

APPLICATION OF PEDAGOGICAL DIAGNOSTICS TO IMPROVE FOREIGN LANGUAGE WRITING SKILLS AMONG UZBEK HIGH SCHOOL STUDENTS

Alisher Rustamov Abduhakimovich

A senior teacher at the Department of English
Language Teaching Methodology
Samarkand State Institute of Foreign Languages
alisherus2@gmail.com

Rustamova Adash Eshankulovna

PhD, Associate professor SamSIFL

Abstract. *This article examines the use of pedagogical diagnostics as a formative tool to develop foreign language writing skills among high school students in Uzbekistan. It discusses key challenges in teaching writing—grammar, vocabulary, and coherence—and compares international methods with local classroom practices. The study proposes a diagnostic framework to identify learners’ difficulties and adapt teaching accordingly. It emphasizes the importance of moving from traditional error correction to a developmental approach suited to Uzbekistan’s educational context and offers practical recommendations for teachers.*

Keywords: *pedagogical diagnostics, writing skills, foreign language teaching, formative assessment, high school, Uzbekistan.*

INTRODUCTION.

The ability to write clearly and meaningfully in a foreign language is a key component of modern education and global communication. For high school students in Uzbekistan, mastering written English is more than meeting curriculum demands — it provides access to higher education, international exchange, and broader professional opportunities. Yet, developing this skill remains one of the most complex areas of language learning.

Teachers worldwide encounter similar issues: students struggle with grammar, vocabulary, structure, and logical flow. In Uzbekistan, writing instruction has long focused on the finished product rather than the writing process itself. While this method supports grammatical precision, it often limits creativity and leaves deeper learning difficulties unresolved.

Modern pedagogy increasingly values process-based and student-centered approaches, where assessment helps learners grow rather than merely judge outcomes. Within this framework, pedagogical diagnostics plays a crucial role. It allows teachers to uncover the real causes of students’ difficulties and adapt teaching accordingly[1]. As noted by Rustamov Alisher Abduhakimovich, diagnostics should not label students, but help reveal their potential and guide their personal learning path. [2, p. 45].

A more modern, supportive paradigm is gaining ground, one that views writing as a process rather than just an outcome. Central to this approach is **pedagogical diagnostics**. Moving beyond the static scores of standardized tests, this method is a dynamic conversation between teacher and student. It seeks to understand the 'why' behind the errors to tailor instruction effectively. As educational theorist Rustamov Alisher Abduhakimovich aptly states, its purpose is not to label failure, but to "uncover the potential for development," building a unique learning path for each student [2, p. 45].

2. Body. 2.1. Universal Challenges and Global Strategies in Teaching Written Speech

Teaching high school students to write effectively in a foreign language presents a universal set of challenges. These can be categorized as follows:

- **Linguistic Challenges:** Insufficient vocabulary (lexical resource), weak grasp of complex grammatical structures, and poor spelling and punctuation.
- **Cognitive and Metacognitive Challenges:** Difficulties in planning and organizing ideas, structuring paragraphs logically, and using appropriate cohesive devices. A lack of metacognitive awareness—the ability to self-monitor and revise one's own work—is also a significant hurdle.
- **Socio-Cultural and Pragmatic Challenges:** Inability to adapt writing to a specific genre (e.g., formal email, argumentative essay, narrative), audience, or purpose. This includes understanding cultural conventions of rhetoric and discourse.

In response, effective pedagogical strategies worldwide have moved towards a process-writing approach. This model breaks down writing into stages: pre-writing (brainstorming, planning), drafting, revising, editing, and publishing [3]. Key exercises include:

- **Guided Writing:** Using model texts and templates to illustrate structure and language use.
- **Peer Review:** Training students to provide constructive feedback on each other's drafts, which develops critical reading and self-editing skills.
- **Portfolio Assessment:** Collecting a body of a student's work over time to assess progress and effort, rather than a single final product.
- **Genre-Based Pedagogy:** Explicitly teaching the features of different text types, from a simple blog post to a complex research report.

Table 1: Comparison of Traditional vs. Modern Process-Oriented Approaches to Teaching Writing

Aspect	Traditional (Product-Oriented) Approach	Modern (Process-Oriented) Approach
Focus	Final product and its accuracy	Stages of the writing process and development
Error Correction	Teacher-led, often with red pen on final draft	Student-involved, focused on global issues first, then local
Student Role	Passive reproducer of models	Active, creative thinker and problem-solver
Primary Goal	Grammatical correctness	Communicative competence and clarity of expressions

2.2. The Context of Foreign Language Writing Instruction in Uzbekistan

Uzbekistan's educational landscape has shifted, placing a new, welcome focus on foreign languages like English. Yet, a significant gap remains between this goal and the reality of teaching students to write effectively. In many classrooms, instruction still leans on traditional methods, treating writing as a tool for drilling grammar rather than a vital form of communication in its own right.

This approach is compounded by practical challenges. With large class sizes and a centralized curriculum, teachers find it nearly impossible to give students the individual attention their writing needs. As Karimov and Saidova observe, the exercises in textbooks often feel disconnected from the kind of writing students need in the real world [4]. The result is a student who can correctly fill in a grammar worksheet but cannot draft a simple, cohesive paragraph or a formal email. Assessment tends to focus on the final product, with teachers highlighting errors in red ink but having little time to uncover the root of the problem or guide the student toward a solution.

2.3. Pedagogical Diagnostics as a Strategic Tool

Pedagogical diagnostics offers a way to bridge this gap. It transforms the teacher's role from a mere evaluator to a "learning doctor" who diagnoses the "ailments" in a student's writing and prescribes a "remedy." This diagnostic process can be implemented at three key stages:

1. **Initial Diagnostics:** At the beginning of a course or a new unit, using a short, ungraded writing sample to identify baseline skills and common problem areas across the class (e.g., subject-verb agreement, article usage, lack of thesis statements).

2. **Formative Diagnostics:** Ongoing during the writing process. This involves analyzing drafts, conducting brief one-on-one conferences, and using checklists for self and peer assessment to identify struggles with planning, organization, or development of ideas.
3. **Differentiated Instruction Based on Diagnostics:** The true power of diagnostics lies in its ability to inform teaching. If diagnostics reveal that a group of students cannot use topic sentences effectively, the teacher can run a mini-lesson for that specific group, while another group works on strengthening their supporting details.

Rustamov Alisher Abduhakimovich emphasizes that effective diagnostics must be systematic and purposeful. He proposes a model where teacher observation, analysis of student work, and specially designed diagnostic tasks are triangulated to form a holistic picture of a student's capabilities and needs [5]. For instance, a student's essay is not just a collection of errors, but a document that reveals their thought process, their lexical resource, and their understanding of text structure.

3. Conclusions

The development of strong written skills in a foreign language is a challenging yet attainable goal for high school students in Uzbekistan. To achieve genuine progress, teaching must move beyond traditional product-based methods toward an approach that builds both fluency and confidence. Pedagogical diagnostics serves not as an optional tool but as a core teaching philosophy capable of transforming writing instruction.

By identifying the real causes of students' difficulties, teachers can shift from general error correction to targeted, personalized guidance. This approach supports Uzbekistan's educational reforms, fostering independent and critical thinkers ready for intercultural communication. Its success depends on continuous teacher training in diagnostic strategies and the gradual inclusion of peer and self-assessment, helping students take ownership of their progress. Ultimately, the classroom becomes a workshop where every written task marks not an end, but a meaningful step toward mastery and self-expression.

References:

1. Black P, Wiliam D. Inside the Black Box: Raising Standards through Classroom Assessment. Phi Delta Kappan. 1998;80(2):139-148.
2. Rustamov AA. Pedagogical Diagnostics as a Basis for Individualization of the Educational Process. Tashkent: Fan va texnologiya; 2018. 45 p.
3. Harmer J. The Practice of English Language Teaching. 5th ed. Harlow: Longman; 2015.
4. Karimov S, Saidova M. Current Challenges in Teaching English Writing Skills in Secondary Schools of Uzbekistan. Journal of Foreign Language Teaching and Learning. 2021;6(1):23-35.
5. Rustamov AA. Theoretical Foundations of Pedagogical Diagnostics in a Modern School. Bulletin of TSPU. 2020;3(215):112-118.
6. Eshankulovna A. R., Qizi Q. S. A. THE ROLE OF PEDAGOGICAL DIAGNOSTICS IN IMPROVING READING SKILLS //Science and innovation. – 2024. – T. 3. – №. Special Issue 19. – C. 255-257.
8. Eshankulovna A. R., PEDAGOGICAL DIAGNOSTICS IN THE CONTEXT OF PEDAGOGY. (2023). *World Bulletin of Management and Law*, 26, 51-52. <https://scholarexpress.net/index.php/wbml/article/view/3201>