

STAGES OF FORMATION OF WRITING SKILLS IN STUDENTS IN ENGLISH LESSONS

Abduqahhorova Mahliyo Farhodjon qizi
PhD Student of Namangan State University

Abstract

This article considers the stages of formation of writing skills in students. The main features of the development of writing skills from the graphic stage to the free writing stage and the role of teachers at each stage are identified. The article describes the activities of teachers aimed at developing writing skills in the English language, methods of organizing the educational process, and practical recommendations that will help students master writing skills.

Keywords: Writing skills, stages of formation of writing skills, graphic stage, mastering letters, composing sentences, creating texts, free writing, the role of the teacher, the educational process, methodology.

Introduction

Over the past few years, learning a foreign language has become not only a way of self-development, but a necessity. A foreign language has become a mandatory component of education not only in schools and universities, but also in many additional preschool educational institutions. The demand for a foreign language in society is due, on the one hand, to the understanding of parents that language is not only a factor in the upbringing of a modern person, but also the basis of his social and material well-being in society, and on the other hand, this also affects the development of their worldview.

Writing skills are important for English learners. They give students the opportunity to express their thoughts, ideas and knowledge in writing in English. (Thornbury, 2002). However, the development of writing competence is gradual and demands systematic guidance. Teachers play a central role in scaffolding this process and creating conditions for students to develop written communication skills (Vygotsky, 1978). Written speech is considered a creative communication skill, understood as the ability to express one's thoughts in writing. For this, one must have spelling and calligraphy skills, the ability to compose and organize a speech work composed in internal speech in writing, as well as the ability to select adequate lexical and grammatical units. Recently, writing has been seen as an assistant in increasing the effectiveness of teaching a foreign language (Richards & Renandya, 2002). It is impossible not to take into account the practical importance of written speech communication from the point of view of modern means of communication such as e-mail, the Internet, etc. The role of written communication in the modern world is extremely high (Hyland, 2003). However, it is necessary to distinguish between written activity and written speech. Written speech activity is a purposeful and creative implementation of thought in written words, while written speech is a way of forming and formulating thought in written language signs.



LITERATURE REVIEW

Writing is often regarded as a “progressive skill,” advancing from simple word-level exercises to coherent text production (Byrne, 1988). Hoshimov and Yakubov (2003) argue that writing should not be taught in isolation but integrated with reading, listening, and speaking to ensure communicative competence.

Vocabulary is also a key factor; Thornbury (2002) stresses that lexical choice directly affects clarity and expressiveness in student writing. Similarly, Flower and Hayes (1981) view writing as a cognitive process involving planning, drafting, revising and editing.

Recent studies also emphasize the importance of reflective and critical writing skills in fostering intellectual growth and preparing learners for professional communication (Bakhtyorovna, 2024). With digitalization, writing has become even more relevant in academic and professional contexts (Hyland, 2003).

MAIN PART

Students learn English as a means of communication and must be able to use it in oral and written forms. In order for English to become a means of interpersonal and international communication, it is very important to master all forms of communication and all speech functions. Students must master the four skills of speech activity: reading, listening, writing and speaking, as well as the advantages of the three aspects of the language associated with them - vocabulary, phonetics and grammar (Harmer, 2004). Writing skills do not form by themselves, but go through several stages. When teaching English, it is important to understand these stages and teach them accordingly (Hoshimov & Yakubov, 2003).

1. Beginner Stage (Graphic and Alphabet Mastery):

Focus: Recognition and correct reproduction of letters, sound–grapheme correspondences, and spelling of simple words.

Activities: Alphabet drills, copying exercises, matching words with pictures, spelling games.

Teacher’s role: Provide clear models, demonstrate proper handwriting, encourage repetition and give immediate corrective feedback (O. Hoshimov & I. Yakubov, 2003).

2. Elementary Stage (Sentence Building and Short Texts)

Focus: Formation of simple sentences and short paragraphs using basic grammar and vocabulary.

Activities: Writing about personal information, describing family, hobbies or objects, picture-based story creation, guided sentence completion.

Teacher’s role: Explain grammatical rules in accessible ways, correct mistakes gently, encourage attempts at self-expression (Thornbury, 2002).

3. Intermediate Stage (Paragraph and Essay Development)

Focus: Writing extended texts, applying grammar structures (past tense, future tense, conditionals), and beginning to express opinions.

Activities: Writing short essays, opinion paragraphs, comparisons, and simple reports.



Teacher's role: Teach paragraph organization, cohesive devices (linkers, transitions) and provide constructive written feedback (Flower & Hayes, 1981).

4. Upper-Intermediate Stage (Academic and Creative Writing)

Focus: Using idiomatic expressions, stylistic variation, and producing coherent academic texts such as abstracts, reports, and literary analyses.

Activities: Writing scientific summaries, argumentative essays, creative stories and analytical reviews.

Teacher's role: Guide students in genre conventions, promote critical thinking and refine their writing style (Hyland, 2003).

5. Advanced Stage (Independent and Professional Writing)

Focus: Fluency, style adaptation and the ability to write for specific professional, academic and creative purposes.

Activities: Research articles, project reports, professional correspondence and creative essays.

Teacher's role: Act as a mentor, encourage independent research, teach referencing and citation skills, and prepare students for publication (Byrne, 1988).

The tasks that need to be solved in teaching written speech are related to creating conditions for mastering the content of teaching written speech. Therefore, teaching writing is inextricably linked with teaching other types of speech activity, including speaking and reading. Written speech allows you to save linguistic and factual knowledge, serves as a reliable tool for thinking, and helps you to speak a foreign language, encourages listening and reading. Writing, which is used rationally in learning a foreign language, helps the student to master the material, accumulate knowledge about the language and through it, due to its close connection with all types of speech activity, supports overall communication competence (Hyland, 2003).

METHODOLOGY

The methodology of teaching writing in English lessons must be based on a staged, systematic approach that reflects the natural progression of students' skills. At each stage, learners face different challenges and teachers must adapt their strategies accordingly. At the initial stage of teaching writing, it is essential to focus on developing students' ability to write correctly. This involves the accurate use of sound-grapheme correspondences, the skill of expressing thoughts in written form, the ability to comprehend the meaning of texts, to evaluate them, and to apply the acquired information in practice. The formation of this competence largely depends on how quickly and accurately learners are able to write (Harmer, 2004). Writing techniques allow us to understand not only the relationship between sounds and letters but also the semantic connection between written symbols and the meaning of the text itself. A high level of mastering writing techniques enables learners to express their ideas fluently, coherently, and effectively in written form.

It is also possible to formulate specific pedagogical requirements for organizing the process of teaching writing in a foreign language. The practical orientation of the learning process involves setting communicatively motivated tasks and questions aimed at solving real-life



problems. Such tasks allow learners not only to acquire new knowledge and skills but also to develop an in-depth understanding of the content and meaning of the texts they produce (Nunan, 1999). Furthermore, in the methodology of teaching writing, particular attention should be paid to strengthening articulation and intonation skills, fostering phonetically correct language use, and developing ‘inner hearing,’ all of which contribute to the formation of accurate and meaningful written communication (Hyland, 2003). The methodology highlights the role of scaffolding, where support gradually decreases as learners become more independent (Vygotsky, 1978).

ANALYSIS AND RESULTS

Analysis of classroom practices shows that students first acquire graphic automatism, forming the basis for accurate spelling and punctuation. This foundational stage is essential for higher-level fluency (Byrne, 1988).

At the sentence level, learners gain control over grammar and vocabulary but require consistent correction and reinforcement (Thornbury, 2002). Transitioning to paragraph-level writing proves challenging, as students often lack coherence. Instruction in cohesion devices and topic sentences significantly improves results (Flower&Hayes,1981). At the upper-intermediate level, students develop textual competence, expressing opinions and engaging in analytical writing. Writing here fosters critical thinking and problem-solving (Hyland, 2003).

Finally, at the advanced stage, students demonstrate adaptability in style and register, but often require explicit instruction in citation and referencing practices to meet academic standards (Byrne, 1988).

Key findings confirm that:

1. Writing develops gradually from mechanical to academic fluency.
2. Teacher scaffolding is essential throughout.
3. Integration with other skills enhances progress.
4. Technology and authentic tasks motivate learners.

The tasks that must be solved when teaching written speech are to form in students the necessary graphic automatism, speech thinking skills and the ability to formulate thoughts in accordance with the written style, to expand their worldview and knowledge, to master cultural and intellectual readiness for creation. Formation of real ideas about the content of a written speech work, the subject matter, the style of speech and the graphic form of the written text. Written speech allows you to save linguistic and factual knowledge, serves as a reliable tool for thinking, stimulates speaking, listening and reading in a foreign language.

CONCLUSION

The development of writing skills in students represents a complex, multi-stage process that requires systematic organization, consistent practice, and targeted pedagogical support. At the foundational stage, learners first acquire the technical aspects of writing, which include accurate spelling, proper punctuation, and the ability to establish sound-grapheme



correspondences. Mastering these fundamental skills provides the basis for subsequent progress and ensures that students are able to record language in a correct and meaningful way.

The next stage emphasizes the construction of simple sentences and the articulation of basic ideas in a clear, logical, and grammatically accurate manner. At this stage, learners begin to demonstrate the ability to connect linguistic units in meaningful ways and to express their personal thoughts in writing. As students advance further, they learn to organize sentences into coherent paragraphs, to apply principles of textual cohesion and coherence, and to arrange their ideas in a logical sequence. This stage reflects the gradual shift from mechanical accuracy toward the ability to create structured and purposeful written discourse.

At the advanced stage, students are expected to produce extended texts that reflect not only linguistic competence but also higher-order cognitive abilities such as critical thinking, analysis, synthesis, and creativity. They demonstrate the ability to use written language as a tool for communication, self-expression, and problem-solving, integrating information effectively and adapting their style and register to suit different academic and communicative contexts (Brown, 2007).

In conclusion, the staged development of writing skills — beginning with technical mastery and culminating in the ability to construct meaningful, coherent, and contextually appropriate written discourse — plays a decisive role in shaping learners' overall communicative competence. A step-by-step pedagogical approach ensures not only the acquisition of mechanical accuracy but also the gradual development of complex skills that foster intellectual growth, academic success, and effective participation in professional communication.

REFERENCES

1. Bakhtyorovna, K. M. (2024). Ways of forming pedagogical skills in the process of educational work. *Gospodarka i M.*
2. Brown, H. D. (2007). *Principles of Language Learning and Teaching* (5th ed.). Pearson Education.
3. Byrne, D. (1988). *Teaching Writing Skills*. Longman.
4. Flower, L., & Hayes, J. R. (1981). A cognitive process theory of writing. *College Composition and Communication*, 32(4), 365–387.
5. Harmer, J. (2004). *How to Teach Writing*. Pearson Longman.
6. Hoshimov, O., & Yakubov, I. (2003). *Methods for Teaching English*. Tashkent.
7. Hyland, K. (2003). *Second Language Writing*. Cambridge University Press.
8. Nunan, D. (1999). *Second Language Teaching and Learning*. Heinle & Heinle.
9. Richards, J. C., & Renandya, W. A. (Eds.). (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge University Press.
10. Thornbury, S. (2002). *How to Teach Vocabulary*. Pearson Education.
11. Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.

