

Essays for sale

How to decide to write an essay

It would seem that strictly structured works, which are written in batches, should cause a feeling of hunger for free expression. Here's a topic about approximate amount – do! Share your opinion! But is it really that simple?

Any teacher of Humanities will agree that more or less free creation can become a problem area for students. Where is the balance between I'm an artist, I see so (and I write not in a given volume or not at all on the topic) and hard-won Google translations from human to exam?

Here are the main components of this model:

- preliminary discussion;
- formation of personal involvement of students;
- inclusion in the context of the topic;
- providing clear and detailed evaluation criteria;
- detailed feedback.

So, consider a set of techniques available to each teacher to improve the quality of student essays. For convenience, we will go through the top phrases in relation to such tasks in the order in which they occur in the lesson. Still do not know what to do? [Essays for sale will help you](#) to deal with it.

1. Denial. I don't think anything about it

However, a single thought in your head? we wonder. Why?

With a lack of information, the subject of the essay simply does not exist in the minds of students, or exists only nominally.

So, the answer is obvious: lack of information. Similarly, a student, by virtue of age and experience, may be trite not to know the General list of professions that are available to him to write the immortal Who I want to be when I grow up — not to mention the more specific topics.

Conclusion: hold a preliminary discussion, during which the guys will get acquainted with the actual base and the basic concepts or formulate them themselves, even if it is the most General essay.

Preliminary notes will help them overcome the "fear of a clean slate.

2. Anger. Why write if I can tell? What kind of stupid topic?

Why write? Why write — we know, but children may not know, and hardly a lecture on the formation of speech abilities through a written statement will bring them closer to understanding. What to do?

- First of all, make the process of persuasion clear. For example, invite them to compare their own spontaneous oral statements with their subsequent written statements. Experiments on the lessons of literature to be!
- In the future, children can compare their essays and also clearly see the progress in time. Statistics — also be.
- Do not be amiss to offer to observe themselves and compare the concentrated state in which they are when writing something, and the scattered state in the conversation. Ask them: how could the habit of concentration and coherence improve their speaking?

What a stupid topic? What we have no personal relation to is not endowed by our good brain with any resources for execution.

Maximize personal involvement of students in a given topic.

You can activate personal involvement through a request to tell stories from personal experience that are relevant to the topic or in which the problem is manifested. This is done at the preliminary discussion stage.

- In addition, you can invite students to formulate their own main question and title in the framework of the topic — it will also increase personal involvement.
- Extra short option — give students the opportunity to choose from several aspects of the topic.

3. Attempts to find a compromise

If the problem is in motivation, use the text from the image below (no, it's not worth it) or go back to step two.

However, there may be a much deeper problem behind this question — there are no words to Express a thought, and it is not only about foreign languages. Be sure to provide students with links to diverse texts on a similar topic, on the material of which children will be able to understand the context of the problem.

Another important point — a clear articulation of the criteria by which you will evaluate the essay.

Giving detailed and certain criteria for evaluating the work, you encourage them to reread and edit it, thereby developing their skills of speech reflection.

It is proved that the situation of uncertainty (lack of evaluation criteria or their vagueness) generates even more anxiety than the exaggerated emphasis on them.

4.5. Depression and acceptance. So we're going to give it up now?

With his composition, the student created a statement, and in order for the statement to come to life, he needs a communicative field. Even the shortest remark changes the image of the teacher from a machine for finding mistakes to the interlocutor, and any communication, including written, needs an interlocutor, or, in this case, an abstract reader.

Your task is to become a transitional link between a literal written interlocutor and an abstract reader in the student's mental dialogue.

Conclusion: give written feedback. A student who spent an hour and a half writing an essay certainly deserves ten minutes of your time to write a detailed review on all the laws of the genre (praise is given before criticism, personal progress is noted, instead of shortcomings, opportunities for improvement are understood).

Another great feedback option is the feedback from other members of the group. Public reading of works with subsequent discussion can bring a fresh note to the formal nature of educational tasks and consolidate a new group norm — the norm of open, accurate and expressive design of their thoughts. Please note that most of the techniques presented here are performed BEFORE the actual execution of the task.