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DEVELOPING WRITING SKILLS IN TEACHING UZBEK AS A FOREIGN LANGUAGE: THEORETICAL AND METHODOLOGICAL FOUNDATIONS

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Abstract

This article explores the theoretical and methodological foundations for developing writing skills in the context of teaching Uzbek as a foreign language. Writing is considered a crucial component of foreign language acquisition, and the study highlights the main challenges faced by foreign learners. Modern teaching methods and global best practices for enhancing writing proficiency are analyzed, with a focus on their applicability to Uzbek language instruction. The research findings provide methodological recommendations and offer insights for future academic studies in the field.

Keywords: Teaching Uzbek as a foreign language, writing skills, written discourse, methodology, foreign learners, language teaching methods, communicative approach, task-based learning.

Introduction

In recent decades, the global demand for learning less commonly taught languages has significantly increased due to growing academic, economic, and cultural exchanges [Richards and Rodgers, 2014]. It has been estimated that approximately fifty million people speak Uzbek as a second or native language worldwide. In Central Asia, along with Kazakh, Kirghiz, Tadjik, and Turkmen, Uzbek is one of the most widely spoken languages. In Europe and East, there is a growing demand for Uzbek language study as a second language. As a result, there

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is a growing need for effective methods and materials tailored to teaching Uzbek as a foreign language [Avezova, 2025].

Among the four basic language skills <u>writing</u> is often considered one of the most complex and cognitively demanding [Hyland, 2003]. It requires learners not only to have a solid understanding of grammar, vocabulary, and orthography but also to be able to organize their ideas coherently in accordance with the target language's stylistic norms. Despite its significance, the development of writing skills in teaching Uzbek to foreigners remains under-researched, with limited methodological resources available to guide instructors.

Writing proficiency is vital for academic achievement, professional interaction, and clear self-expression [Nation, 2009]. It supports deeper language processing and helps internalize language structures. Thus, teaching writing in Uzbek as a foreign language requires a strong theoretical and methodological base that reflects global practices and the specific characteristics of Uzbek.

Literature Review

The teaching of writing in a foreign language education has received considerable attention in recent decades, however, in the context of Uzbek as a foreign language, scholarly inquiry remains limited. The development of writing skills is considered one of the most cognitively demanding aspects of second language acquisition, involving not only grammatical and lexical accuracy but also the ability to organize and express ideas clearly within appropriate cultural and stylistic norms [Hyland, 2003; Nation, 2009].

L2 writing pedagogy is mainly shaped by cognitive and sociocultural theories. Cognitive models, like Flower and Hayes (1981), view writing as a process of planning, drafting, and revising, influencing process-based instruction [Raimes, 1983]. In contrast, sociocultural theories highlight the impact of context, audience, and interaction, with Vygotsky's (1978) ideas supporting collaborative, task-based writing where learners build meaning together [Lantolf & Thorne, 2006].

Instructional approaches have evolved in response to these theoretical developments. Traditional grammar-translation methods, though still present in some educational settings, are increasingly replaced by more communicative

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approaches that prioritize meaning-making and authentic language use [Brown, 2007; Richards & Rodgers, 2014]. Communicative Language Teaching (CLT), task-based instruction, and process writing have proven effective in helping learners develop fluency, coherence, and purpose in their written texts [Ellis, 2003; Seow, 2002].

Despite these advances, research on writing instruction in less commonly taught languages (LCTLs) such as Uzbek is sparse. Studies on related Turkic languages like Turkish and Kazakh suggest that instruction often lacks a structured methodology for writing and instead relies on translation, memorization, or pattern drills [Demirel, 2017; Maydangalieva & Kuzembayeva, 2023]. These findings highlight a gap in pedagogical resources and the need for methodological innovation.

Within the Uzbek language teaching context, preliminary studies indicate similar limitations. Most existing curricula and textbooks often focus on grammatical correctness and fail to offer meaningful writing tasks that engage learners in purposeful communication. Furthermore, little attention is paid to genre, audience, or cultural context, which are essential for communicative competence in writing.

In fact, the literature reveals a well-established theoretical and methodological base for writing instruction in widely taught foreign languages. However, the adaptation of these principles to Uzbek remains underdeveloped. There is a pressing need to apply cognitive, sociocultural, and communicative approaches to the teaching of Uzbek writing skills, particularly in ways that align with international frameworks such as the CEFR and meet the needs of foreign learners.

Methodology

This study adopts a qualitative-descriptive approach to explore the theoretical and methodological foundations for developing writing skills in learners of Uzbek as a foreign language. The methodology is based on a comprehensive analysis of existing literature, comparative review of foreign language teaching practices, and synthesis of pedagogical strategies used in teaching writing skills across similar

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linguistic contexts. The aim is to identify effective instructional methods and propose a framework adaptable to the Uzbek language teaching environment.

Primary sources include academic publications, textbooks, syllabus, and methodological guides from institutions teaching Uzbek and other Turkic languages such as Turkish and Kazakh. Particular attention is given to course designs that include writing components, focusing on how these elements are integrated and assessed. Comparative analysis was conducted to examine the use of communicative, task-based, and process-oriented writing instruction in L2 classrooms, evaluating their transferability to the Uzbek context.

Additionally, expert interviews and curriculum reviews were considered to supplement the theoretical findings with practical insight. Several Uzbek language instructors with experience in international programs were consulted informally to identify challenges and effective practices in teaching writing to non-native learners. These discussions highlighted common issues such as learners' limited exposure to authentic written Uzbek texts, insufficient emphasis on writing tasks in beginner-level materials, and a lack of scaffolded instruction in genre-specific writing.

The pedagogical model proposed in this paper is informed by these data sources and shaped by the CEFR framework, which emphasizes learner-centered outcomes and language use in real-life contexts. Writing tasks are categorized by proficiency levels (A1–C1) and are designed to progressively build skills in grammar, coherence, cohesion, and communicative appropriateness.

By drawing on both theory and practice, this methodological approach aims to bridge the gap between general L2 writing instruction and the specific requirements of teaching Uzbek. It advocates for integrating structured writing practice into all stages of Uzbek language curricula, especially for foreign learners at the beginner and intermediate levels.

Results and Discussion

The analysis revealed several important findings concerning the development of writing skills in the context of teaching Uzbek as a foreign language. These findings are organized around three key dimensions: instructional gaps, transferable methodologies, and proposed pedagogical innovations.

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Firstly, the study found a notable lack of structured methodologies and resources specifically dedicated to the development of writing skills in Uzbek for foreign learners. Most existing Uzbek language curricula prioritize oral communication and grammatical accuracy, while writing instruction is either absent or limited to mechanical exercises such as sentence translation or short paragraph writing. This aligns with similar findings in the literature on other less commonly taught languages [Demirel, 2017], where writing is often marginalized due to time limitations, lack of instructional training, or the absence of level-appropriate materials.

Secondly, the study confirmed that proven writing pedagogies from other language education contexts can be effectively adapted to teaching Uzbek. Approaches such as process writing, task-based language teaching (TBLT), and genre-based instruction showed potential when matched with the needs and proficiency levels of Uzbek language learners. In particular, process-oriented instruction, which emphasizes planning, drafting, and revising, can be especially effective for foreign learners whose writing skills in Uzbek develop gradually over time. Task-based activities, such as letter writing, descriptive compositions, or dialogue construction, promote contextualized learning and enhance both vocabulary acquisition and syntactic fluency.

Furthermore, discussions with Uzbek language instructors indicated strong support for integrating communicative writing activities into the classroom. However, they also noted several barriers, including a lack of institutional support, limited training in writing pedagogy, and the scarcity of learner-centered materials. These challenges underscore the need for systematic teacher development programs and the creation of writing-focused teaching resources aligned with CEFR levels.

Based on these findings, the study proposes a three-tiered pedagogical framework for teaching writing in Uzbek as a foreign language. This model includes (1) foundational mechanical skills (e.g., spelling, punctuation, basic sentence structures), (2) guided writing activities with structured models and prompts, and (3) creative and real-life writing tasks that encourage autonomy and critical thinking. The integration of culturally authentic materials such as folk tales,

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dialogues, personal letters, and digital communication formats can also enrich learners' exposure to real-world written Uzbek.

Conclusion

Developing writing skills in teaching Uzbek as a foreign language is a key yet underexplored aspect of language education. This study reviewed theoretical and methodological approaches to improve written communication for foreign learners. It found that current Uzbek writing instruction often lacks planning, resources, and modern techniques.

The research emphasized the need to apply cognitive, sociocultural, and communicative principles using methods like process writing, task-based learning, and genre-based instruction. Aligning with international standards such as CEFR can also improve consistency and learner focus.

In summary, strengthening writing instruction methods is crucial for enhancing Uzbek language education. As global interest in Uzbek grows, especially in academic and cultural spheres, effective writing pedagogy will be essential for helping learners communicate clearly and appropriately.

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