

DIFFERENT EXERCISES AND TASKS FOR DEVELOPING WRITTEN SPEECH SKILLS OF SENIOR STUDENTS AT SCHOOLS THROUGH PEDAGOGICAL DIAGNOSTICS

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Annotation: Teaching written speech skills to senior high school students has its own peculiarities, particularly in the context of teaching English as a foreign language. The paper covers the peculiarities of the challenges in this area, reviews various exercises and tasks used globally and in Uzbekistan particularly to enhance writing skills, and explores the role of pedagogical diagnostics as an efficient tool for individualized teaching. Grounded in literature and comparison research, it describes how pedagogical diagnostic strategies can identify student needs and alter instructional practice, with particular relevance to the teaching context of Uzbekistan. Through comparison tables of international and local practices, the study highlights the promise for greater written proficiency results.

Key words: written speech skills, senior students, pedagogical diagnostics, writing exercises, Uzbekistan education, teaching challenges, effective strategies, comparative analysis

Introduction

In language instruction, developing written speech competence in upper high school students—typically grades 10-12—remains a tall order for educators worldwide. The teenagers are currently at the intersection where they must transition from basic expression to more complex, analytical writing, which is often required by both academic success and career professions. There are, however, a plethora of issues that make this extremely challenging. Students frequently battle with poor vocabulary, which stifles their ability to express ideas clearly. For instance, without a robust bank of words, they repeat themselves or use bland language, leading to underdeveloped arguments. Grammatical issues also compound this, as errors in tense, agreement, or structure can obscure meaning and undermine confidence [1].

Teachers also have their fair share of issues. Motivating disinterested students, especially in large, mixed-proficiency classes, takes creativity and resources that are not always available. Parental reinforcement is often absent, so instructors have to make up for a lack of home support. In ESL contexts, these problems are added to by linguistic and cultural disparity, in which students will spell words phonetically or struggle with syntax that does not exist in the home language [1]. A consideration of students' writing difficulties pushes to the fore cognitive issues like weak working memory, which hinders planning and revising, and affective factors like anxiety that lead to procrastination [2]. These difficulties do not exist in a vacuum; they compound, and a cycle is established wherein poor writing fuels further disengagement.

Globally, demand for better writing instruction is fueled by its role in critical thinking and communication. But in the majority of systems, writing is relegated to secondary importance behind receptive skills like listening and reading, sending graduates into tertiary study or the workforce ill-prepared. This is particularly true in non-native English contexts, where there is little exposure to authentic writing. Shifting to Uzbekistan, the context is affected by recent education reforms where English has been made a priority subject, yet issues persist

due to a lack of resources and outdated rote-learning approaches [3,4]. Here, older students have a tendency to arrive at high school with imbalanced basics, added to urban-rural inequalities where rural students achieve lower in productive skills [4].

This article attempts to surmount these difficulties by first outlining general difficulties in the instruction of written speech, then surveying exercises and activities employed worldwide and in Uzbekistan, and finally arguing the case for pedagogical diagnostics as a stepping stone to effective, context-sensitive approaches. By presenting comparative tables and concrete citations, it attempts to provide instructors with actionable information, emphasizing the ways in which diagnostics can foster individualized development of written skill.

Methods

One of the most impactful ways to strengthen reading skills among senior students is by using texts that spark discussion and challenge their thinking. Instead of relying solely on traditional comprehension questions, teachers can design open-ended prompts that encourage students to interpret, question, and connect ideas from the text to real-world issues. Paired reading followed by group dialogue works especially well, as it invites students to articulate their thoughts and listen to different viewpoints. This kind of active engagement pushes them beyond surface-level reading, helping them build inference and analytical skills naturally, without feeling like they're being tested.

When it comes to writing, structured freedom tends to yield the best results. Rather than giving generic essay assignments, educators can offer choices—allowing students to write reviews, persuasive letters, or personal narratives depending on the topic. Introducing small, focused writing tasks such as quick writes or creative warm-ups at the start of a lesson can also reduce the pressure while encouraging regular practice. Workshops that include drafting, peer feedback, and revision are key to helping students internalise the writing process. In the background, pedagogical diagnostics can play a quiet but important role here—giving teachers insight into each student's strengths and gaps, and helping them tailor tasks that genuinely support individual growth without making students feel singled out.

To explore effective ways of enhancing written speech skills, this study adopts a review-based methodology, synthesizing existing literature on teaching strategies, exercises, and pedagogical diagnostics. Data were drawn from academic papers, reports, and educational resources focusing on high school contexts. Key sources include reviews of ESL challenges [1,2], Uzbekistan-specific studies [3,4], and diagnostic frameworks [5,6].

The approach involves qualitative analysis of teaching methods, with a focus on controlled-to-free writing progressions and guided tasks [3]. Pedagogical diagnostics, as a core strategy, entails assessing students' writing through checklists and samples to pinpoint strengths and weaknesses [5,6]. This method uses tools like binary descriptors for content, organization, and language, allowing teachers to provide targeted feedback [6].

In Uzbekistan, diagnostics align with national curricula by identifying gaps in vocabulary or grammar early, enabling remedial activities [7]. Comparative elements were derived by contrasting global practices—such as freewrites and learning logs—with local adaptations, like parallel writing tied to reading texts [3,9]. Tables were constructed to illustrate these differences, based on synthesized data from the sources.

This methodology ensures a balanced view, assuming good intent in educational inquiries and drawing on substantiated claims without moralizing on edgy topics.

Results

The evidence draws rich findings of exercises and activities towards acquiring written speech skills that vary by global and Uzbek contexts. At the global level, methods of

engagement and incremental skill building are used to counter challenges such as vocabulary demands and anxiety [2].

One of the most famous collections is writing-to-learn activities, which combine short reflective activities into typical lessons [9]. Learning logs, for example, prompt students to record ideas about subjects, integrating new and old knowledge. Admit/exit slips prompt quick reflection before and after class, recording confusions or aha. moments. Correspondence tasks like writing to historians bring authenticity, while freewrites—uninterrupted 5-10 minute bursts—build fluency without prior judgment [9]. These are effective with mature students, relieving pressure and encouraging idea generation, overcoming cognitive overload [2].

In systematic approaches, planning, drafting, and revising are explicitly taught through strategy instruction, improving organization and content [2]. Group writing, by way of group editing, raises motivation through peer comment [2]. Computer software, including graphic organizers, facilitates revision and coherence. Targeted vocabulary instruction, through contexts and discussions, maximizes lexical variety [2].

In Uzbekistan, teaching written speech for B1-level senior students focuses on controlled exercises progressing to freer ones [3]. Guided writing provides step-by-step handouts with vocabulary previews and idea prompts, starting simple and building complexity. Parallel writing mimics text structures from readings, improving sentence variety. Experimental groups using these showed post-test gains from 15.3 to 17.4 mean scores, with better vocabulary use [3]. However, productive skills lag, with only 27% at A1 in writing nationally, worse in rural areas [4].

Pedagogical diagnostics are essential in such situations. Through the analysis of writing samples on the basis of grammar, vocabulary, and performance, teachers identify needs and remediate through targeted homework or labs [5]. A 21-binary diagnostic checklist that comments on content (e.g., thesis clarity), organization (e.g., transitions), and language (e.g., verb tense) is accurate, extremely reliable [6]. In Uzbekistan, this is well suited for the system because it supports reforms and facilitates early pre-tests to tailor teaching [7].

Comparative Table 1: Exercises for Written Speech Development – World vs. Uzbekistan

Aspect	Global Practices (e.g., USA, Europe)	Uzbekistan-Specific Practices
Focus on Engagement	Freewrites, fictional dialogues, reader-response journals (9)	Guided writing with prompts, parallel writing from texts (3)
Skill-Building Strategies	Strategy instruction (planning/revision), collaborative groups (2)	Controlled-to-free progression, vocabulary previews (3)
Technology Integration	Graphic organizers, automated feedback (2)	Limited; digital resources for extra practice (4)
Diagnostic Elements	Ongoing assessments via checklists (6)	Pre/post-tests, sample analysis for remediation (5,7)
Outcomes Measured	Improved coherence, reduced anxiety (2)	Score gains in essays/letters, better fluency (3)

Discussion

The findings reaffirm that while flexibility is gained from international exercises, their application in Uzbekistan via pedagogical diagnostics yield promising results. Issues of poor grammar and motivation are universal but magnified in ESL contexts [1,2]. English starts mid-

school in Uzbekistan and productive skills trail behind [4], and diagnostics step in to help by addressing weaknesses without burdening students [5].

Effective strategies, such as writing guides, complement the curricula of Uzbekistan, promoting fluency over perfection initially. Compared to global free writes, which support creativity, in Uzbekistan, analogies in framework suit rote practices. Diagnostics, Rustamov believes, support continuous improvement by evaluating samples of writing and producing self-assured writers [7]. The applicability of this approach in Uzbekistan is its adaptability to big groups and resource-constrained rural settings, where urban students excel by 12-6 points in writing. Tables highlight synergies: Global collaboration reduces isolation, and Uzbek controls lay the groundwork. Problems like affective barriers can be lightened diagnostically, checklists identifying mastery. Rustamov A. gives diagnostics top place for high school achievement, wedding assessment to interventions for reflection [8]. Overall, this method bridges world practice with local needs, perhaps enhancing Uzbekistan's English achievement in times of reform.

Table 2: Challenges and Strategies – Comparative View

Challenge	Global Prevalence (2)	Uzbekistan Context (3,4)	Diagnostic Strategy (5,6)
Vocabulary Lack	Limits idea expression (high)	Common in B1 learners (high)	Targeted word previews
Grammar Errors	Affects syntax/coherence (medium)	Tense/agreement issues (high)	Binary checklists
Motivation Low	Anxiety/procrastination (high)	Disinterest in tasks (medium)	Personalized feedback
Urban-Rural Gap	Varies by region (medium)	Rural lower scores (high)	Tailored rural interventions

These results indicate diagnostics enhance suitability in Uzbekistan by addressing local gaps, like weak productive skills, through customized tasks [7,8].

Conclusions

In short, teaching written speech to older learners involves surmounting intricate difficulties with mixed diagnostics and exercises. Around the globe, tasks like logs and freewrites encourage motivation, while Uzbekistan is able to take advantage of guided, controlled methods. Pedagogical diagnostics, through the establishment of needs, are excellently applicable in Uzbekistan, allowing for individualization and gap-filling [7,8]. Diagnostic tools must be extended in the future, making them accessible to all areas. The combined method offers the promise of improved written skill, readying students for global communication.

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