THE ROLE OF FEEDBACK IN TEACHING WRITING

Uzbekistan State World Languages University
Faculty of second English language and literature
Students: **Akramjonov Khurshidbek**
Numonov Jahonbek
Emails: akromjonovxurshidjon@gmail.com
jahonbeknumonov@gmail.com
Uzbekistan State World Languages University
Methods of teaching English language N_2
trainee teacher: **Donoxon Tojiddinova**
Email: tojiddinovadono@gmail.com

Abstract: This article discusses the role of feedback in teaching writing. It provides a comprehensive overview of different types of feedback, including formative, summative, peer, teacher, and automated feedback. The article examines the impact of feedback on student learning, highlighting its importance in improving writing skills, enhancing motivation, and developing critical thinking. Additionally, it outlines effective strategies for delivering feedback, such as timeliness, specificity, and encouraging reflection. The challenges educators face in providing feedback, such as time constraints and student reception, are also discussed. This article offers practical advice for teachers aiming to leverage feedback to enhance their students' writing abilities.

Key Words: Feedback, writing instruction, formative feedback, summative feedback, peer feedback, teacher feedback, automated feedback, student learning, ESL/EFL.

Effective feedback is essential for helping students improve their writing. Feedback provides students with valuable information about the strengths and weaknesses of their writing, allowing them to make targeted improvements. Without feedback, students may struggle to identify areas that need work or may be unsure of how to revise their writing effectively. Feedback also plays a crucial role in motivating students and fostering a positive learning environment. When students receive thoughtful, constructive feedback, they feel supported and encouraged to continue developing their writing skills. This can lead to increased engagement, confidence, and a greater sense of ownership over the writing process.

Types of Feedback in Writing Instruction.

There are several types of feedback that can be used in writing instruction, each with its own strengths and applications. Some common types of feedback include:

Formative feedback: Provided during the writing process to help students refine and improve their work. Summative feedback: Offered at the end of a writing assignment to evaluate the overall quality of the final product. Peer feedback: Feedback provided by fellow students, which can offer a unique perspective and encourage collaboration. Teacher feedback: Detailed feedback from the instructor, drawing on their expertise and experience to guide students. Effective writing instruction often involves a combination of these feedback types, allowing students to receive comprehensive support throughout the writing process.

Feedback and the Writing Process.

Feedback plays a crucial role throughout the entire writing process, from the initial brainstorming and planning stages to the final polishing and revising steps. At each stage, feedback can help students refine their ideas, strengthen their organization, and improve their overall writing quality.

1.Prewriting

During the prewriting stage, feedback can help students generate ideas, clarify their purpose and audience, and develop an effective outline or structure for their writing.

2.Drafting

As students draft their writing, feedback can provide guidance on developing their ideas, improving their use of language, and ensuring their writing effectively communicates their message.

3.Revising

In the revising stage, feedback can help students identify areas for improvement, refine their organization and coherence, and make targeted changes to enhance the overall quality of their writing.

Providing Feedback in the Digital Age

The rise of digital technologies has significantly impacted the ways in which teachers can provide feedback to students. Online platforms and tools allow for more immediate, interactive, and personalized feedback, which can be particularly beneficial for writing instruction.

Digital Annotation.

Many digital writing platforms and word processing tools offer features that allow teachers to provide inline comments, suggestions, and corrections directly on students' writing. This can help students understand the specific areas that need attention and make targeted revisions.

Audio and Video Feedback.

Instead of written feedback, teachers can record audio or video messages that provide detailed, nuanced feedback on students' writing. This can help students better understand the teacher's thought process and receive feedback in a more personal,

engaging format.

Peer Review and Collaboration.

Digital tools also facilitate peer review and collaboration, allowing students to share their writing, provide feedback to one another, and engage in meaningful discussions about their work. This can foster a sense of community and encourage students to take a more active role in the feedback.

Challenges and Considerations in Feedback

While feedback is essential for improving student writing, there are some challenges and considerations that teachers must navigate when providing feedback in the writing classroom.

One of the key challenges is ensuring that feedback is meaningful, actionable, and tailored to the individual student's needs. Feedback that is vague, overly critical, or not aligned with the student's current level of writing development can be demotivating and counterproductive.

Additionally, teachers must balance the time and effort required to provide detailed feedback with the need to manage their workload and provide timely feedback to all students. Strategies such as selective feedback, peer review, and the use of digital tools can help teachers address this challenge.

Finally, teachers must consider the emotional impact of feedback and strive to deliver it in a way that supports students' self-confidence and growth mindset. Feedback that is overly harsh or focuses solely on weaknesses can undermine a student's belief in their own abilities and discourage them from continuing to develop their writing skills.

Conclusion

Feedback is a crucial component of effective writing instruction, providing students with the guidance and support they need to improve their writing skills. By understanding the different types of feedback, implementing strategies for delivering effective feedback, and considering the impact of feedback on the writing process, teachers can create a learning environment that fosters student growth and development as writers.

As educators continue to navigate the evolving landscape of writing instruction, the role of feedback will only become more important. By embracing the power of feedback and employing best practices in its delivery, teachers can help their students become confident, skilled, and engaged writers who are prepared to succeed in a wide range of academic and professional contexts.

References:

1. Hattie, J., & Timperley, H. (2007). The Power of Feedback. Review of Educational Research, 77(1), 81-112.

2. Nicol, D. J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. Studies in Higher Education, 31(2), 199-218.

3. Shute, V. J. (2008). Focus on Formative Feedback. Review of Educational Research, 78(1), 153-189.

4. Brookhart, S. M. (2017). How to Give Effective Feedback to Your Students. ASCD.

5. Carless, D. (2015). Excellence in University Assessment: Learning from Award-winning Practice. Routledge.

6. Bitchener, J., & Ferris, D. R. (2012). Written Corrective Feedback in Second Language Acquisition and Writing. Routledge.

7. Tojiddinova D.Y. Polysemy from the perspective of the scientific study of terminology.