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Developing writing skills for the students of Economics and Management

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Abstract: This article aims to discuss the most important techniques in writing a paper. Writing was not a popular skill of foreign language teaching, and most probably the least popular skill to acquire among students. However, it has lately emerged as an important element of the communication, which also involves speaking, i.e. the oral manifestation of social interaction and exchange of information. When explaining writing in practical terms, the focus falls on showing that there should be a link between real-life needs and instruction, both from the perspective of the language and from that of the task. Understanding writing systematically not only guarantees successful writing outcomes, but also leads to the acquisition of a secondary set of language-related abilities: an informed selection of grammar and lexical structures; a logical pattern of organization in the development of ideas; an appropriate choice of register and style; an overall better approach to writing tasks.

Keywords. : practical terms, productive skills, foreign language skills, real-life needs.

Introduction

Writing is a medium of expressing our thoughts and viewpoints. And, we cannot write something in a messy manner. Language is a means of communicating our ideas, thoughts or feeling in the form of speech or writing.

Nowadays writing a paper such as a report, essay, review, and graduation paper can be stressful, especially when your aim is to get an excellent grade. For many learners, getting an excellent grade is less a matter of writing a good paper and more a matter of “guessing” what the professor or instructor “wants.” As writing a paper can be stressful, it can hopefully be one of the most intellectually satisfying, interesting and challenging experiences you will undertake as a student. It is a complex cognitive and scholarly task that needs planning and a felicitous attitude. Our writing problems often arise when we fail to acknowledge and respect the writing process for the sophisticated, unpredictable, and time-consuming endeavor that it is.

It is well known that writing is a step-by-step process—first you make an outline; second, you write a draft; third, you revise the draft; and so on. Some students may write like that; but for most learners, writing is a highly circular and circuitous process, a mysterious issue that can involve all kinds of strategies and

techniques and tools. In the universities of Economics, your students might be asked to write all manner of papers. They may be asked to review a book or review the literature on a particular topic; they may be asked to take a policy position and defend it, or to describe someone else’s position and assess its strengths and weaknesses. Students may be asked to pose an interesting economic question and answer it, or to explain a real world situation, using economic theories and concepts. Learners may be asked to write other kinds of papers as well. Regardless of the kind of paper students are asked to write, it may be helpful to think of the paper as having three major parts: a beginning, middle, and an end. In the beginning, learners need to introduce their topic and indicate the purpose of the essay. The introduction can be as short as a single paragraph or as long as four or five (or more). The middle of a paper should be the longest part; it is where learners fulfill the expectations they raised or keep the promises they made in the introduction. The end, or conclusion, is usually short, often just a paragraph, maybe two. Whereas introductions often end with the thesis statement, conclusions often begin with the thesis statement. The conclusion is where students want to restate their main point or main purpose. Conclusions often refer back to the introduction as a way of stressing the main point of the essay.

Students' knowledge of language and techniques of writings enable them to write skillfully and logically. In this paper we are to discuss some techniques or guidelines for improving writing skills.

First, it is recommended to use concrete language. Concrete words are those that form sharp and clear meaning in the mind.

Students should prefer these concrete words in their writings. Concrete is opposite to abstract. Abstract words are vague. Concrete words stand for things that the reader can see, feel, taste, or smell. For example, write "a 54 percent loss" instead of "a significant loss", "96 percent attendance record" instead of "good attendance record."

Second, select words with the right strength and vigor. Some words are strong and vigor. Some are weak and dull and some fall between these extremes. Good writers know these differences and they consider them carefully. So the writer should use the words that carry the best-intended meanings. For example: The word 'tycoon' is stronger than 'eminently successful businessperson', 'bear market' is stronger than 'generally decline market,' 'boom' is stronger than 'a period of business prosperity' and like.

Third, selecting words for precise meanings. Certainly, writing requires knowledge of the language. In fact, the greater our knowledge of the language, the greater we are likely to write. Knowledge of language enables the writer to use words that carry the meaning that the writer wants to communicate. However, many of us treat language routinely. We use words without thinking about the meaning they convey. The result is vague writing.

Good paper requires studying words carefully. Students should learn their precise meanings, especially the shades of differences in the meanings of similar words.

For example: 'Fewer' and 'less' mean the same meaning to some people.

But careful writer selects 'fewer' to mean "a smaller number of items" and 'less' to mean "reduced value, degree or quantity."

Literature

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