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IMPORTANCE OF IMPROVING STUDENTS' WRITING COMPETENCE WHILE TEACHING FOREIGN LANGUAGES

ANNOTATION

Students' writing competence while teaching them English as a foreign language (EFL) is considered to be one of the key goals of training future personnel at pedagogical higher educational institutions. This article deals with the theoretical and practical basis of teaching writing in order to achieve a writing competence that is very important for future EFL personnel's progress in learning writing based on its current status and tasks in a globalized context of the world. Also, it is known that writing has been viewed as a means of consolidating speaking, listening and reading skills of language learners in studying foreign languages which has an impact on the whole current process of teaching foreign languages (TFL). However, the implementation of modern innovative technologies and means in almost every aspect of a human's life has resulted in improving not only spoken but also written communication among people around the world.

The participants of this research were the first-year students of the faculty of Foreign language and literature (English) who attended classes within the experimental and control groups (N=36) in the scope of writing lessons at Uzbekistan State World Languages University (UzSWLU).

A mixed-method design was applied into the study: self-monitoring checklists (1), course-evaluation questionnaires (2), achievement tests (3), and semi-structured interviews (4) conducted in both of the groups. All the three methods (1, 2, & 3) were utilized with the help of platforms of Google Forms and Telegram Messenger while the last method (4) was held face-to-face by recording audios via a smartphone.

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O'zbekiston davlat jahon tillari
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CHET TILLARNI O'QITISHDA TALABALARNING YOZUV KOMPETENSIYASINI OSHIRISHNING AHAMIYATI

ANNOTATSIYA

Talabalarining chet tili sifatida ingliz tilidagi yozuv kompetensiyasi pedagogik oliy ta'limda ularni bo'lajak mutaxassis sifatida tayyorlashning asosiy xususiyatlaridan biri hisoblanadi. Mazkur tadqiqot dunyoning globallashtirilgan kontekstidagi yozuvning hozirgi holati va vazifalariga ko'ra bo'lajak ingliz tili mutaxassislarning yozuv kompetensiyasini takomillashtirishning nazariy hamda amaliy asoslarining tahliliga bag'ishlangan. Shuningdek, ayni vaqtga qadar chet tili ta'limida yozuvga nisbatan til o'rganuvchilarning gapirish, tinglab tushunish va o'qish ko'nikmalarini mustahkamlash vositasi sifatida yondashib kelinayotganligi chet tillarini o'qitishning butun jarayoniga ta'sir ko'rsatdi. Biroq, zamonaviy innovatsion texnologiyalar va vositalarning inson hayotining deyarli barcha jabhalariga tatbiq etilishi butun dunyo bo'ylab odamlar o'rtasida nafaqat og'zaki, balki yozma muloqotni takomillashtirishga turtki berdi.

Ushbu tadqiqot ishtirokchilari sifatida O'zbekiston davlat jahon tillari universitetining xorijiy til va adabiyoti (ingliz tili) yo'nalishining birinchi bosqich talabalaridan (36 nafar) tashkil topgan tajriba va nazorat guruhlari yozish darslari doirasida jalb qilindi.

Tadqiqotda ikkala guruh o'rtasida o'z-o'zini nazorat qilishga mo'ljallangan ro'yxatlar (1), kursni baholash anketalari (2), yozuv malakasiga erishganlik darajasini belgilovchi testlar (3) va intervyu (4) kabi aralash metodlar dizaynidan foydalanildi. Jumladan, dastlabki uchta usul (1, 2 va 3) Google Forms va Telegram Messenger platformalari orqali, oxirgi usul (4) esa smartfonda yuzma-yuz intervyuni audio holatda yozib olish

Findings revealed that a writing skill as an educational goal had its own topics and language areas to be learned and acquired in practice. Furthermore, it was also perceived that in terms of improvements of quality and content factors of the writing course, principles of teaching writing, and typology of writing exercises, those features correlated significantly in training future personnel of this sphere.

Based on the research findings, it is recommended that offline and online platforms of pedagogical higher education should be united to improve students' writing skills, for instance, in the blended foreign language learning environment. Moreover, approaching writing as an educational goal instead of an educational means optimizes and updates the whole process of TFL writing in practice.

Key words: writing, pedagogical higher education, written communication, teaching writing, writing skills, student's written speech, status of writing, educational goal, genre of writing, written speech.

INTRODUCTION

The openness policy of Uzbekistan, its active entry into the world market, the expansion of international cooperation in all areas has been increasing the need for knowledge of foreign languages [Mirziyoyev, 2021; 1]. Besides, the future of the country, the success of all industries and projects depend on educated people. Therefore, over the past four years, a lot of work has been done to improve the quality of education and raise the status of teachers. Now our country is entering a new era. The fourth priority area in the development strategy of Uzbekistan for 2022-2026 is focused on the development of education and human capital [Mirziyoyev, 2022; 1]. Along with the development of the social sphere, significant changes have taken place in the field of education, especially in the system of teaching and learning foreign languages. In particular, in order to improve this system at each stage of education, the content of teaching a foreign language is continuously and connectedly improved and enriched with the help of various effective means. Nowadays, in the environment of foreign languages education (FLE), the center of attention of all processes is not a teacher, but a person learning the language, that is, a pupil or a student, has become very important. As a result, the content of foreign languages teaching, which includes speech topics, skills and material, has been directed to the systematic development of the basic competencies of language learners in practice. In particular, types of speech activity in a foreign language – speaking, listening, reading and writing, plus understanding and language materials – lexicon, grammar and pronunciation have

orqali amalga oshirildi.

Natijalar shuni ko'rsatdiki, ta'lim maqsadi sifatida yozuv ko'nikmasi o'z mavzulari va amaliyotda o'rganilishi va egallanishi kerak bo'lgan til materiallariga egadir. Bundan tashqari, yozuv mashg'ulotlarining sifat va mazmun omillarini oshirish, yozuvga o'rgatish tamoyillari va yozuv mashqlari tipologiyasi nuqtayi nazaridan mazkur xususiyatlar sohaning bo'lajak mutaxassis kadrlarini tayyorlashda sezilarli darajada o'zaro bog'liq ekanligi ham kuzatildi.

Shuningdek, tadqiqotning yakuniy natijalariga ko'ra, bugungi kunda talabalarning yozish ko'nikmalarini takomillashtirish uchun pedagogika oliy ta'limning oflayn va onlayn platformalarini, masalan, chet tilini blended ta'lim sharoitida uyg'unlashtirish tavsiya etiladi. Xususan, yozuvga ta'lim vositasi sifatida emas, balki ta'lim maqsadi sifatida yondashish chet tilida yozish jarayonini amalda optimallashtiradi va isloh etadi.

Kalit so'zlar: yozuv, pedagogik oliy ta'lim, yozma muloqot, yozuvni o'rgatish, yozuv ko'nikmasi, talabaning yozma nutqi, yozuv maqomi, ta'lim maqsadi, yozuv janri, yozma nutq.

been studied closely linked to each other. However, today each brunch is consistently studied as a separate subject of the research based on different approaches. Especially, teaching writing skills is considered currently to be one of the most significant and debatable parts of FLE, because of the following issues. In fact, any writer begins with thinking, which then is realized in the form of inner speech, presented then in linguistic means. The selection of lexical units and their organization into grammatically designed sentences, paragraphs and texts is carried out through the stages of selection, comparison, combination and control. The chain of successive speech actions is unfolded in accordance with the communicative intention of the author [Galskova & Gez, 2004; 247]. The increasing role of written speech in the context of a continuously globalizing life is determined in connection with the socio-economic needs of the information obtained by the society. Also, interrelations of countries and peoples at all levels are gaining importance, and in today's complex, high-technology world, the importance of writing as a fundamental organizing objective of education is no less valid or practical. Writing is properly understood, as a thought on paper. Increasingly, in the information age, it is also thought on screen, a richly elaborated, logically connected amalgam of ideas, words, themes, images, and multimedia designs [The Neglected "R", 2003; 13]. Additionally, there has been a surge in interest in EFL writing recently because of the ever-increasing pressure to publish internationally among graduate students and academics as well as the universal desire to participate in commerce in the globalized world [Leki, 2002]. As a result, there is a need for regular correspondence, both personal and in the form of various written documents, when exchanging information, advertising and making deals using electronic means of communication. For example, filling out various questionnaires in everyday life has already become a normal attribute of social life in a democratic society. As Abu-Rabia mentioned that learning a new language is a social phenomenon in human life and is affected by social practice and social context [Abu-Rabia, 1996; 81], language teaching approaches are to be adjusted to the social context where learning takes place [Rachida, 2011; 83]. In addition, writing is a form of manifestation of the most complex psycho-physiological activity since it is based on the multilateral organization of conditional connections. All speech analyzers participate in the process of writing in their interconnection. The consciousness of the writer is directed not only to the content of the statement, but also to its form. Greater than in speaking, the role is played by planning its utterance [Passov, 1989; 214]. Also, writing is a skill which must be taught and practiced by becoming a significant aspect of students' expression at a higher stage [Patel & Praveen, 2008; 125]. Furthermore, fostering writing skills in the target foreign language depends on a learner's knowledge and experience in his/her first and second languages in practice; hence, in the following part of this article, it is worth to highlight the definitions for the terms of '*first (native) language writing*', '*second language writing*', and '*foreign language writing*' in the example of the English language so as to increase the importance of focusing on this type of speech activity practically well and equally according to the type of educational organization:

- ***First (native) language writing*** belongs to native English speakers who

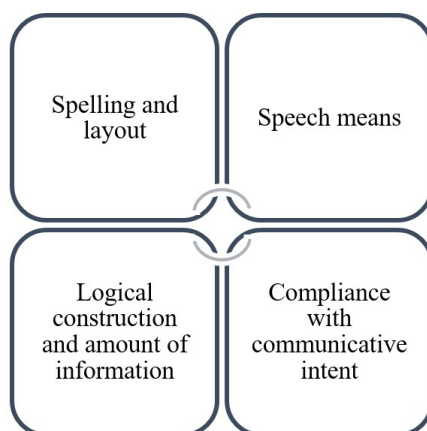
master their mother tongue and writing skills naturally, namely the environment they live is totally connected with English. Accordingly, it is not difficult for the writers of this group to discuss wide ranging genres of fiction and non-fiction texts. Moreover, native speakers of any language usually do not face difficulties when they need to make a written speech, but this is typical when they have received basic and important education in literacy at certain educational stages continuously and connectedly.

■ **Second language writing** courses include those students needing to learn English who live in countries where English is a basic language, or *the* language only of certain communities [Grabbe & Kaplan, 1996; 24] based on which the whole writing courses are formed to teach students writing skills. To be more exact, the term *second language writing* is often used to refer to situations where writers are composing in a language that is not their native language, but is the dominant surrounding language [Reichelt, 2011; 3].

■ **Foreign language writing** courses include those students who need to learn to write in English, who live in countries in which English is not regularly spoken or written as a language of the community [Grabbe & Kaplan, 1996; 24] e.g., Uzbekistan. In other words, FL writing is the phenomenon of writers composing in a language that is neither the writer's native language nor the dominant language in the surrounding context [Reichelt, 2011; 3].

Actually, written communication like oral one may not be very successful, so teachers of writing skills must focus on certain factors to teach students how to make their written communications in the target foreign language successful. In the following part, the basic factors of successful written communication are presented based on Ann Ivanchenko's recommendations on this matter [Ivanchenko, 2016; 196-197] (See Graph 1):

Graph 1. Main factors of successful written communication



At first, it is necessary to highlight that “writing” is ambiguous, for instance, it is understood as: a) a productive type of speech activity; b) a system for fixing speech by means of graphic signs; c) one of the types of written speech – a personal/ business letter (text) [Martynenko et al., 2016; 259]. Therefore, it can be analyzed based on different

perspectives, such as psychological, linguistic and methodological ones [Passov & Kuznetsova, 2002; 2]. To illustrate the nature of writing from the psychological point of view, it is explained that in oral speech, *sound* complexes of words are combined directly with human thinking, and in written speech, thinking is combined with *graphic* images of words [Karpov, 1950; 50]. There are certain differences between the terms ‘*writing*’ and ‘*written speech*’ which play an integral role in organizing lessons on this type of speech activity at educational institutions by focusing not only on methods or technologies, but also applied approaches by a teacher to make progress in practice. Thus, written speech is not a fixation of oral speech, but has its own characteristics and mechanisms that must be taken into account when forming the content of teaching written speech since all the conditions for the functioning of written communication and the quality of written speech determine not only a certain difficulty or ease of mastering it, but also the specifics of the work of teaching writing [Markova, 2011; 181]. In general, *writing* is a graphic system of expression forms while *written speech* is the process of expressing ideas in a written form. In TFLM, writing is understood as the technique of using the graphic and spelling systems of the language. For this reason, the following results, namely definitions can be illustrated based on the research literature on the term ‘*writing*’ (See Table 1):

Table 1. Definitions for the term ‘*writing*’ by world scholars and researchers

Source	Definition
<i>National encyclopedia of Uzbekistan</i>	Writing is a system of written symbols or images adopted in a certain language and used for communication between people [National encyclopedia of Uzbekistan, 2006;].
<i>An explanatory dictionary of the Uzbek language</i>	Writing – (1) name of verb action; (2) a system of written symbols or images adopted in a particular language; alphabet; (3) representation of graphic symbols, letters; (4) written thing, text, letter; (5) homework assignment [An explanatory dictionary of the Uzbek language, 2008].
<i>Ivanchenko A.I.</i>	Writing belongs to the productive types of speech activity and is a complex thinking process associated with the transfer of information in writing [Ivanchenko, 2016; 193].
<i>Solontsova L.P.</i>	Writing is an effective analytical and synthetic activity related to the creation and fixation (polishing) of a written text [Solontsova, 2018; 231].
<i>Bukovsky S.L. Schukin A.N.</i>	Writing is a type of effective speech activity that ensures the expression of thought with the help of a writing system (graphic signs) adopted in the language [Bukovsky & Schukin, 2020; 231].
<i>Patel M.F. Praveen M.J.</i>	Writing is a kind of linguistic behaviour presenting the sounds of a language through visual symbols; it is essential features of learning a language because it provides a very good means of fixing the vocabulary, spelling, and sentence pattern [Patel & Praveen, 2008; 125].
<i>Schmandt-Besserat D. Michael E.</i>	Writing is a system of graphic marks that represent the units of a specific language. The units to be represented (whether individual sounds, syllables, parts of words, or some combination of all three) are a function of the structure of the language, the needs and traditions of the society that uses that system, and the capabilities of the human brain [Schmandt-Besserat & Michael, 2009; 26].

Historically, the primary function of writing has been to store information by

which it has been playing its most integral role between a language and its users. In general, in a foreign language teaching methodology, there has been a great deal of research on focusing on writing skills from the point of that it is a means to consolidate reading, listening and speaking skills, but this approach cannot be applied into practice of TFL anymore which means that writing can be seen as a goal of education in fact. However, Russian scholar A.I. Ivanchenko highlights that we can add to it the following, which are also characteristic of speaking: (1) introduction, maintenance and end of the conversation (remarks of etiquette in correspondence); (2) communication of information; (3) speech impact on a listener (for example, to convince or dissuade); (4) conveying to a listener their feelings and emotions [Ivanchenko, 2016; 193]. Written speech is a complex speech skill, both in the native language and in a foreign language, and its acquisition is achieved only through targeted learning, unlike oral speech, which is initially spontaneous [Milrud, 1997], and as a productive activity it is even more complicated by a number of circumstances related to the conditions of the written form of communication [Passov, 1985]. Following that, like speaking, written speech is characterized by a three-level structure: motivational-incentive, analytical-synthetic and executive levels/stages [Zimnyaya, 1991; 76]. For instance, Russian scholar T.Y. Ovchinnikova advocates the fact that written speech should be taught at different levels: a) speech etiquette; b) compliance with the appropriate level of formality (informality); c) the choice of language means for expressing communicative functions; d) the transfer of socio-cultural stereotypes of speech behavior in native and foreign languages as important aspects of the process of a foreign language written communication, which should become a full-fledged component of students' speech competence [Ovchinnikova, 2009; 6]. Although it has been mentioned above that written speech, which originally appeared as a means of storing information, today it has specific stylistic and genre characteristics (fairy tale, chronicle of incidents, a business letter, a scientific article, etc.). Written text is distinguished by the following features:

- the use of special lexical and grammatical constructions (*"I express my gratitude"*, *"In view of the impossibility ..."*);
- the use of clichés characteristic of written speech (*"Once upon a time"*, *"With best wishes"*);
- special organization of the text [Ivanchenko, 2016; 194].

In turn, it is worth noting that teaching writing in foreign languages education has long been of secondary importance, that is, writing has been mainly seen as (1) a means of teaching other types of speech activity; (2) a means that enables foreign language learners to better master the program language material; (3) a means of controlling the formation of speech skills and competences. As a result, these factors did not make it possible to fully assess the significance of the writing. Therefore, Russian scholar L.P. Solontsova believes that today it is necessary to restore the status of writing and return it to its rightful place among the types of speech activity, such as speaking, listening and reading, because now the attitude to writing and teaching foreign language learners to express their thoughts in a written form has completely

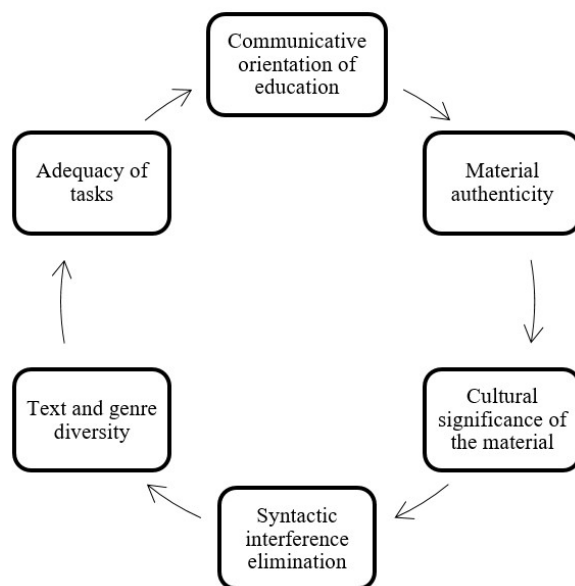
changed. Writing as an educational objective is present in programs for all types of educational institutions and at all stages of a foreign language learning. Moreover, today, we are constantly faced with the fact that writing skills are in high demand and have acquired the status of the most professional importance in the modern world, since computer communication, which has become the main tool for professional communication, has brought written communication to the fore [Solontsova, 2018; 213]. Also, it should be mentioned that when we focus on writing as an independent form of speech activity, then we consider it to be a written speech. The purpose of teaching writing in this context is to teach students to write in a foreign language the same texts that an educated person can write in their native language, namely any text written by the author – is an expression of thoughts in a graphic form [Solovova, 2005; 188]. What is more, EFL teachers not only need to develop students' linguistic and communicative competence but also use relevant feedback techniques for responding to students' writing [Alharbi, 2022]. Following that, the content of teaching writing skills should be analyzed and formed based on the type of an educational institution and faculty of students. The content of teaching a foreign language as an example in general and writing includes three main components – linguistic, psychological and methodological according to G.V. Rogova.:

✚ ***The linguistic component*** of the content of teaching a written speech includes: a) knowledge of active lexical, grammatical and phonetic material; b) knowledge of the graphic system of the language; c) mastering the features of sound-letter correspondences; d) spelling rules, which can be based on various principles (historical, grammatical, sound); e) knowledge of special characters of writing (umlaut, diacritics); f) special formulas characteristic of a written speech.

✚ ***The psychological component*** includes: a) writing skills; b) the ability to express thoughts in writing; c) the nature of the interaction of a written speech with other types and forms of speech; d) taking into account the interests and motives of students.

✚ ***The methodological component*** in the content of writing provides for: a) skills of independent work to improve a written speech; b) skills of using various supports in the form of spelling rules; c) skills in using various spelling reference books [Rogova et al., 1991].

Along with the above-mentioned components of the content of writing skills, there are particular principles to be taken deeply into consideration by teachers of FL writing. Acquiring writing skills has general methodological principles like speaking since these are productive types of speech activity, and the basic principles of teaching writing by Ann Ivanchenko are as follows [Ivanchenko, 2016; 197-199] (See Graph 2):

Graph 2. Basic principles of teaching writing

As for the process of improving students' writing skills in English, it is advisory to state that English essay writing as an example, which requires integrated knowledge of linguistics and content, poses a great challenge for English as a Foreign Language (EFL) learners and teachers [Chen& Pan, 2022; 1]. Despite the fact that teachers have dedicated efforts to instructing writing, EFL learners' performances have not been improved, especially in a content organization, idea development, and grammar structure [Chen, 2022; 29]. As a result of this, during this research, the following types of exercises which were classified by Margarita Kaskova and Lidiya Frolova have been implemented to improve students' writing skills connectedly:

1. Preparatory exercises. When performing such exercises, a certain vocabulary is used, existing knowledge is activated, sentences are written down, and spelling is practiced, etc. whereby the emphasis in this article is on connectors: conjunctions, particles, adverbs. Besides, not all sentences are specific to the development of writing while some prepare for the development of other skills such as listening, speaking, reading, but all of them can and should be done in writing. Thus, students at this stage should already learn that writing can take place along with other forms of acquiring [Kaskova & Frolova, 2018; 87]. In the systematic development of students' skills of expressing information through a written speech by providing them with a set of linguistic units and words related to various communicative situations, namely, exercises aimed at discussing the analytical structure of the genre of a written speech can be carried out on both educational platforms (online and offline), and this type of exercises helps students to improve their knowledge, skills and abilities of the writing competence [Azizov, 2022; 31].

2. Constructive exercises. When performing such exercises, picture cards are

prepared in advance, depicting various actions whose goal is to teach how to build complex sentences. The exercise enables to combine two activities: writing and speaking... In other words, the essence of combining sentences is to complete the task – to make one out of several sentences. When performing them, students train the structures of complex sentences, and they are formed by the “assembly method” – from simple to complex [Kaskova & Frolova, 2018; 89]. In particular, this type of exercises is useful for creating certain types of paragraph and essay texts for students studying at the first and second years of higher education [Azizov, 2022; 31].

3. Exercises based on the structure of genre of written speech. Basically, the exercises according to the principle: word – sentence – text, for instance, creating a situation, writing down the key words for the dialogue, then formulating the dialogue. In classrooms, it is best to conduct such dialogues in pairs and in roles, and the audience must guess which character, what situation they are talking about. Accordingly, collaborative work on the text is of great benefit because decisions can be discussed together [Kaskova & Frolova, 2018; 90]. As future specialists, it is important for students to be able to effectively create genres of a written speech, as well as to be able to analyze them correctly and completely. Taking into account this aspect, they should be provided with exemplary examples of written speech genres and exercises encouraging them to consistently analyze the tasks they have completed. In this place, the main attention is paid to the analysis based on criteria such as the fact that a certain genre fully meets the conditions of the task, logical and organic expression of information, composition of words, variety and accuracy of grammatical units, and knowledge acquired by students which can have a direct impact on increasing quality and content indicators of the lessons on writing skills [Azizov, 2022; 31].

4. Written exercises based on a communicative situation. In this type of exercises, the primary focus is given to forms aimed at implementing a written communication in a real situation. These include letters, personal correspondence, comments, protocols, etc. [Kaskova & Frolova, 2018; 92]. Taking the example of the English language teaching, this type of exercises can be used to improve the competence of formal and informal writing types of first-year students in the curriculum of writing practice at pedagogical higher educational institutions. In a blended learning environment, managing such assignments mostly electronically is beneficial to both teachers and students. For example, depending on the type of a letter, the teaching material is explained to students by a teacher, and the “*communicative situation*” for students to compose a certain type of a letter to be sent to the e-mail addresses, because even small details are important in creating a realistic environment. Then, based on the communicative situation, students complete the task, that is, they write a letter and send it to a teacher. After receiving all the assignments, a teacher submits his/her feedback electronically and evaluates it based on the established criteria [Azizov, 2022; 31].

The purpose of this research is to examine the role and status of writing skills in improving students’ writing competence at pedagogical higher educational institutions based on the afore-mentioned theoretical basis and factors on this matter. The research

questions used in this article consist of the following ones:

RQ1: *What are the differences between the status of educational means and the status of an educational goal of writing in the practice of TEFL at pedagogical higher educational institutions?*

RQ2: *How does the typology of exercises on improving the writing competence influence students' written skills as a productive activity of speech in a globalized era of education?*

RQ3: *To what extent has the role of a teacher currently expanded on the aspects of teaching writing in FL according to the participants' responses?*

RQ4: *According to the participants, what is the preferred environment of acquiring the writing skills at pedagogical higher educational institutions?*

METHODS

This article utilized a mixed methods approach so as to ensure the validity and reliability of the research both theoretically and practically. Also, another reason for that is because of the need to explain the status and role of writing as an educational goal in pedagogical higher education in the example of EFL writing skills. Accordingly, the design was applied to collect the data with the help of an achievement test, a course-evaluation questionnaire, self-monitoring checklists, and semi-structured interviews.

Participants

The target participants of the research consisted of the first-year students at Uzbekistan State World Languages University (UzSWLU). The faculty of the students deals with a foreign language and literature – the English language which is specialized in training future personnel of TEFL. The research included two groups (36): Experimental group (N=18) and control group (N=18); and the participants were chosen purposefully to achieve the research objectives. The two groups included 15 female and 3 male students, and they were homogeneous in terms of nationality (Uzbek), age (19), level (one), educational background (high school), L1 (Uzbek), English level in the placement test (intermediate). Following that, the experimental group acquired writing skills based on the strategy of this study, namely recommendations and methods while the control group studied writing skills following traditional ways of teaching writing: usual lessons at university. Before starting the experiment, the participants were informed of the objectives of the research and their roles in the process. Then, both the researcher and participants shared all the information about the study, such as the title, objectives, roles, risks, and both sides' personal details through Telegram Messenger (chats and groups which were created by the researcher) in an electronic form.

Instruments and materials

As for the data collection, the data were collected through the following instruments: a course-evaluation questionnaire, self-monitoring checklists, an achievement test, and semi-structured interviews.

Self-monitoring checklist

The self-monitoring checklist was created according to the textbook topics of

'*Longman Academic Writing Series 1: Sentences to Paragraphs (2nd ed.)*' by Linda Butler (2014) along with the study programme of the faculty. It aimed to assist students to recognize and correct their errors in EFL writing, especially applying vocabulary, making up sentences, their structures and types. The checklist consisted of six topics: From sentences to paragraphs, topic sentences, writing complete sentences, using time order words in sentences, prepositional phrases in sentences, simple and compound sentences. The ten-prepared checklists were released online after every topic via the group on Telegram Messenger and Google Forms online to create the convenient environment for both a teacher and students (participants of the research) after the participants had received the necessary instructions. For example, each self-monitoring checklist included vocabulary, grammar and sentence structure, genre organization, and mechanics on writing topics. By following this way of consolidating the students' knowledge, it proves that writing as a productive type of speech activity has its own topics and materials to learn for language learners; hence, it can be an educational goal instead of being just a means of TFL in fact. Consequently, following this approach can enable teachers of EFL writing to work on significant areas of writing skills where students make mistakes or need further trainings to improve in practice.

Course-evaluation questionnaire

The course-evaluation questionnaire aimed to focus on the process of composing written genres based on the course programme during the study as it was important to provide students with effective means and materials to reach the research goals. As for the sections, the course-evaluation questionnaire consisted of four sections: personal information, improvements in terms of quality and content of the course (1), principles of teaching writing skills (2), and typology of exercises on improvement of the writing competence (3). The participants of the research rated their responses to the course-evaluation questionnaire on a four-point Likert scale which was – agree, strongly agree, disagree, strongly disagree for items (1 & 3) while another four-point Likert scale consisted of high, moderate, low, and none for the principles (2). To apply this method into practice effectively, Google Forms, namely 'Course Evaluation' Form was utilized to receive the responses from the students innovatively. As a result of the course-evaluation questionnaire, a teacher was able to focus on the significant parts of teaching the writing lessons on the above-mentioned aspects.

Achievement test

The test of the writing course was presented before finishing the experiment based on the discussion with the department of the faculty to enable the students, namely participants of the research to answer the questions of the test successfully and comfortably. As this study was to analyze the advances in the system of teaching FL writing at pedagogical higher educational institutions, the test was administered online via Google Forms – Assessment. Following that, the types of questions in the test consisted of multiple-choice, True/False; fill in the blank, matching, and jumbled sentence ones. The number of questions in the test had a total of 30 items on the topics included in the syllabus of the course and an allotted time of one hour.

Semi-structured interview

The last part of the experiment was to have an interview with the participants of the research so as to become acquainted with their perspectives on the whole process of the experiment. Also, since it was necessary to analyze the status of writing as an educational goal, the participants' speaking skills contributed to be the part of improving writing competence in EFL with the help of an interview. The interview consisted of four questions which were based on research question 4: *'Have you learnt new aspects of writing during the experiment by expanding your knowledge?'* (1), *'Have you become accustomed to receiving study materials through online platforms easily and comfortably?'* (2), *'What do you think of the way of being assessed and checked the writing skills innovatively by the teacher?'* (3), *'Have you recognized the differences between traditional and non-traditional EFL writing lessons after the experiment?'* (4). The interviews were held face-to-face at the university by recording them via a smart-phone to receive the participants' answers fully and provide them with the necessary information in case they need to ask. Because of the fact that the interview was the last research method, the researcher informed the participants of their having finished the experiment and final points on the whole process.

RESULTS AND DISCUSSION

RQ1: *What are the differences between the status of educational means and the status of educational goal of writing in the practice of TEFL at pedagogical higher educational institutions?*

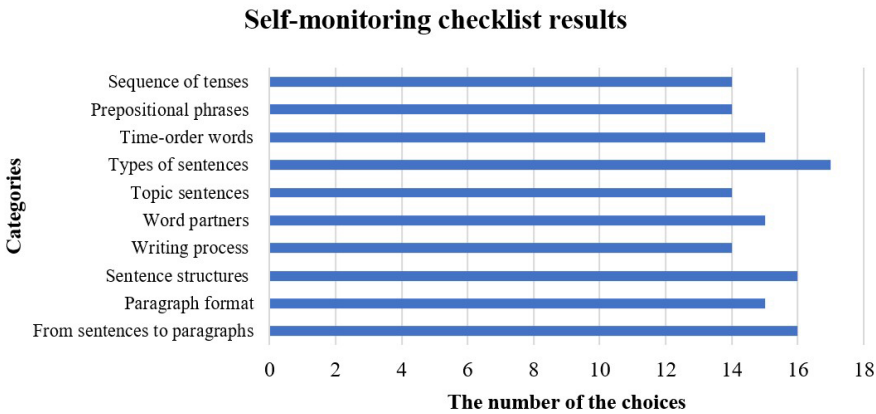
To find the answer to RQ1, self-monitoring checklists were utilized among the participants of the study online, and the primary focus was given to the status of writing in EFL as an educational goal. As it was mentioned above that the participants were provided with the self-monitoring checklists after every topic, and the final results of this method were obtained by calculating all of them based on the following categories.

Self-monitoring checklist

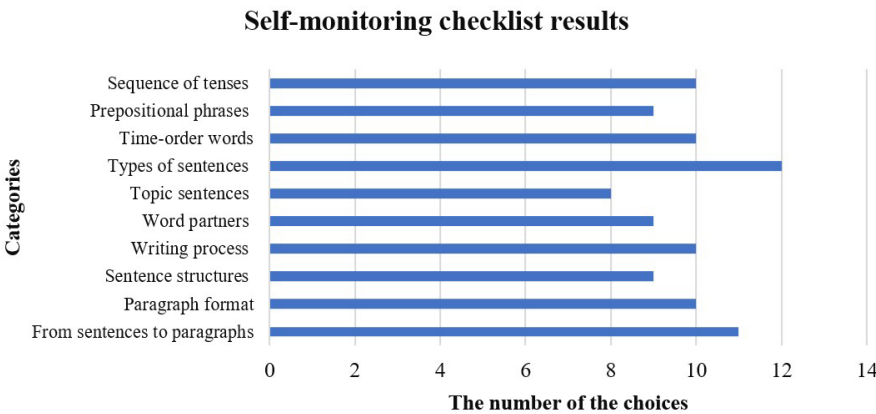
The final overall results of the self-monitoring checklists included ten categories on the improvement of writing: From sentences to paragraphs (1), paragraph format (2), sentence structures (3), writing process (4), word partners (5), topic sentences (6), types of sentences (7), time-order words (8), prepositional phrases (9), and sequence of tenses (10). Students in the experimental group did these self-monitoring checklists online via Google Forms and sent them to the researcher's e-mail. According to the results of the checklists, the teacher along with the researcher tried to focus on the necessary areas of students' writing in EFL. At the end of the experiment, the control group was provided with the self-monitoring checklists to receive their results on improving their writing skills based on the traditional way of teaching writing at pedagogical higher educational institutions. For this part, Telegram Messenger was used to enable those students to do the task conveniently in practice. All the results of the participants were gathered to be analyzed, and numbers were selected for checking and comparisons based on the items in the checklist. To be more exact, Graphs 3 and 4

illustrate the results of the research on the above-mentioned method – self-monitoring checklist (See Graphs 3 and 4):

Graph 3. Experimental group



Graph 4. Control group



As it can be seen from the bar graphs, there is a considerable difference between the experimental and control groups on the items in the checklist. At first, 16 (88%) students of the experimental group made progress in ‘*From sentences to paragraphs*’ while there were 11 (61%) choices for the control group. The number of the choices for ‘*Paragraph format*’ was 15 (83%) in the experimental group when this was 10 (55%) in the control group. As for ‘*Sentence structures*’, the result was 16 (88%) students of the experimental group, but this was much less, namely 9 (50%) ones in the control group. The category of ‘*Writing process*’ ended with 14 (77%) choices among the experimental group, and the control group made 10 (55%) ones according to the bar chart. Then, both groups experienced a dramatic change which was 15 (83%) and 9 (50%) choices on the category of ‘*Word patterns*’ respectively. After that, the category of ‘*Topic sentences*’ continued almost the same quantity, namely

14 (77%) choices for the experimental group and 8 choices for the control group in fact. Following that, the experimental group made 17 (94%) choices, but the control group showed 12 (66%) ones for the category of '*Types of sentences*' in the checklist. The category of '*Time-order words*' resulted in receiving 15 (83%) and 10 (55%) choices from the experimental and control groups respectively. However, the number of choices for the category of '*Prepositional phrases*' was 14 (77%) for the experimental group and 9 (50%) ones for the control group by having such a remarkable difference. Finally, the last category of the checklist which was '*Sequence of tenses*' ended with almost the same results like the afore-mentioned one, that is, the experimental group with 14 (77%) choices while the control group with 10(55%) ones. Accordingly, as an educational goal, writing has its own significant areas to be acquired in FL which affect the whole process of making progress of both teachers and students at pedagogical higher educational institutions which can be the answer to **RQ1** instead of being approached just as an educational means to consolidate the other skills. Moreover, while working with the experimental group during the study, the researcher paid attention to involve the participants of this group to learn basic principles and aspects of EFL writing along with the techniques of improving their skills in general.

RQ2: *How does the typology of exercises on improving the writing competence influence students' written skills as a productive activity of speech in a globalized era of education?*

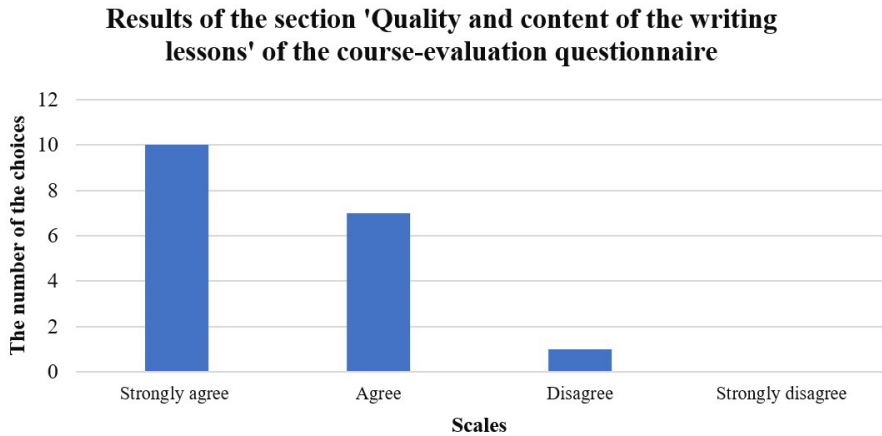
Typology of exercises plays an integral role at every stage of acquiring a particular skill of a language whether it is the first (native), second or foreign one actually. In this process, it is necessary to focus on the way of implementing exercises into practice, namely how, when, and whom. Taking this factor into account, while improving students' writing skills at pedagogical higher educational institutions, four basic types of exercises were utilized during the research. As for the results of this part, the next method of the study, course-evaluation questionnaires were presented to the participants.

Course-evaluation questionnaire

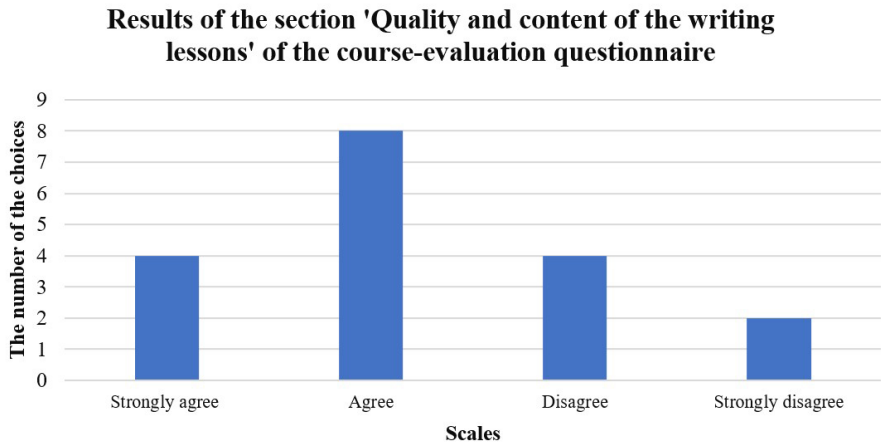
Evaluating the whole programme of teaching writing at pedagogical higher educational institutions through a questionnaire enabled the researcher to become acquainted with three basic factors of conducting writing lessons based on the research objectives. Besides, before starting the experiment, one of the most significant features to form the research questions was training students as future personnel of TEFL, especially writing skills; therefore, globalized environment of pedagogical higher education had an impact on finding the answer to **RQ2**. The participants' responses to the course-evaluation questionnaire were received via Course Evaluation Form of Google. Both experimental and control groups were involved in the method at the end of the experiment after having received special training on utilizing the platform. Firstly, the quality and content improvements of the course were included into the questionnaire in terms of the study materials, activities, technologies, methods, approaches, and techniques of teaching writing skills during the experiment. Hence,

the following graphs illustrate the results of this section of the questionnaire (See Graphs 5 and 6):

Graph 5. Experimental group



Graph 6. Control group



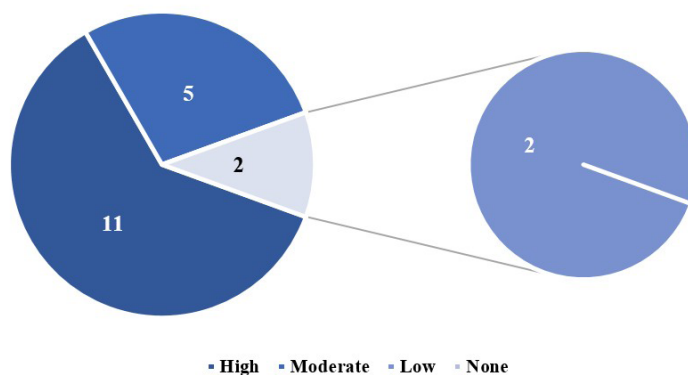
The bar charts provided above highlight that quality and content aspects of teaching writing skills contribute to conduct lessons successfully and effectively. Initially, it is important to mention that the participants of the experimental group made their choices in this questionnaire based on the experiment while the members of the control group did according to their experience during the traditional environment of acquiring writing skills. At first, the number of the students was 10 (55%) in the experimental group for ‘*Strongly agree*’ while this was 4 (22%) in the control group. Then, there were 7 (38%) choices for ‘*Agree*’ in the experimental group while there were 8 (44%) choices in the control group. Following that, only one (5%) participant of the experimental group disagreed on this aspect of the writing lessons, but 4 (22%) students did so within the control group. Lastly, there was no choice (0%) for

'*Strongly disagree*' in the experimental group while 2 (11%) choices were made by the participants of the control group. So, the experimental group approved of the non-traditional environment of teaching the writing skills in practice.

Furthermore, the next, namely third section of the course-evaluation questionnaire was about the principles of teaching the writing skills in EFL at higher pedagogical education. The principles were applied into almost every study material and task in practice, and they consisted of 6 ones which are formed by Ann Ivanchenko. During the experiment, the principles were explained to the participants with the help of activities and tasks as they had to become acquainted with them as future personnel of TEFL writing. While the control group was taught how to improve their writing competence, the experimental group was involved in improving theirs with those six principles under the researcher's control and recommendations. Accordingly, the results on this matter can be seen through the following charts (See Graphs 7 and 8):

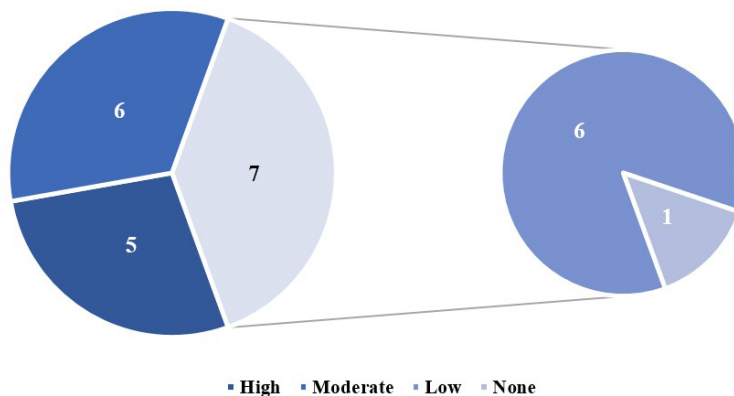
Graph 7. Experimental group

Results of the section 'Principles of teaching writing skills' of the course-evaluation questionnaire



Graph 8. Control group

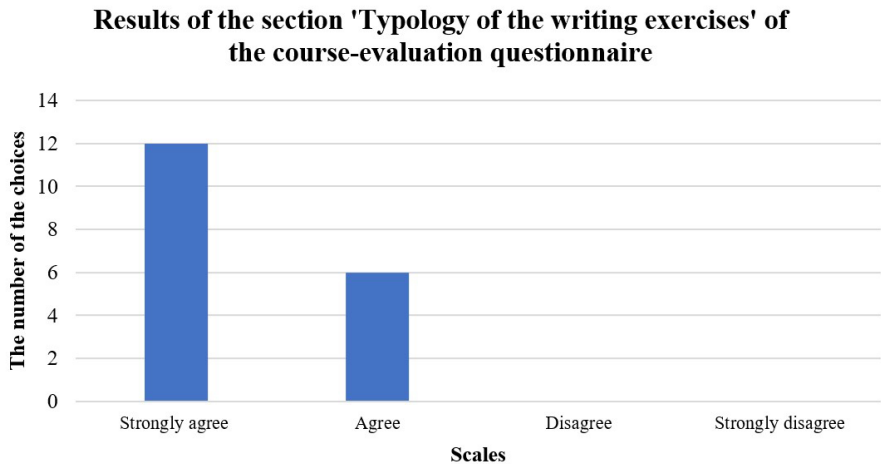
Results of the section 'Principles of teaching writing skills' of the course-evaluation questionnaire



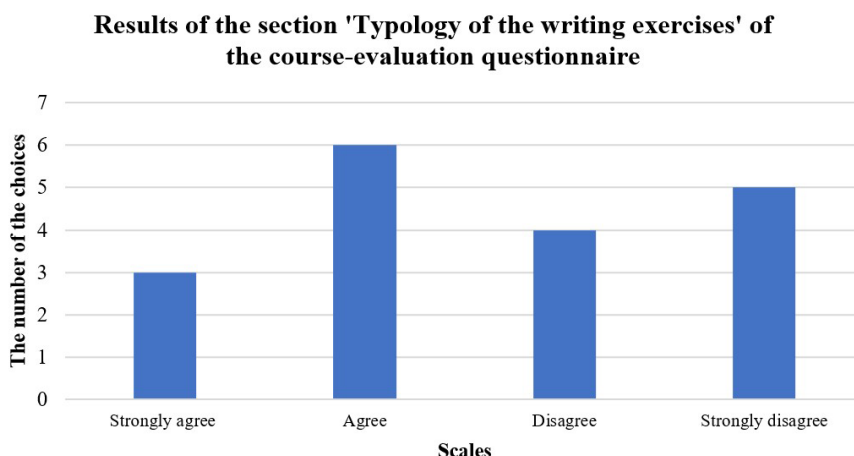
In terms of the principles of teaching the writing skills, the results of the course-evaluation questionnaire were positive as it could be concluded from the pie charts. At first, the experimental group of the study made their choices with 11 (61%) participants for ‘*High*’ while the control group made their choices with 5 (27%) participants. After that, there were 5 (27%) choices made by the experimental group for the scale of ‘*Moderate*’ whereas there were 6 (33%) ones made by the control group in this section. Then, only 2 (11%) participants made their choices for ‘*Low*’ in the experimental group, but this was twice more in the control group – 6 (33%) choices. Following this scale, the latest scale of ‘*None*’ was chosen by only one (5%) student of the control group while this was 0 (0%) in the experimental group according to the results of the questionnaire.

As for the last section of the course-evaluation questionnaire, the typology of the exercises on improving the writing skills was included into the list. The writing exercises consisted of 4 types during the experiment. What was more, the control group did the exercises included into the syllabus of the faculty while the experimental group was provided with the above-mentioned and described types of exercises. Especially, as future personnel of teaching writing in EFL, the participants of the experimental group were taught how to utilize writing exercises by analyzing different genres of the written speech, sentence types, their structures, formatting paragraphs and letters, word partners, and sequence of tenses to have written communications successfully. Following these aspects, the below-provided charts present the results of the participants’ responses to this section of the course-evaluation questionnaire (See Graphs 9 and 10):

Graph 9. Experimental group



Graph 10. Control group



First of all, the typology of the writing exercises was chosen by 12 (66%) participants of the study for '*Strongly agree*' in the experimental group; however, the number of the participants for this scale was four times less, namely 3 (16%) in the control group. Secondly, the next scale, which was '*Agree*', was supported by the same number of the students among both of the groups, that is, 6 (33%) choices in this section of the questionnaire. Thirdly, there was no choice (0%) for the scale of '*Disagree*' in the experimental group while there were 4 (22%) choices in the control group. Finally, the experimental group experienced no change, namely no (0%) choice on the scale of '*Strongly disagree*', but the control group had a dramatic change for this scale, that is, 5 (27%) choices. So, the typology of the writing exercises contributed to reach the research objectives considerably well.

RQ3: *To what extent has the role of a teacher expanded on the aspects of teaching writing in FL currently according to the participants' responses?*

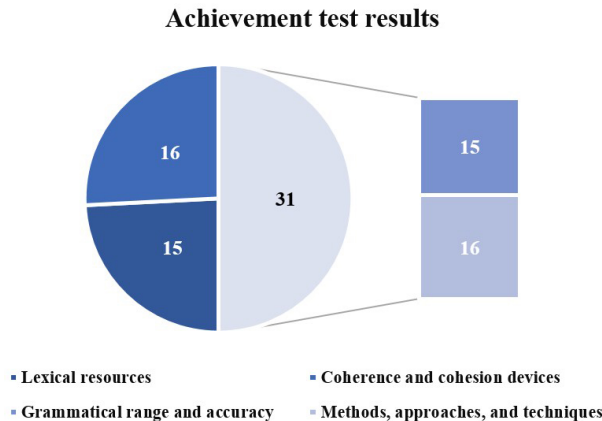
Comparing the current tasks and the role of teachers of FL writing with the previous ten-year period, it can be highlighted that they have not only expanded but also increased into another improvement level. The next method of the research was test, and this was taken through Assessment Form of Google. Besides, utilizing the platform of Google Forms is also one of the basic characteristics in organizing lessons of language skills innovatively. The nature of teaching FL is connected with the ongoing process of globalization in practice without which in fact it is impossible to train students as future personnel of this area. Therefore, the achievement test was based on finding the answer to **RQ3** by including various types of questions to check not only students writing skills but also knowledge on particular aspects of teaching writing to FL learners.

Achievement test

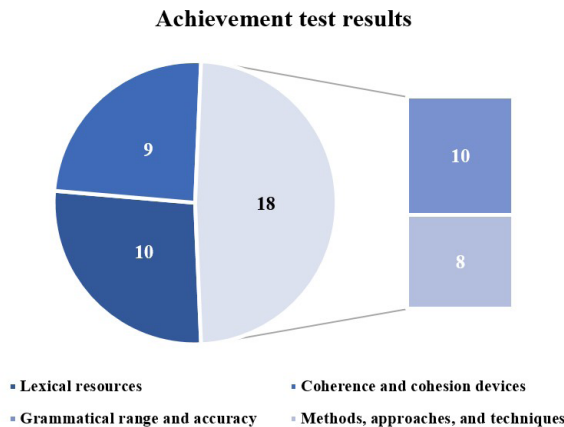
There were eight types of the questions in the test to enable the participants of the study to analyze the environment of acquiring the writing skills at pedagogical higher educational institutions from various perspectives. Accordingly, the questions

of the test focused on lexical resource, coherence and cohesion devices, grammatical range and accuracy of writing, and methods, approaches, and techniques of teaching writing in EFL to instruct the participants to become acquainted with varied features of the process in practice. Hence, the following pie charts illustrate the obtained results of the test from the participants of the research (See Graphs 11 and 12):

Graph 11. Experimental group



Graph 12. Control group



Having analyzed the results of the achievement test, it is necessary to mention that while evaluating students as future personnel of TFL, the primary focus is to be given not only to testing their writing skills but also being able to organize lessons on this competence by applying theoretical basis, such as methods, approaches, and techniques into practice in an effective and systematic way. At first, 15 (83%) students of the experimental group found correct answers for ‘*Lexical resources*’ while 10 (55%) students of the control group did correctly. For ‘*Coherence and cohesion devices*’ section of the test, there were 16 (88%) students who submitted correct answers in the experimental group whereas there were 9 (50%) students doing right in the control group. After that, 15 (83%) participants of the experimental group were

able to make correct choices for ‘Grammatical range and accuracy’, but there were 10 (55%) participants in the control group. ‘Methods, approaches, and techniques’ as the last category of the test in fact was done correctly by 16 (88%) students of the experimental group when this was done correctly by 8 (44%) students of the control group.

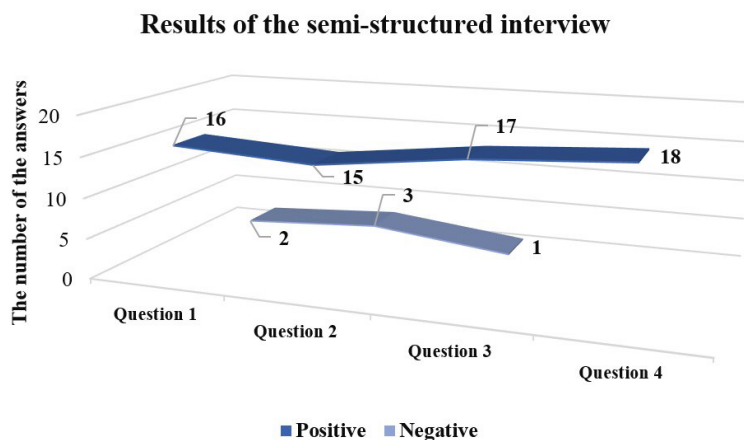
RQ4: *According to the participants, what is the preferred environment of acquiring the writing skills in pedagogical higher education?*

Discussing the convenient environment of teaching and acquiring the writing skills at pedagogical higher educational institutions involved both the teacher and students to focus it from various perspectives being one of the basic objectives of the research. Taking this aspect of the study, **RQ4** was created, and the method of semi-structured interview had been aimed to apply at the end of experiment.

Semi-structured interview

Actually, only the experimental group participated in this part of the study as they experienced all the implemented means and materials in the environment of improving writing skills based on the research tasks and objectives. The semi-structured interview consisted of four questions about the whole process of the experiment, and the participants’ answers to the questions were analyzed according to the recordings of the interview. Besides, the perspectives of the students of the control group on the traditional lessons of writing were analyzed with the help of the course-evaluation questionnaire above. The following chart illustrates the results of the semi-structured interview (See Graph 13):

Graph 13. *Experimental group*



A glance at the above-provided line graph illustrates that the majority of the participants approved of the experiment. First of all, the first question of the semi-structured interview focused on the expansion of the knowledge of the students of the experimental group on the aspects of writing, so 16 (88%) students answered this question positively by highlighting new features of EFL writing while 2 (11%) students answered negatively because of their having problems in composing genres of writing.

Secondly, there were 15 (83%) positive answers in the experimental group to question 2 (11%) which was about receiving study materials via the online platforms whereas there were 3 (16%) negative answers as they had certain technical problems with their devices. Thirdly, the third question focusing on the innovative assessment and testing writing skills experienced an increase in the number of the positive answers with 17 (94%) participants, and there was the only (5%) negative answer since that participant did not practice utilizing the online platforms well enough. Finally, the last question of the interview which was about the differences between the traditional and non-traditional forms of the lessons was provided with 18 (100%) positive answers totally without any negative answer because of the fact that the members of the experimental group were involved in all of the activities and tasks of the experiment.

CONCLUSION

To conclude, the scope of teaching writing skills is expanding broadly and continuously in general in all first, second and foreign languages as the written communication is playing an integral role in different spheres of a human's life currently. Also, in the example of improving the writing competence in TEFL, its status has been updated with the help of optimizing its tasks in TFL methodology. Following that, based on the theoretical and practical basis of the research, the following final points can be presented:

1. As an educational goal, writing has its own topics and materials to be studied and acquired in all languages, so the approach of viewing it as an educational means is advisory to be applied into initial stages of language education. Furthermore, in the example of pedagogical higher education, students are to be given the primary focus as future personnel of this sphere basically instead of just learners in practice which influence the whole system of TFL at higher educational institutions.

2. Typology of exercises in the area of writing skills is to be reviewed in the example of pedagogical higher education by focusing on improving students' writing competence in FL based on new and various aspects since written genres have included a number of new tasks and objectives in a globalized era of the world. What is more, this approach can result in updating the typology of exercises at the rest educational institutions gradually.

3. As the primary focus has been given to language learners, namely students in practice, writing courses should be the environment where both teachers and students of FL can work cooperatively and comfortably. Consequently, offline and online platforms of pedagogical higher education should be united to create the hybrid environment to improve students' writing skills effectively, for instance, a blended foreign language learning environment. Additionally, writing courses can be programmed by taking all the effective functions of both platforms.

4. When a FL learner is assessed and provided with feedback right and effectively, both FL teachers and learners in fact make a great deal of progress. Taking this factor into consideration, the methods, techniques, and technologies of assessment and provision of feedback should be modernized at pedagogical higher

educational institutions; therefore, Google Forms and Telegram Messenger can be taken as examples of these two important parts of FL education in practice.

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