

THE DEVELOPMENT OF TEACHING WRITING IN LANGUAGE INSTRUCTION

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ABSTRACT:

This paper explores the evolution of writing instruction within language education, tracing its development from traditional methods to contemporary practices. Initially, language instruction focused predominantly on grammar and rote memorization, but over time, pedagogical shifts have emphasized communicative competence and process-oriented approaches. This study examines key milestones in writing instruction, including the influence of cognitive and sociocultural theories, the integration of technology, and the adoption of genre-based and collaborative learning strategies. By analyzing historical and current methodologies, this paper aims to highlight effective practices and identify ongoing challenges in teaching writing. The findings suggest that while significant progress has been made, educators must continually adapt to emerging trends and diverse learner needs to enhance writing instruction in language education.

KEYWORDS: writing, technology, writing, text, language, instruction, pedagogy.

РАЗВИТИЕ ОБУЧЕНИЯ ПИСЬМУ В ЯЗЫКОВОМ ОБУЧЕНИИ

АННОТАЦИЯ:

В данной статье исследуется эволюция обучения письму в рамках языкового образования, прослеживая его развитие от традиционных методов до современных практик. Первоначально обучение языку было сосредоточено преимущественно на грамматике и механическом запоминании, но со временем педагогические сдвиги сделали упор на коммуникативную компетентность и процессно-ориентированные подходы. В этом исследовании рассматриваются ключевые вехи в обучении письму, включая влияние когнитивных и социокультурных теорий, интеграцию технологий и принятие жанровых и совместных стратегий обучения. Анализируя исторические и современные методологии, данная статья призвана выделить эффективные



практики и выявить текущие проблемы в обучении письму. Результаты показывают, что, несмотря на значительный прогресс, педагоги должны постоянно адаптироваться к возникающим тенденциям и разнообразным потребностям учащихся, чтобы улучшить обучение письму в языковом образовании.

КЛЮЧЕВЫЕ СЛОВА: письмо, технология, текст, язык, инструкция, педагогика.

TIL TA'LIMIDA O'QUVCHILARNI YOZISHGA O'RGATISHDAGI RIVOJLANISH

ANNOTATSIYA:

Ushbu maqola til ta'limi doirasida yozishni o'rgatish evolyutsiyasini o'rganadi, uning rivojlanishini an'anaviy usullardan to zamonaviy amaliyotlarga kuzatib boradi. Dastlab, tilni o'qitish asosan grammatika va eslab qolishga qaratilgan bo'lsa, vaqt o'tishi bilan pedagogik rivojlanishlar kommunikativ kompetentsiya va jarayonga yo'naltirilgan yondashuvlarga urg'u berdi. Ushbu tadqiqot yozma ta'limning asosiy bosqichlarini, jumladan, kognitiv va ijtimoiy-madaniy nazariyalarning ta'sirini, texnologiya integratsiyasini va janrga asoslangan va hamkorlikda o'rganish strategiyalarini qo'llashdagi yo'riqnomalarni o'rganadi. Tarixiy va joriy metodologiyalarni tahlil qilib, ushbu maqola samarali amaliyotlarni qayd etish bilan birgalikda yozishni o'rgatishda davom etayotgan muammolarni aniqlashga ham qaratilgandir. Natijalar shuni ko'rsatadiki, muhim yutuqlarga erishilgan bo'lsa-da, o'qituvchilar doimiy ravishda rivojlanayotgan tendentsiyalarga va o'quvchilarning imkoniyat va qiziqishlaridan kelib chiqqan holatda til ta'limida yozishni o'rgatishdagi yangiliklarga moslashishlari kerak.

KALIT SO'ZLAR: yozish, texnologiya, matn, til, ko'rsatma, pedagogika.

INTRODUCTION

The definition and significance of writing in language gaining have developed with bits of knowledge from both mental and sociocultural viewpoints. Composing is perceived as a complicated cycle that coordinates mental capabilities like preparation, deciphering, and investigating, which are all important to create



reasonable texts. A concept derived from foundational models such as those by Hayes and Flower, which emphasize that writing is recursive and requires ongoing reflection (Hayes & Flower, 1981; 1996), this procedure involves drawing on memory and language knowledge to structure ideas effectively.

Writing in a subsequent language (L2) is especially significant on the grounds that it supports other language abilities, like perusing and talking, and empowers further mental commitment with the objective language. Writing enables students to develop linguistic structures, practice language in a deliberate and structured manner, and organize their thoughts. Significantly, the demonstration of composing supports metacognitive cycles—like self-guideline and critical thinking—that upgrade in general language capability (Cambridge, 2014).

Late exploration likewise features the job of working memory in successful composition. For bilingual students, working memory assumes a key role in dealing with the etymological requests of creating in a subsequent language, especially when it includes coordinating jargon and syntax across dialects (Neuroscience News, 2023). These discoveries recommend that composing upholds both mental turn of events and language obtaining, making it a key part of language guidance.

LITERATURE AND METHODS:

The composition teaching method has developed altogether throughout the long term, reflecting changes in the instructive way of thinking, semantic hypothesis, and mechanical progressions:

- **Traditional and Pre-current Periods:** In old Greece and Rome, composing was seen essentially as a device for way of talking. Understudies were instructed to create addresses and convincing texts through the investigation of traditional models. This period underlined the item-arranged approach, where the attention was on emulating extraordinary works of writing and dominating laid-out types of argumentation.
- **Sentence structure Interpretation Strategy:** During the eighteenth and nineteenth centuries, especially with the ascent of formal schooling in Europe, the education of composing turned out to be firmly connected to the syntax interpretation technique in language guidance. This technique included interpreting traditional texts (basically Latin and Greek) into vernacular dialects. According to Byrnes & Manchón (2014), writing in this setting was largely prescriptive, emphasizing correct grammar and syntax over originality or creativity.



- **Shift to Deal with Composing:** By the mid-twentieth century, researchers started to challenge customary strategies that saw composing as a static expertise. The development of the cycle approach, eminently supported by researchers like Bloom and Hayes (1981), moved the concentration to composing as a recursive, unique interaction. The stages of writing—pre-writing, drafting, revision, and editing—were emphasized in this strategy, encouraging writers to consider their concepts and continuously improve their work.
- **Sociocultural Viewpoints:** In the late twentieth century, the composing teaching method progressively consolidated sociocultural hypotheses, seeing composing as an individual mental cycle as well as a social action impacted by setting and cooperation. This period presented cooperative composition and friend criticism as urgent components of guidance. Composing was viewed as a form of correspondence molded by friendly and social variables (Hyland, 2016).
- **21st Century and Computerized Impact:** The advanced age has achieved critical changes recorded as a hard copy instructional method. With the combination of multimodal composing, understudies currently create texts that integrate pictures, video, and hyperlinks close by customary composed designs. Innovation has additionally presented devices like word processors and mechanized input frameworks, reshaping how composing is educated and surveyed (Nash, 2018). The attention currently is on planning understudies for different composing errands across computerized and customary stages.

Pre-writing, drafting, revising, and editing are the four main stages of the writing process, each of which contributes to the polished final text.

1) Pre-writing: The first step is to come up with ideas and plan the writing. Procedures like conceptualizing, freewriting, and mind planning assist journalists with investigating subjects and putting together their considerations. The objective is to establish a solid foundation for the writing, which includes determining the objective and target audience and condensing a broad subject into a manageable scope. Pre-composing guarantees that the essayist has a reasonable course prior to drafting starts.

2) Drafting: During this stage, essayists begin to transform their thoughts into organized sentences and passages. The accentuation is on happy creation instead of flawlessness. Journalists are urged to get their thoughts down without stressing a lot over syntax or style, realizing that updates will follow. Various drafts are normal, particularly in scholar and expert composition.



3) Revising: Here the essayist returns a stage to assess the draft and work on the association, cognizance, and improvement of thoughts. Revision frequently entails reorganizing paragraphs or sentences, improving clarity, and ensuring that the argument or narrative follows a logical progression. Criticism from companions or educators can be significant during this stage to acquire a peruser's point of view.

4) Editing: The last stage centers around refining the text at a miniature level. This includes adjusting language, accentuation, and spelling blunders, as well as guaranteeing consistency in style and tone. Altering is fundamental for cleaning the work to guarantee it is clear, proficient, and mistake-free. Each stage expands upon the past one, adding to a very much created last piece of composing. The creative cycle has adjusted in the advanced age, with apparatuses like psyche maps and computerized criticism frameworks becoming necessary to different stages.

RESULTS AND DISCUSSION

Innovation assumes a significant part in current composing improvement, offering devices that upgrade imagination, joint effort, and customized learning. Late headways have changed customary composing rehearsals by consolidating computerized devices like word processors, online coordinated effort stages, and man-made consciousness (simulated intelligence) instruments. These advancements support the whole creative cycle—from conceptualizing to amendment—permitting understudies to arrange thoughts, get constant input, and team up on shared records all the more actually. Instruments like Google Docs and stages, for example, Padlet and Flipgrid cultivate joint effort among understudies, empowering them to intuitively share and update their work. In addition, AI-driven tools like automated text summarization and generation are becoming increasingly important to writing development. These devices assist understudies with working on their language, style, and cognizance by offering customized criticism while likewise helping with creating drafts or summarizing research, hence smoothing out the creative cycle.

In instructive settings, Computerized Multimodal Creating (DMC) has gotten momentum, especially in second language securing. Students can use digital storytelling platforms, social media, and video editing software to express themselves in multiple ways, making writing more dynamic and relevant to the context. DMC undertakings further develop composing abilities as well as upgrade language advancing by offering students better approaches to process and



communicate thoughts. These strategies support imagination and decisive reasoning, making them well known in homerooms. To advance, the potential for incorporating computerized apparatuses into multimodal composing will develop, offering more intuitive and comprehensive encounters for the two authors and perusers. Technology has changed collaborative writing, making it more fun and easy to use with a variety of digital tools. Stages like Google Docs, Tencent Docs, and Microsoft Groups permit different clients to chip away at a similar record progressively, upgrading peer cooperation and criticism. These instruments empower understudies to co-create texts, share bits of knowledge, and alter each other's work, paying little heed to the actual area, which encourages both individual and group growth opportunities. The coordinated cooperation capacities of these stages guarantee a smooth trade of thoughts, subsequently further developing composing execution, inspiration, and self-viability. Moreover, high-level elements like language checkers, remark areas, and rendition control in apparatuses, for example, Google Docs and other cooperative composing programming, give quick, helpful criticism. This helps students improve their work through continuous revisions and supports iterative writing processes. Past text, these apparatuses additionally support multimodal composing by incorporating pictures, recordings, and hyperlinks, making joint effort more powerful and inventive. In schooling, especially in second language learning, cooperative composing through innovation has been shown to essentially further develop familiarity, precision, and decisive reasoning. It upgrades both the nature of composing and the students' commitment by creating a socially intelligent and innovatively rich learning climate. The fate of composing guidance is being formed by a mix of innovative progressions, developing instructive ways of thinking, and an expanded spotlight on inclusivity and imagination. One of the main patterns is the reconciliation of computerized devices into the creative cycle. Not only are AI-based writing assistants and collaborative platforms like Google Docs and Padlet streamlining writing, but they are also improving peer collaboration, real-time feedback, and revisions. This is changing the customary way to deal with composing, making it more intelligent and student-focused. Also, multimodal composing is becoming integral to composing guidance, with understudies progressively consolidating text, pictures, video, and sound to impart all the more actually. This approach lines up with 21st-century correspondence needs, where understudies should explore and create complex advanced content for different crowds. By embracing multimodal composing, teachers are cultivating



innovativeness and decisive reasoning, making composing seriously captivating and intelligent of genuine applications. The emphasis on individualized learning is another important direction. Through simulated intelligence and AI, composing guidance can be custom fitted to individual necessities, taking into consideration separated help. Devices like mechanized criticism frameworks assist understudies with further developing sentence structure, style, and rationality while giving customized composing ways that address explicit shortcomings. Besides, there is a developing spotlight on cooperative imagination recorded as a hard copy. Advancements that advance aggregate reasoning and co-creation, for example, shared composing stages and social explanation apparatuses, are empowering understudies to cooperate in delivering imaginative, balanced composed content. This cooperative methodology upgrades composing abilities as well as encourages critical thinking and development. Future directions for writing instruction will probably continue to incorporate these technologies while putting an emphasis on critical thinking, creativity, and inclusion.

CONCLUSION

In conclusion, the integration of digital tools, the rise of multimodal writing, and a focus on collaboration and creativity are the key developments in writing instruction. Advances like artificial intelligence-driven composing helps and cooperative stages have upgraded criticism, commitment, and customized learning. Multimodal composing, which joins text with visual and hear-able components, is reshaping the way that understudies convey in a computerized age. These headways advance a more unique, intelligent, and adaptable way to deal with composing, better getting ready students for the requests of current correspondence.

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