

KEY CONCEPTS OF PRODUCT AND PROCESS WRITING

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Abstract. This article explores the dual approaches to writing instruction in academic settings, highlighting the benefits and challenges of both product-focused and process-focused methodologies. Firstly, product-focused writing emphasizes the end result and adherence to specific guidelines. While this approach provides students with structured expectations for assignments, it may limit their creativity and ability to adapt their writing to different contexts. In contrast, process-focused writing encourages a more flexible and experimental approach, where students learn to adapt and refine their work through drafting and redrafting. Citing Murray and Sarhady, the article advocates for a balanced instructional strategy that incorporates both approaches. By teaching students the fundamentals of writing alongside the creative processes involved, educators can empower them to produce distinctive and effective written works tailored to diverse audiences. Ultimately, integrating both methodologies fosters a richer learning experience, enabling students to navigate both the technical and artistic aspects of writing.

Keywords: Academic writing, product-focused writing, drafting, re-drafting, process-focused writing, brainstorming, feedback

Introduction. In higher education, writing has been seen as a significant and essential component of the learning process. The ability to write effectively paves the path for success in increasingly complex projects, such as research papers, reports, summaries, and academic articles. Students with strong writing skills can

therefore perform better academically and have greater opportunities to land important jobs.

Main part. Students frequently start to believe that they lack the talent for writing after struggling with the essay. But since academic writing is a genre with rules, producing a quality essay requires mental discipline rather than skill. Furthermore, the genre of academic writings is essentially scalable. Because you may apply your understanding of how to write a five-paragraph essay to a term paper, article, or dissertation, essays are written weekly in certain academic traditions, where they are considered an essential component of the educational process.

In essence, students are taught to write compositions rather than essays in the majority of post-Soviet nations. In the post-Soviet educational system, it is common for students to only compose essays during literature sessions. Contrarily, students are required to produce papers in a variety of subjects in the majority of western countries. Essay writing assignments are given to students in a variety of subject areas, including biology, history, and physics. In other words, learners are taught to write essays in a variety of formats from a young age, which helps to develop critical and logical thinking, improve mental synthesis, and improve students' problem-solving skills. The unique characteristics of composition writing are founded on literary abilities that need eloquence, the capacity for word play, and the use of equivocality. Probably, this is the main reason of blaming the students who cannot generate their own ideas independently in written form and get lower points from writing. As Murray states “No matter how careful our criticisms, they do not help the student since when we teach composition, we are not teaching a product, we are teaching a process”.

Academic writing skills are not as developed, as I have already mentioned, and other subjects are given more importance in the educational system. Even if attending writing classes might be quite difficult, learner autonomy is the main factor

that determines how well students study academic writing. There are academic writing classes available, but I don't think they're very fulfilling because they mostly focus on theory. Additionally, the majority of teaching strategies are teacher-centered, involve lectures, and lack opportunities for students to actively participate in the learning process or complete practical assignments.

Writing instruction can be approached in a variety of ways. Product-focused learning sees writing as a set of abilities and places an emphasis on what should be written, as well as the format and end result. Writing is emphasized through process-focused instruction, which approaches writing as a series of phases and concentrates on what the writer does. Every one of these strategies has advantages.

At the university where I work academic writing syllabus includes both product-focused and process- focused writing in mixture which serves as a big challenge for students. As Murray claims, writing instructors should teach the process of writing rather than the product should be. Furthermore, product-focused writing gained more priority than process-focused.

Writing like cooking allows us to see the advantages of product writing. Product-focused writing might be compared to following a recipe to prepare a famous dish using particular ingredients and methods. Being aware of the desired outcome might assist you consistently and frequently successfully prepare the same food. It can be challenging to modify the recipe, though, if you have different ingredients or guests.

Product-focused writing instruction primarily focusses on teaching writing as a skill. In general, university students are given increasingly complex assignments, such as writing research papers, reports, summaries, and academic essays, all of which are subjected to a set of guidelines. This indicates that students have set guidelines and requirements based on which they must write their assignments. Beyond this, there are a few disadvantages to product-focused teaching writing. To start, students must adhere to the same guidelines when writing as they would when

cooking, which means they will always produce the same meal. Additionally, their writing is difficult to modify, and it is not a distinctive or individual piece of work.

Process writing, however, is more similar to experimental cooking. Although you may have a basic notion of what you want to eat at first, you will taste and smell it as you go along, changing components to make the dish better. Understanding the writing process is similar to being a creative chef who prepares a special dish that occasionally varies from the dinner guests' expectations.



Process Writing	Product Writing
Text as a resource for comparison	Imitate model text
Ideas as starting point	Organization of ideas are more important than ideas themselves
More than one draft	One draft
More global, focused on purpose, theme, text type i.e. reader is emphasized	Features highlighted including controlled practice of those features
Collaborative	Individual
Emphasis on creative process	Emphasis on end product

Process-focused teaching writing, on the other hand, focusses on teaching writing as a process. Students are taught how to write, not what to write, through an extensive set of processes. Sarhady claims that Process-oriented approach focuses on the steps involved in drafting and redrafting a piece of work.

Thus, it is most useful to teach using multiple approaches. Instruct your students on how to write as well as the generally accepted forms and structures. This will enable them to be imaginative chefs who can consistently provide the greatest meal or compose the ideal article for any kind of audience.

Teaching process writing requires students to be aware of the four primary phases: Planning the key concepts and considering the subject are the first steps in the invention process. Droughting involves generating a draft and adding details to it. Revision involves reading over the draft and gathering input so that the necessary changes may be made. Additionally, reviewing and correcting the document's grammar and format are part of the editing stage.

The students studying at our university usually spend more time for the first inventing stage in their own writing. Because it is the basics of every piece of writing, and I think, the more they work on this stage, the more they have chances for making their paper successful.

Revising phase is the most frequent part in my own teaching, because it is essential to give and get feedback in writing process. Students peer-review each other's works, analyze and at the end discuss it together. Sometimes we apply self-evaluation method, in which students should write essays and put them aside for one or two days, after that they read it again. My students adore this method too, they say that when they read their essays for the second time, they do not like some ideas even sometimes paragraphs. As a result, they decide to remove or replace these ideas with other notions.

Artificial intelligence has becoming more prevalent in many facets of education, and writing is no exception. Numerous AI tools are available to assist

students become better writers. For example, students no longer need to approach their mentors and fellow students to receive comments, as they did a few years ago. With the use of artificial intelligence, students can receive feedback on their work numerous times. As a result, they will be able to modify their own papers and enhance their writing abilities after receiving comments. In her article, Kadyrkhodjayeva also states that “A student struggling with seeking help, for instance, could be encouraged to do so (appropriately) in group activities in class within a personalized learning platform used by homework, and by an educational robot”.

Based on my years of experience, I believe that each step of the writing process is essential. But it is also significant to remember that global issues are best addressed in the early stages in place of local issues are best addressed at the end. The inaccuracy we do with our students is to demand covering local issues rather than global ones. This caused to create challenges for learners to be the best writer who is able to write for any audience. Product-focused approach teaches novate writers to be experienced in a particular sphere. It can be hard for them to adjust the demand of assignments if they have different approaches and weights.

In my classes, we integrate different types of brainstorming, for instance: clustering, listing, free writing and others. What I know/don't know lists is a new method for me, what I really like about this technique, it indicates the things the students already know about their topic and the things they need to learn about their topic. Apart from this, I found very valuable the rough outline technique which requires color coding and physically cutting out the ideas from a printed version of their pre-writing stage.

Nevertheless, the steps of the writing process are not moving forward in a straight line from beginning to end. As they modify, writers occasionally repeat certain actions in what resembles a network of interconnected cycles.

As a foreign language instructors, we should always remember that language learners must become fluent, which is the ability to communicate ideas and words in a fluid way. By keeping different kinds of writing problems apart, process writing can assist improve fluency without slowing things down.

Students may plan and develop their ideas in the early stages, which are higher-order thinking skills at the topic level. They are referred to as global issues because they are viewed from a broad perspective. When global themes are emphasized early on, language learners can express themselves in their new language without worrying about spelling it perfectly. Fluency is encouraged.

Early drafts may have inaccuracies, which are seen as lower-order, sentence-level faults, as a result of prioritizing global issues. Because they may be identified by closely examining the words and sentences, they are referred to as local concerns. You should attempt to postpone fixing local problems until later in the writing process in order to encourage fluidity. Keep in mind that learners are attempting to write and think in a foreign language. It is not advisable to expect their minds to perform too many things simultaneously. At the beginning, let them utilize all of their mental energy to communicate their thoughts; keep the grammar and other specifics for later.

Conclusion. In summary, process writing teaches how to write rather than what to write. The four primary stages don't proceed in a straight line. It is best to address global challenges early on. It is advisable to deal with local concerns last. Additionally, editing last encourages fluency and language acquisition.

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