It is also very important in the work of a teacher to analyze the work of students. You can provide information about achievements and problems in learning the language in an individual conversation. The analysis of the student's achievements motivates them to further study a foreign language, encourages them to work independently, and information about problems in the study of the material makes them pay attention to ways to solve these problems.

The analysis should be balanced, specific and useful. Balanced, which means that the analysis should note both the positive aspects of the student's work and the aspects that should be improved. Specific, therefore, when analyzing, it is necessary to note the topics or grammatical structures that should be worked on. Useful, then, to offer the student ways to solve problems in the successful development of a foreign language.

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ESSAY WRITING DIFFICULTIES OF ESL STUDENTS

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The article is devoted to the issue of the formation of writing skills in a foreign language among schoolchildren. Learning English writing is one of the most important and challenging aspects of language learning. An essay as one of the varieties of written text is a certain genre that has its own characteristics, therefore it is necessary not only to study the characteristic features of the language and style, to understand, analyze and explain the choice and structure of linguistic units, but also to know the rules and limitations that determine the structure of the essay in English. In order to write at a certain level, you need not some special talent, but knowledge of technical techniques. [1, p. 189]

The essay consists of mastery of stylistic and structural techniques and from the knowledge of a few tips for "brainstorming", planning, combining information into blocks, the structure of development schemes and a number of writing strategies. [2, p. 212]

The main purpose of a student essay is to convince the reader or listener of the credibility of their opinion through argumentation. To achieve this goal, there are a number of techniques that can be used not only to anticipate and respond to the opponent's arguments, but also to control the system of written speech communications. Understanding and correct use of linguistic and structural units are basic requirements when writing student essays in English for academic purposes. [3, p. 97]

An essay is a written work on a specific topic that requires serious study of the issue. The essay is a very popular teaching method in American education. It should be remembered that the academic genre of an essay is significantly different from what is meant by a literary essay, or from literary compositions widespread in the practice of Kazakhstani education.

An essay cannot be written without prior acquaintance with the primary sources or simply copied. As a rule, before giving the assignment to students to write an essay, the teacher recommends that they get acquainted with several primary sources, which sometimes contain conflicting information or supplement ideas. Such primary sources can be chapters from textbooks, books, articles and various publications on the Internet. It is important that, among the primary sources, students can select 2-3 key articles or chapters from books themselves or with the help of a teacher, which provide a conceptual framework or theoretical argumentation, provide empirical data, review and evaluate a range of literature on this topic. [4, p. 104]

Written text is organized differently across cultures. In order to write correctly in English, we need to follow a certain pattern of development of the text, a certain compositional structure. Different types of essays are understood as a text development scheme. These patterns are called genres or writing strategies. These include: narration, description, explanation using specific examples, comparison / opposition, explanation of cause-and-effect relationships, argumentation (belief). In addition to the restrictions imposed by these schemes, when writing essays in English, fairly strict rules regarding structure apply.

The basic unit of organization of an essay is a paragraph, consisting of three parts: a topic sentence, supporting sentences that explain and illustrate the thesis sentence, and a concluding sentence, where the conclusion is made. [1, p. 191]

An essay can be written individually, in pairs, in a group of several people. Moreover, recently in pedagogical practice (especially in connection with the emergence of modern ICT tools), new forms of essay have begun to appear, oral essay presentation (using a Power Point presentation), as well as video essay (oral presentation in the genre of an essay, recorded on the camcorder).

Essays can be checked (depending on the chosen methodology and form of student organization) by both teachers and students. While checking and evaluating essays, the following questions are usually used:

• Did the student understand the question (topic) correctly?
• Does the essay answer the questions posed?
• Is the reasoning given?
• Is there a plan for writing the work in accordance with the stages of argumentation?
• Have you read the literature on the topic carefully?
• Does each paragraph have one clear main question?
• Are the paragraphs presented in a logical sequence?
• Is evidence being used effectively?
• Are the sources cited correctly?
• Is the conclusion concise and relevant?
• Is the practical significance of the question considered in the essay indicated?

- Are there any stylistic irregularities in the work?
- Is the bibliography of the primary sources cited in the essay compiled correctly? [2. p. 214]

Typically, group essays are used to organize student learning activities aimed at deepening knowledge on a specific topic studied in this course.

The teacher poses a problem for the solution of which students need to work through a significant amount of material and recommended primary sources. At the same time, the material is given, as it were, in excess, and it is rather difficult for one student to work it out individually. This problem is solved only when students distribute their forces, negotiate and carefully plan their joint activities. Each small group (for example 3-4 people) agrees on the following:

• At the stage of collecting and processing information, who works with the Internet resources, who works and which printed publications, who is responsible for collecting the information received; who analyzes the information, one person or the whole group, gathering, discusses the obtained data and solves the problem, etc.

• At the stage of discussing the data obtained, who brings together all important facts into a single whole, does someone manage the discussion (discussion), who writes down theses and arguments during the discussion, etc.

• At the stage of writing the essay and transferring it to the teacher, who and how writes the final version of the essay, how it is edited by one person or the whole group during a face-to-face discussion, who presents the electronic version of the document to the teacher (publishes it on the Internet forum, sends it by e-mail, etc.) [1, p. 9]

It should be noted that group essays, of course, allow you to learn a lot and contribute to the revitalization of educational activities, however, they are not suitable and like not all students. Disappointment in this form of educational activity occurs when students cannot properly assign responsibilities and combine their intellectual resources to work together on an essay. Collaboration can be replaced by a simple agreement on who and in what sequence writes the work alone on behalf of the entire group. In this case, the quality of writing an essay will greatly depend on the individual abilities of the student (some of the representatives of the group will write a very good essay, and someone may not be able to cope with this work, thereby letting the whole group down, because one grade put on all), and the quality of education as a whole will sharply decline. Therefore, when using the method of group essays, the teacher must carefully monitor the dynamics of the processes occurring within each small group of cooperation and connect in time to solve emerging organizational or interpersonal problems, prompting students how best to organize your educational activities.

However, the essay is still different from the school classic Kazakhstani essay and for its successful writing, it is necessary to comply with certain rules adopted in the country of the target language. It is necessary to have an idea of the peculiarities of the structure of the text, be able to clearly formulate the thesis, observe the possible logic of presentation, etc. [5, p 10].

Since the listed difficulties are encountered when writing any type of essay, it is advisable to highlight the skills necessary to perform this type of written work. These basic skills include: the ability to determine the type of essay, the topic of the essay, collect and select information on this topic, find arguments in defense of a certain point of view and possible counterarguments.

The stages of writing an essay are as follows:
- preparatory (pre-writing);
- actually writing the text (while writing);
- evaluation stage, completing the creation of the text (post-writing).

Pre-preparation is the first step in which the writer must consider three main factors: topic, audience, and purpose. [5, p.8]

The student may have to deal with two different types of topics: given topics or selected topics. If a topic is assigned, the directions of the assignment will constrain and determine the approach to be

taken. If the student is free to choose a topic, it is important to think about the value and meaning of the finished product. The writer must choose what interests him and what he is aware of. However, the desired effect that the student hopes to achieve and the reaction of the reader that he is looking for should be foreseen. Any topic can generate fascinating discussion when we consider the following possibilities: choose an unusual topic, or take a new and original approach to an old topic.

Practical part:

In the process of teaching a foreign language, written speech acts as a goal and as a means of teaching.

The formation of the above skills will be successful if the student: a) knows the stylistic and linguistic features of various types of texts, the structure of written utterances, features of different types of written texts, peculiarities of planning the process of creating a written utterance, etc .; b) possess lexical and grammatical skills, communication means, skills of writing technique; c) have the ability for creative thinking, imagination, comparison, generalization, the ability to generate ideas.

In the scientific literature, there are various types of written speech messages / speech products in writing. Here are the most important classifications.

The student's goal will be to inform, entertain, or persuade. Often these goals are grouped together in a document, with each goal being fulfilled in relation to the other.

The main purpose of the preparatory work is to find the focus of the article. Focus is the point at which the reader's attention is focused; you can take a general approach if your audience does not have specific knowledge of the subject. You are also limited by our own knowledge of the subject. You cannot talk specifically about what you know little about. Of course, research will give you the information you need on the topic.

Once you've decided on an approach, you can start collecting ideas. Remember, you can always change the focus of your essay, as long as you have enough time to make the necessary adjustments. If you have trouble limiting a topic, the pre-assignment can help you find focus.

At this time, there are a large number of pre-writing methods, such as: free writing, brainstorming, making a list, questioning, reading on the topic, descripting.

The next step is to organize the ideas that have already been created. These ideas will need to be evaluated. Some of them will be removed or expanded. New ones will be added. Some will be categorized (grouped together). Student also needs to rank ideas by importance.

As a result, student should get a preliminary sketch, which can be illustrated as a tree:
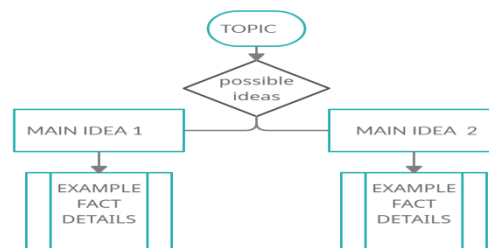
(Scheme 1)

Students need to consider several things at the same time (at the same time): thesis, scheme and design method. The thesis is used to form your opinion, the plan is built to organize the presentation of ideas, and the design method helps see the shape that an essay will take.

Example Topic: TV Show

Topic Limit: Comedy, Married, Have Children, and Leave It to Beaver.

Method: comparison / contrast

Brainstorm: unrealistic, offensive, values,

Thesis: While today's comedy "Married, have Children" reflects our relaxed tempers, older shows such as "Leave It to Beaver" paint an unrealistic picture of yesterday's values.

Another thesis: TV shows reflect the values of the time during which they were produced.

Often, students use brainstorming to effectively prepare for an essay. One of the great brainstorming apps is the Miro platform and the more simplistic Creately. Using them, we can meet a large number of tools for creating diagrams, notes and mind maps; the platform also allows group work and does not require special knowledge in the field of technology.

It becomes quite obvious that the main difficulties in writing an essay arise at the first (preparatory) stage, since correctly planned work at this stage leads to a successful result and vice versa.

In this regard, we conducted a survey, 50 students in grades 6-7 were interviewed. According to the survey results, 68% of students do not make preliminary preparations for writing an essay, of whom 28% believe that this is not a necessary stage, and 40% have not heard about this stage; 32% of the total number of students makes a plan. Most of the students who did pre-writing and used the listing method, which is 20% of the total number of respondents, 11% found it convenient to use mind map. Thus, most students neglect the first stage of writing an essay, and therefore have structural errors. The logical sequence of the narrative is also violated.

In conclusion, an essay writing course is a discipline in which students master techniques that are useful in creating any text, be it a course work, business letter, application or description. As a result, it turned out that students neglect the preparation for writing essays, which degrades the quality of writing works. To conclude, more attention should be paid to teaching pre-writing using different teaching tools, such as mind mapping, brainstorming.

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FINDING SUPPLEMENTARY MATERIALS TO USE IN EFL LESSONS

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Nowadays in students' lives technology is everywhere, from interactive games to the growing plethora of digital devices. All this exposure to technology means that their learning expectations are likely to be very different from previous generations where technology was not widespread. This