

PRINCIPLES AND MECHANISMS OF FORMATION OF ENGLISH WRITING SKILLS OF STUDENTS OF NON-PHILOLOGICAL HIGHER EDUCATION INSTITUTIONS

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Abstract: *This article analyzes the methods and processes aimed at enhancing English writing abilities of learners. Particular attention is given to the cognitive, linguistic, and communicative approaches as well as process writing, peer review, and the use of technology. The research underscores the importance of consistent practices, stimulation, and instructor assistance in overcoming frequent problems that arise in writing teaching and increasing students' writing skills.*

Key words: *English teaching, digital aids, instructional techniques, writing skills, peer review.*

INTRODUCTION

You could say writing skills in English are paramount for students as it directly influences their academic and career prospects in the future. It is essential to have a proper strategy while developing one's writing skills as it is a complex combination of mental, verbal, and social factors. Folks must take care not only of using sufficient grammar and vocabulary but also of the mental and organizational aspects of writing exercises as well. The implementation of process writing, provided peer feedback, and the use of various digital devices to foster students' writing skills are some of the recent changes to aid writing. In trying to motivate students who often have a difficult time articulating ideas and employing appropriate vocabulary as well as organizing their thoughts, these methods has certainly proven effective. This article outlines the major principles and methods that influence the development of students' English writing skills. It also focuses on the methodology and resources from Shaping writing competence among students with special attention to the activity of the instructor, the teacher, and the technology, aiming to give tips on how to improve the competence of students in learning how to write.

LITERATURE ANALYSIS AND METODOLOGY

“As Hyland (2019) claimed, writing is a socially-situated practice that draws on a person’s linguistic knowledge and communicative competence. In addition, Hyland (2019) stated that students need to be taught explicitly to write in different genres in order to master different text structures and conventions”[3].

“According to Flower and Hayes (1981), writing is perceived as a problem-solving activity that consists of three main stages: planning, translating, and revising. Such in-depth studies show the need to foster higher levels of writing fluency through guided practice and scaffolding”[2].

“Nation (2009) has pointed out that vocabulary usage is one of the major components of proficient writing. He supports his argument with a suggestion that learners should receive systematic instruction in a set of common words and academic vocabulary, in addition to techniques for acquiring and using new vocabulary”[4].

“White and Arndt (1991) discuss the brainstorming, drafting, and peer reviewing of the work that culminates in several versions of the same work. Their model reframes the purpose for which writing is done so that learners integrate skill development within functional activities rather than for the learning of a particular activity”[5].

“Chapelle and Sauro (2017) examine the impact of technology on language teaching and learning and focus on the advantages of digital resources in teaching writing. They determine the use of social media, computer-generated feedback and joint wristructured ones”[1].

Metodology

A mixed-methods approach is used in this study to examine the mechanisms and guiding principles for improving students’ English writing abilities. The study involved ten English language teachers and sixty university students studying English as a foreign language. Pre- and post-tests were used to gauge advancements in writing skills, questionnaires and surveys were used to gauge students’ difficulties and motivation, classroom observations were used to examine teaching strategies, and student interviews were conducted to obtain qualitative information.

Peer review, digital tool integration, and process-based writing were the three main instructional methodologies that were the focus of the study. Coherence, vocabulary utilization, and grammatical accuracy gains were assessed by statistically analyzing quantitative data from pre- and post-tests. To find recurring patterns and difficulties, theme analysis was used to analyze qualitative data from surveys, interviews, and observations. Participant confidentiality

and informed consent were guaranteed by upholding ethical standards. The results are meant to offer helpful suggestions for enhancing English writing training.

RESULTS AND DISCUSSION

The study's conclusions demonstrate how well different teaching techniques can improve students' writing skills in English. Students' writing abilities have significantly improved, as seen by the pre- and posttest results, especially in the areas of coherence, vocabulary use, and grammatical precision. The impact of systematic writing education was demonstrated by the average writing scores rising by 15–20%.

Process Based Approach: Students who adhered to the process based writing model (brainstorming, drafting, peer review, and editing) demonstrated observable gains in the organization and development of their ideas and texts. Students gained confidence in organizing their essays and logically conveying their views, according to observations made in the classroom.

Integration of Digital Tools: By using automated feedback systems and online writing platforms, students' motivation and engagement were greatly increased. Many students stated that using digital tools increased their correctness and fluency by making it easier for them to spot and fix grammatical problems. Some participants, however, had trouble adjusting to technology-based feedback, indicating the need for more instruction on digital writing tools. Peer review was especially successful in fostering critical thinking and self-correction abilities, as was collaborative writing. A greater degree of involvement and a deeper comprehension of writing patterns were demonstrated by students who actively engaged in peer feedback sessions. However, at first, several students found it difficult to provide constructive criticism, highlighting the need for instruction in peer assessment methods.

Limitations and Difficulties: Although there were general advancements, several difficulties remained. Some students continued to struggle with writing anxiety and a lack of desire, particularly those who were less proficient in English. Students were also limited in how many writing revisions they could do due to time constraints, which had an impact on how much they improved.

Implications for Teaching: The findings imply that a combination of digital resources, peer collaboration, and process-based writing is a successful method for enhancing students' writing abilities. To maximize learning outcomes, educators should offer pupils training in digital literacy, motivation-boosting activities, and structured assistance. Resolving writing

anxiety and adding more individualized feedback may help students become more competent and confident writers.

CONCLUSION

In conclusion This study demonstrates how well students' English writing abilities are improved when process-based writing, digital tools, and peer collaboration are combined. Coherence, vocabulary utilization, and grammatical accuracy all showed notable gains, underscoring the advantages of organized writing training. While digital resources facilitated self-directed learning, the process-based approach assisted students in structuring their ideas. Peer review encouraged critical thinking, but it took practice to provide useful criticism. Problems like writing anxiety and lack of motivation point to the necessity of specialized support and flexible deadlines. Writing skill can be significantly increased with a well-rounded teaching strategy, and future studies should look into adaptive learning technologies for even greater improvement.

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