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PEDAGOGICAL IMPLICATIONS FOR IMPROVING STUDENTS' WRITING SKILLS IN FOREIGN LANGUAGES TEACHING

Abstract. This article analyzes several pedagogical implications for strengthening students' writing abilities in foreign language teaching. It specifically focuses on practical methods that can improve the writing process and foster successful communication. The study consolidates findings from both literacy and education studies and highlights four important areas for successful writing instruction: addressing the individual needs of each learner, developing a supportive learning environment, delivering clear instruction for each writing task, and incorporating technology. The aim is to give students the necessary skills and self-assurance to become skilled writers.

Keywords. Explicit instruction, writing skills, pedagogical implications, scaffolding, differentiated instruction, writing platforms, online mind mapping, interactive online board, and collaborative writing.

INTRODUCTION

Writing is a complex mental process that goes beyond simply placing words on paper. The process involves intricate cognitive procedures, strategic organizing, preliminary structure, editing, and concluding through proofreading. Mastering the skill of writing helps in attaining academic success, progressing in an individual's career, and participating in informative social interactions. Individuals who can express their opinions with clarity and persuasion through writing have a powerful weapon for managing the complexities of the contemporary world. However, many students have significant challenges when it comes to developing proficient writing skills. This article explores affordable pedagogical implications for improving students' writing skills by researching evidence-based approaches that enhance the writing process and promote effective communication.

LITERATURE REVIEW and METHODS. Teaching writing in foreign languages remains in debatable positions and multiple suitable pedagogical implications were suggested by several researchers. Fernandes (2012) conducted a case study to investigate the influence of syntax and spelling in teaching English to students in the engineering field. The comparison enables researcher inferences to be drawn on the efficacy of teaching writing skills, the impact of text styles, and the disparities between fundamental and advanced writing abilities. The study revealed that the instruction of writing skills was effective, especially concerning fundamental writing abilities. Yunus et al. (2012) discuss the advantages of incorporating ICT to developing ESL writing skills highlighting more attention to expanding vocabulary and meaningful writing activities. According to William and Beam's (2017) study digital writing tools have enhanced social connection and facilitate collaborative work among peers. Technology proved to be a strong source of motivation for authors who were hesitant or facing difficulties. It is also found beneficial to allow learners to acquire both theoretical and practical knowledge in writing because every written production is built upon depending on theoretical knowledge, such as following syntactical, grammatical and morphological rules, spelling, punctuation, coherence and cohesion, etc (Cheung, 2016).

This study integrates results from several disciplines, such as education and literacy studies, with a specific emphasis on effective teaching methods for enhancing writing abilities. The study relies on research that has investigated the influence of different methodologies of instruction on the output and involvement of students in written production. Also, it synthesizes the possible affordable classroom instruction both through traditional or updated approaches for effective pedagogical implications.

RESULTS. The pedagogical implications for developing language learners' writing skills may be categorized into four distinct visions:

1. Addressing individual needs. Students acquire knowledge and skills at varying levels and possess a wide range of abilities and limitations. Differentiated instruction is considered one of the best strategies for teachers to address the different needs of their learners. This may entail delivering varying degrees of assistance to struggling writers, presenting advanced tasks for high-performing students, and allowing students the chance to select subjects and literary styles that correspond to their interests and abilities. On the other hand, consistently evaluating writing skills enables teachers to pinpoint struggling areas and provide suitable solutions. This might include formative assessments such as brief written responses, writing blog posts, story writing and letter writing to measure students' comprehension and provide corrective feedback. Summative evaluations, such as essays or research papers, can be employed to assess progress and pinpoint areas that need development.

2. Developing a supportive writing classroom environment. Collaborative writing and peer feedback activities promote an awareness of connection and enable students to learn from one another. This may entail students working in pairs or small groups to generate ideas, develop projects, and offer peer evaluation for groupmates' written production. Additionally, collaborative writing activities promote the sharing of ideas and the exchange of feedback among students, which leads to an exciting and captivating educational environment. Also, allocating certain amounts of time for practicing writing skills is crucial for enhancing fluency and accuracy. Teachers should schedule allocated periods for writing exercises, in consequence, it cultivates a regular writing routine and enhances their self-assurance in their writing skills. Providing regular feedback for students' written productions is essential for fostering student language development because it addresses the qualities of the student as well as areas where they may improve. The feedback provided should be precise, practical, and motivating, aiding learners in comprehending their strengths and guiding them toward enhancing their abilities.

3. Explicit instruction. Instead of just instructing students to write essays, educators should clearly instruct them on the writing process, breaking the task down into smaller, more comprehensive parts. Dividing this process into pre, while and post-writing activity phases allows learners to comprehend or brainstorm the instruction of writing tasks, outline the genre, organize the content, and finally, freewriting to produce the output. At the end of the writing exercise teachers should illustrate the significance of revising and editing, offering corrective feedback and techniques to enhance the clarity, coherence, and cohesion of written content.

Genre-based instruction is essential for efficient communication as it helps individuals grasp the norms of many composition genres (Williams & Cui, 2005). Teachers should provide specific instruction on distinguishing features of persuasive, narrative, and other genres, while also offering illustrative examples of proficient writing in each genre. This aids students in comprehending the distinct characteristics, objectives, and target readership linked to various writing formats.

4. Technology integration. Facilitating the learning process by incorporating computer-assisted activities motivates and stimulates learners' interest in developing creative writing content. The activities can be developed either in individual or group project modes. However, students may be engaged in online blog post writing in interactive desks, for example, in Padlet (Figure 1), Miro (Figure 2), or Canva platforms or they may be instructed to brainstorm the content of the topic by typing their responses in Lucidchart, Mural or Coggle. Integration Web 2.0 platforms encourage students to engage and practice their writing skills by posting blogs personal experiences, digital story writing, composing essays, research articles, letters, etc (Gunuç & Babacan, 2018). Additionally such kind of methodological implications are convenient for providing immediate constructive and corrective feedback for students' written works that gives students a chance to learn from their mistakes.

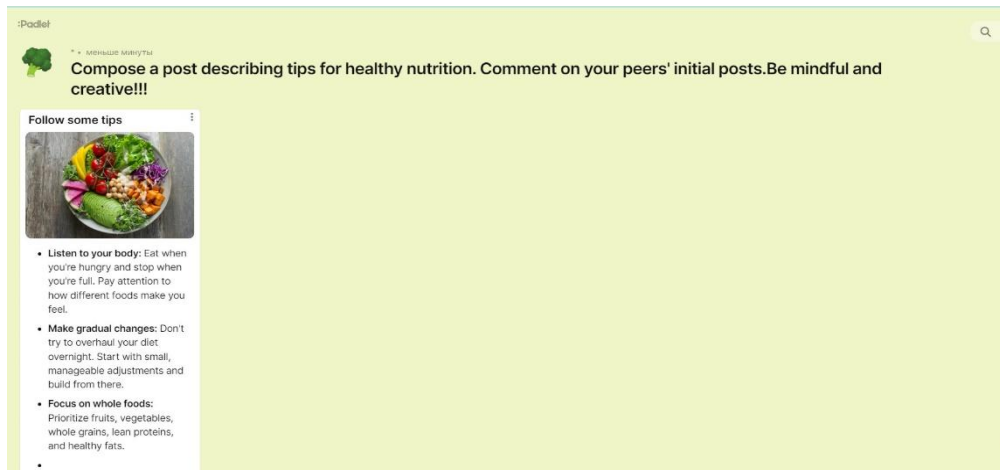


Figure 1. Writing blog post activity in Padlet interactive board.

DISCUSSION. The pedagogical implications mentioned above highlight the importance of recognizing a fundamental concept: effectively teaching writing necessitates a comprehensive strategy besides instructing simply to complete the writing task. The goal is to provide students with the necessary resources and self-assurance to excel in their communication abilities across every area of study.

The basis of successful writing education is clearly instructing the writing process. This entails deconstructing the complicated nature of writing into achievable stages. Students must comprehend the significance of pre-writing, drafting, rewriting, editing, and proofreading stages. Through specific instruction, brainstorming, outlining, and properly following feedback, learners will be able to confidently prepare for the writing process.

Each student possesses unique aptitudes and weak points in language learning. A comprehensive approach to teaching writing involves adapting classroom instruction to accommodate individual learning styles, struggles with learning, and various experiences. This can encompass the provision of personalized tasks, individualized feedback, and scaffolding of learners in the writing process.

In addition to the process, successful writing teaching includes the introduction of a variety of methods and techniques that accommodate various learning styles and writing objectives, by emphasizing sentence structure, vocabulary expansion, and effective communication strategies, students can articulate their thoughts with accuracy (O'Brien, 2004).

Supportive and cooperative learning is crucial for nurturing an interest in writing in the target language and facilitating students' language development (Caswell, 2004). This entails establishing an environment in which students feel at ease to engage in experimentation, express their thoughts, and receive useful feedback. Collaborative activities such as peer evaluation, group brainstorming, and project writing, composing presentation slides promote collaborative learning among students and develop communicative competence during the writing process.



Figure 2. Writing practice activity in Miro interactive digital board.

In addition, in the technology-developed era designing writing activities in integration with digital tools boosts students' interest in the learning process rather than traditional paper-based activities. Using technology, for instance, online writing platforms, interactive online boards, digital dictionaries, Web 2.0

platforms, and online mind-mapping tools enhances both teachers' and students' digital writing literacy skills.

By employing these pedagogical implications language instructors can establish a vibrant learning atmosphere in which students develop their writing skills, moreover, this comprehensive approach enables students to foster their viewpoints, accept the influence of written communication, and become self-assured communicators in the target language.

CONCLUSION. Enhancing students' writing skills involves a comprehensive strategy that incorporates many teaching approaches. This requires a dedication to clear and direct instruction, creating a supportive atmosphere for learning, technology integration, and considering the individual needs of each learner. By adopting these concepts, instructors may enable learners to develop self-assurance and proficiency in writing, so improving their academic achievements and lifelong ability to communicate effectively.

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