning. [1, 48]

There are thousands of different graphic organizers that have been created for educational use, there are a select few that are proven to increase writing skills and writers to create proficient pieces of writing. Graphic organizers are a great tool to help students when they write. Organizers such as outlines, webs, and compare and contrast, scaffold student's thoughts into writing a proficient piece. As Lucy Calkins once said, "The problem is that writing well has everything to do with giving sustained, focused attention to a project". Graphic organizers are one of the answers to this problem as they direct students and writers attention to the task, specific order, and details needed to write proficiently. [2, 38]

Prediction is a very helpful technique, which enables students to use their creative thinking skills and analytical skills, besides when the task is given as group work activity, students enhance their other transferable skills as well. The video played to guess the topic and Think-Pair -Share graphic organizer helped to develop students` prediction and previewing strategies. TTC (Text-Think-Connect) was another graphic organizer used in the class. This graphic organizer helped to develop students` both scanning strategy and critical thinking. In the first column of this organizer students write about text facts which is good for planning. Students first read for details and find facts from the passage. In the second column they write their opinions about the text and about the author's message which develops their critical thinking and socio-linguistic, pragmatic competences. Because they are not limited with the text itself, but also think beyond the text. In the third column they connect text with their own experiences. This organizer was used both for while writing and post writing stage. Fishbone diagram, another graphic organizer used in the lesson, is also called cause and effect diagram or Ishikawa diagram named after its Japanese inventor Kaoru Ishikawa one of the problem-solving methods intended to help students improve



their writing as well as critical thinking skills, which is highly evaluated in learners. It is used this technique to consolidate students` knowledge about the text. It is used different types of interaction: individual work, pair work and group work. Language learning is not effective, when it is done alone, however if students` interaction and equal communication is placed in the top, the results may be quite noticeable. Keeping it in mind, it is to design all the activities based on more student-student interaction rather than teacher-student interaction. One of the approved techniques think-pair-share was helpful comprising all types of interactions: individual, pair and group work. Students were given an opportunity to think individually and discuss with their pairs, then share their part with the group members and the whole class shared their findings in the end. I also used **Cause and Effect** essay type for checking students` writing ability. In this essay students write down an essay about “Causes and effects of eating disorder”. The whole lesson was based on integrative approach, as learners could integrate 4 basic language skills.

One of the most difficult aspects of becoming a teacher is learning how to motivate your students. It is also very important. Students who are not motivated will not learn effectively. They won` t retain information, they won` t participate and some of them may even become disruptive. A student may be unmotivated for a variety of reasons: They may feel that they have no interest in the subject, find the teacher`s methods un-engaging or be distracted by external forces. It may even come to light that a student who appeared unmotivated actually has difficulty in learning and is in need of special attention.

The success of any action usually depends on the extent to which individuals strive to attain their purpose, along with their desire to do so. In general people have come to refer to this psychological factor – the impulse that generates the action – as motivation. The role of motivation in foreign language learning and teaching is of great importance, for hardships while learning the language increase, the motivation of learners will be one of the factors to overcome them. Correctly chosen activities, techniques and methods are seen as motivating factors of learners. Keeping it in mind, I tried to make the lesson motivating from the beginning. Using video containing Princess Diana`s speech about Eating disorders attracted their attention from the beginning. Using activities with graphic organizers also raised their motivation. Materials such as video, graphic organizers and all the activities kept their attention without any distraction from the lesson. Competition between the groups leads to the enhancement of responsibility of each student fair competitive skills as well. Speaking on TV activity was also very interesting for them, because they imagined themselves as health experts.

Generally speaking, my main aim related to this lesson was to develop students` writing process and skills by using graphic organizers. To achieve this aim, several objectives were set through which is planned to reach the main aim. Activities used in the lesson helped to develop students` writing strategies, reading skills, critical thinking skills, creative thinking skills, their socio-linguistic and pragmatic competences. Especially graphic organizers were helpful in enhancing their writing and reading skills as well as critical thinking. However, group members with comparatively higher level helped them to cope with the task. Learners integrated their language skills with other transferable skills, which was part of the objectives of the lesson. As a pair of lesson is not enough to teach students everything, it is significantly important to teach learners being autonomous learners. Teachers should direct them to necessary references, supporting them with effective methods and techniques to keep learners alert and motivated. When teacher uses different methods and techniques during the writing classes, learners won` t be bored and they will love writing classes and develop their writing skills. Using three graphic organizers in my class, I really saw their effects in teaching writing and decided to use more graphic organizers in my future career. Graphic organizers are very good tools not only in teaching writing, but also in teaching other skills.

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