

# CLUSTERING METHOD TO DEVELOP LEARNERS WRITING SKILLS

## Dushaeva S.J.

*Dushaeva Sohiba Janikulovna - Teacher,  
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE, PHILOLOGY FACULTY,  
GULISTAN STATE UNIVERSITY,  
GULISTAN, REPUBLIC OF UZBEKISTAN*

**Abstract:** *the following article deals with the investigation of using clustering method to develop the descriptive text writing skills of students. Author made an attempt to define the above mentioned method thoroughly via some writing activities that will engage the student during second language acquisition. She also shares some thought about features of writing and says what kind of functional power may be obtained by the writer while using clustering.*

**Keywords:** *clustering, method, writing, foreign, language, syntax, formal, style, communication, activities.*

This research is classified as Classroom Action Research (CAR), and it is divided into two cycles. Writing as a skill necessitates the instruction of a number of complicated rhetorical and linguistic activities. The act of writing is devoid of any immediate communication context. As a result, in order to help his or her readers deduce the intended meaning, the writer must employ a vast variety of formal elements. In some writings, incorrect usage of these qualities results in ambiguity, ellipsis, and vagueness.

Writing is vital for a variety of reasons. According to Raimes [1], writing aids learning since it reinforces the grammatical structures, idioms, and vocabulary that the teachers have taught the students.

Furthermore, when children write, they have the opportunity to experiment with language, to go beyond what they have just learnt to say, and to take risks. The next is that students must become really involved with the new language when they write; the struggle to communicate thoughts and the constant use of eye, hand, and brain is a unique technique to reinforce learning.

Some characteristics of successful writing must be covered. Syntax, substance, the writers' method, audience, purpose, word choice, organization, mechanics, and grammar are all mentioned by Raimes. Byrne identifies three factors that make writing difficult. The first issue is a psychological one. It is a solitary activity to write. Teachers are unable to receive direct feedback, as they would in the case of speaking activity. The second issue is one of linguistics. The writers must ensure that the words they use, the structure of their sentences, and other cohesive elements are appropriate for delivering their point. The final issue is one of cognition. Writing is taught through a series of lessons. It is not a natural process in the same way that speaking is. Raimes and Byrne have essentially the same notion, but Raimes does not classify the problem. Byrne's psychological difficulty includes the audience and goal of writing. Syntax, word choice, mechanics, and grammar were all part of Byrne's linguistic dilemma. Meanwhile, Byrne's cognitive difficulty covers Raimes' writing method, organization, and content. Clustering is a strategy for dividing and writing down related thoughts on a blank sheet of paper without considering the truth or value of the ideas themselves. The pupils then construct sentences or paragraphs based on the words or phrases they created earlier. Students can construct a plan to organize their ideas and the vocabulary they wish to write using the clustering methodology. As a result, individuals can quickly organize their thoughts and write them down in a logical way. Writing, according to Byrne (1995: 1), is "the process of producing pictorial symbols." Writing, according to Fairbairn and Winch (1996: 32), is about expressing meaning via the use of words that have been chosen and placed together in a written or printed form.

Writing, according to Ur (1996: 163), is the expression of ideas, the transmission of a message to the readers, and so on. As a result, the most important component of writing should undoubtedly be the ideas themselves. Other characteristics such as neat handwriting, precise spelling and punctuation, appropriate syntax, and careful vocabulary selection, on the other hand, require a writer's attention. To produce clear and understandable writing, several abilities are required, such as the ability to manipulate suitable words and arrange them clearly, as well as knowledge of the characteristics of effective writing. It means that the writer must be able to organize his or her thoughts into a logical sequence. Furthermore, good writing must be nicely written.

Gabrielle Luser Rico invented the clustering approach [3]. Clustering, according to Rico (1983), is a technique for dividing and writing down related thoughts in a blank piece of paper without judging the truth or usefulness of the ideas themselves. The clustering technique can be applied to any type of writing, including reports, essays, proposals, short stories, and poems.

According to Rico, Hernowo [4] claims that clustering techniques can produce writing that conveys its message with the same grasp and surge as spoken discourse.

Clustering, according to Dawson and Essid [2], is a sort of prewriting that allows learners to explore various ideas around a stimulus as soon as they occur to them.

## References

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