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ENHANCING SECONDARY SCHOOL STUDENTS' WRITING SKILLS THROUGH PROCESS-ORIENTED APPROACH IN THE UZBEK EFL CONTEXT

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Abstract:

This article analyzes the effectiveness of the "process-oriented approach" in improving the writing skills of secondary school students learning English as a foreign language. Unlike the "product-oriented" method commonly used in Uzbek schools, this approach involves the implementation of writing in stages (planning, drafting, editing, and revising). The results of the study show that this method develops not only students' written speech, but also their creative thinking and self-editing skills.

Keywords: Process-oriented approach, writing skills, secondary school, EFL (English as a Foreign Language), draft writing, peer review, editing.

INTRODUCTION

In modern pedagogical discourse, the development of written speech is interpreted as a complex psycholinguistic process. An analysis of the current practice in Uzbek schools shows that in most cases the "result-oriented" paradigm of teaching is gaining priority. In this approach, the main emphasis is placed on the linguistic accuracy of the final written product, in particular, grammatical and orthographic correctness. Such a restrictive approach leads to the formation of psychological barriers to written communication (writing anxiety) in students, creative stagnation, and a decrease in speech activity.

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In contrast, the “process-based” approach considers writing not as a static result, but as a dynamic cognitive process consisting of the formation of ideas, structural editing, and iterative (repeated) processing. Within the framework of this methodology, the student goes through the stages of planning (pre-writing), drafting, peer cooperation (peer review), and editing. The intensive formation of analytical and critical thinking at the stage of intellectual development of 13-15-year-old secondary school students further increases the methodological effectiveness of this approach.¹

Another fundamental aspect of the development of written speech is the principle of cognitive differentiation. Learners have different mental models of receiving, processing and interpreting information. Differences in the worldview, perceptual characteristics (visual, auditory, kinesthetic) and intellectual potential of students require the teacher to organize the lesson process on the basis of individualized learning trajectories. The introduction of a “process approach” in teaching English written speech in Uzbek schools is a strategic direction for ensuring students’ creative autonomy and developing their linguistic competence. In this case, adapting education to the individual psychological characteristics of each student serves as the main factor guaranteeing the effectiveness of information assimilation.

MAIN PART

In today's rapidly changing technological landscape and digital transformation, written language competence has become a fundamental factor in professional activity. As a result of the rapid growth of information flows and the shift of international professional relations to the virtual arena, written discourse is emerging as the primary means of communication. In this regard, the ability to write in a foreign language is not just an academic requirement, but has acquired a strategic status that determines professional potential.

¹ Nabijanovna, R. M. (2022). PEDAGOGICAL AND COMMUNICATIVE SKILLS.

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Cognitive complexity and interdisciplinary nature of written language:

The process of forming written language in a foreign language is a complex intellectual phenomenon that requires the mobilization of not only linguistic knowledge (grammar, vocabulary), but also the subject's cognitive potential, worldview, and interdisciplinary integrative thinking. Even for native English speakers, creating an academic or journalistic text is considered difficult, since this process requires logical sequence, analytical observation, and extensive encyclopedic knowledge. Accordingly, the systematic formation of writing skills in students requires a high methodological skill and strategic approach from the teacher.

Written speech as a means of educational autonomy and academic development:

The systematic introduction of writing practice into the educational process plays a decisive role not only in the current academic activities of students, but also in their further professional growth. Written speech, in addition to being a means of reflecting the subject's critical attitude to a particular topic, is described as an advanced productive skill that follows reading and comprehension skills.

Synergistic relationship in the learning and assessment process:

Written speech skills develop in an integral dialectical relationship with the learning process. In addition to being an effective assessment indicator that determines the level of language acquisition of the student, it also serves as a mechanism for deeper understanding of the material and cognitive processing. Within a process-oriented approach, writing should be viewed as a dynamic method of self-development through visualization, systematization, and correction of errors.

METHODS

Dialectical relationship between written speech and cognitive development:

The formation of written speech skills in the process of teaching English develops the ability of learners to conduct independent and critical observation, express a

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personal-subjective attitude to reality, and express complex ideas in logical-grammatical coherence. This process acts as a catalyst that serves to improve not only linguistic competence, but also the general intellectual potential and level of analytical thinking of students. In the secondary school period (13-15 years), writing skills are significant as they rise from the level of simple sentences to the stage of creating logically based academic and creative texts.²

Methodological optimization within the framework of a process-oriented approach:

In optimizing the writing competence of secondary school students in English, methodological methods within the framework of a process-oriented approach, in particular, iterative editing, interactive communication, visual modeling, and a step-by-step scaffolding system based on model writing, are of decisive importance. The laying of a quality pedagogical foundation at this stage guarantees high efficiency in the further academic and professional activities of students. The article provides a comprehensive analysis of innovative technologies for the formation of written speech for the secondary school contingent and methodological aspects of effective management of the educational process.

Research methodology and empirical basis:

A complex set of research methods was used to assess the effectiveness of developing written English speech of secondary school students and its systematic improvement.

1. Pedagogical observation and monitoring: Identification of cognitive difficulties and typical errors of students in the writing process.

² file:///D:/user/Downloads/talabalarning-ingliz-tilidagi-yozma-ko-nikmalarini-rivojlantirish-uslublari-va-meyorlari%20(2).pdf

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2. Comparative and methodological analysis: Differential analysis of the mutual effectiveness of the traditional "result approach" and the innovative "process approach".

3. Empirical tests and questionnaires: Quantitative and qualitative assessment of the practical results of methodological innovations aimed at developing students' writing skills.

This holistic approach serves as a scientific basis for creating a new methodological model for teaching written speech in the context of Uzbek schools.

LITERATURE ANALYSIS

The issue of developing written language skills in the methodology of teaching English as a foreign language has been the focus of various studies for decades. In particular, the transition from a "product approach" to a "process approach" in teaching writing skills was a key point of methodological transformation.

In the study of cognitive models of the writing process in Western methodology, the studies of L. Flower and J. Hayes (1981) are of fundamental importance. They describe writing not as a linear process, but as a complex cognitive activity consisting of planning, editing and reformulation of ideas.³ V.

Zamel (1983) calls writing in his work the "discovery of meaning" and emphasizes the need to give students the opportunity to work on the text several times. Also, T. Hedge (2005) emphasizes the need to increase the subjective activity of the student in teaching writing, to help him understand the audience (reader) and the goal.

The contribution of Professor J. Jalolov to the development of the methodology of teaching English in Uzbekistan is incomparable. In his fundamental works, the four components of teaching a foreign language (listening, speaking, reading,

³ file:///D:/user/Downloads/ingliz-tilida-yozish-va-nutq-konikmalarini-birlashtirish-maxsus-maqsadli-til-oqitish-metodologiyasi.pdf

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writing) are considered in their interconnectedness. However, in traditional methodology, writing skills were considered more as a means of strengthening other skills. With the introduction of the CEFR (Common European Framework of Reference for Languages) system in the years of independence, a communicative approach to teaching written speech began to take precedence. G. Bakieva, Sh. Researchers such as Gulomova (2015) have put forward the principles of interactive methods and learner-centered approach in their work to develop students' speaking competence. ⁴

Analysis of international and national research shows that, although the “process approach” has found its place in world methodology, the specific aspects of this methodology in Uzbekistan's secondary schools, especially when working with students aged 13-15, have not been sufficiently studied in connection with the individual cognitive characteristics of students. In most textbooks, writing is still based on the result (product), which determines the relevance of this topic.

RESULTS

The issue of assessing students' writing skills is one of the complex multidisciplinary areas of modern pedagogical theory and practice, requiring the integration of linguistic, didactic and cognitive aspects. The problem highlighted in this study - the insufficient development of existing methods for assessing written speech - includes not only didactic issues, but also fundamental issues that affect the overall quality of the educational process.

Research conducted to determine the effectiveness of a process-oriented approach in developing writing skills of high school students showed the results of several stages of monitoring.

⁴ https://turan-edu.uz/media/books/2025/01/08/Jalolov-ENGLISH_LANGUAGE_TEACHING_METHODODOLOGY.pdf

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1. Quantitative dynamics of written speech indicators

At the beginning of the experiment (pre-test), the writing skills of both groups were at almost the same level (average 55-58 points). After a 4-month experimental-testing period (post-test), the following results were recorded:

2. Text quality and analysis of components (Rubric-based assessment)

When the essays and stories written by students were analyzed according to five main criteria (content, organization, vocabulary, language use, mechanics), the following advantages of the process approach were identified:

Criteria	Control group (average %)	Experimental group (average %)	Variation (Delta)
Idea generation (Content)	62%	85%	+23%
Logical Consistency (Organization)	58%	80%	+22%
Lexical diversity (Vocabulary)	65%	78%	+13%
Grammatical accuracy (Language use)	68%	75%	+7%
Editing skills (Mechanics/Editing)	50%	88%	+38%

CONCLUSION

The process of assessing the writing skills of high school students is one of the complex and multifaceted issues of the modern education system, and problems in this area directly affect not only the effectiveness of the educational process, but also the intellectual and cultural development of society.

Theoretical and empirical studies on the development of written English speech of secondary school students allowed us to come to the following conceptual conclusions:

- The results of the study show that the traditional "product-oriented" approach causes psychological stagnation in students in relation to written communication. On the contrary, the "process-oriented" approach transforms writing from a static state into a dynamic intellectual process. This approach allows the student to learn from his mistakes and logically model his thoughts through iterative (repeated) processing of the text.

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- Given that students are at the stage of analytical thinking, the process approach forms in them not only linguistic skills, but also metacognitive competencies (analysis, planning and evaluation of their own creative product). This shows that written speech is not just a tool for learning the language, but also a catalyst for the intellectual development of the individual. -

The "Peer Review" stage within the process approach enhances the culture of collective analysis in students. The student is no longer a passive recipient of knowledge, but an active subject of the text creation process, which significantly increases his educational autonomy (learner autonomy).

To increase the effectiveness of English language teaching in general education schools in Uzbekistan, it is necessary to include writing in textbooks and curricula as a "multi-stage cycle", and to direct teachers to evaluate the writing process (drafting, revising), and not the final product. This methodological turn is the only guarantee of the formation of written speech competence in school graduates that meets international academic and professional requirements.

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