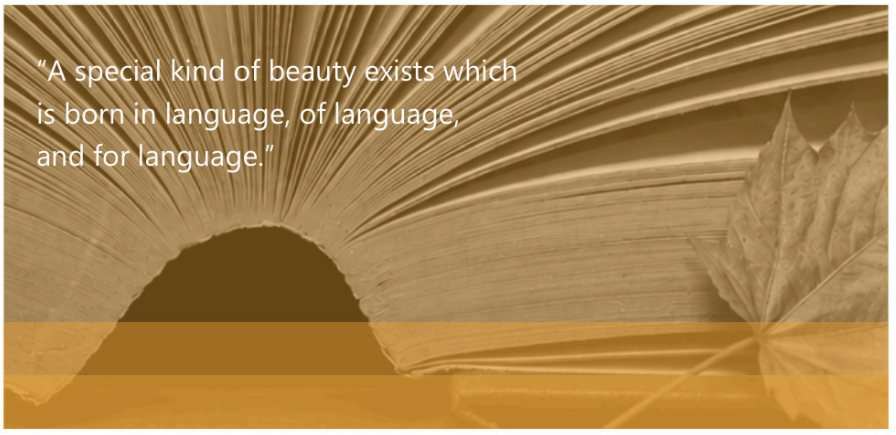
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Nazarova N.B.	The Literary Representation of Women's Accomplishments and Charm in Jane Austen's Novels	319
Karimova S.S.	Connotative meaning and pragmatic interpretation in literary texts	325
Radjabova G.G.	Corpus evidence and the limits of intuition in the study of collocation	331
Adinaev O.J.	Onomastic, lexico-semantic and linguocultural foundations for the study of celestial body names	339
Muxitdinova X.S.	Sociocultural and diachronic characteristics of personal names in the Uzbek language	349
Amanov V.B.	Universal values as an object of linguocultural research in Spanish and Uzbek	358
PEDAGOGY		**378**
Kambarova D.I.	The methodology of developing oral speech competence of future foreign language teachers in a digital educational environment	379
Allayarov T.Ya.	Developing communicative competence of public health college students using the standardized patient method	389
Silanteva E.F.	Preliminary training for ESP teachers for effective integrated teaching	396
Omonova E.B., Musoyeva A.B.	Digital revision portfolios for developing English writing skills in Uzbek secondary schools	411
Paluanova Kh.D.	The relationship between pragmalinguistic analysis and linguodidactic design in preservice English teacher education	419
Adamboyeva N.Q.	Age-related development of phonological skills in children aged 7–10 and their role in reading competence	427
Alimardonov L.A.	Theoretical foundations and conceptual model of spiritual technologies in ensuring the information security of young people	435
Pazilova N.M., Abdulhakimova R.A.	Didactic potential and limitations of generative artificial intelligence in teaching Russian	443
Kadirova N.M., Tahirova Sh.Sh.	Stages of working with texts in Russian language classes at higher education institutions	450
Pulatova F.U.	Pragmadidactic features of teaching implicature and indirect speech acts in English language education	456
Sulaymonova M.A.	AI-Assisted Feedback in EFL Writing: Implications for Writing Accuracy and Learner Autonomy	464
Khodjieva Z.M.	Theoretical and Methodological Foundations and Practical Stages of Criterion-Referenced Assessment in Foreign Language Teaching at Higher Education Institutions	489
Musayeva F.M.	The role of specialized vocabulary in developing the lexical competence of oil and gas students	498

Digital revision portfolios for developing English writing skills in Uzbek secondary schools

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Annotation *This article examines how digital revision portfolios can support the development of English writing skills in Uzbek general secondary schools. It addresses the pedagogical distinction between correcting a text and helping learners understand their own revision decisions. The study uses a focused narrative review of literature on second language writing, educational technology, collaborative writing, automated feedback, and formative assessment. On this basis, it proposes a classroom model combining an initial draft, selected feedback, a revised text, and a brief learner reflection. The model prioritises meaningful changes in content and organisation alongside grammatical accuracy. Particular attention is given to teacher guidance, accessible technology, individual authorship, and the evaluation of independent writing. The article offers practical criteria for analysing revision quality and outlines a possible design for subsequent classroom research. It concludes that digital portfolios should be evaluated through learners' reasoning and transfer of learning rather than through the number of corrections or platform activities alone.*

Keywords *Digital revision portfolio, English writing, secondary education, formative assessment, feedback literacy, learner reflection, independent writing*

O'zbekiston maktablarida ingliz tilida yozish ko'nikmalarini rivojlantirish uchun raqamli tahrirlash portfoliosi

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Annotatsiya *Ushbu maqolada O'zbekiston umumiy o'rta ta'lim maktablarida ingliz tilida yozish ko'nikmalarini rivojlantirish uchun raqamli tahrirlash portfoliosidan foydalanish imkoniyatlari ko'rib chiqiladi. Tadqiqotning asosiy e'tibori matndagi xatolarni tuzatish bilan o'quvchining tahrirlash qarorlarini ongli ravishda tushunishi o'rtasidagi pedagogik farqqa qaratilgan. Maqola ikkinchi tilda yozishni o'rgatish, ta'lim texnologiyalari, hamkorlikda yozish, avtomatlashtirilgan fikr bildirish hamda*

shakllantiruvchi baholash bo'yicha ilmiy adabiyotlarning maqsadli tahliliga asoslanadi. Tahlil natijasida dastlabki matn, tanlangan tavsiyalar, qayta ishlangan matn va qisqa refleksiyani birlashtiruvchi dars modeli taklif etiladi. Model grammatik aniqlik bilan birga mazmun va matn tuzilishidagi asosli o'zgarishlarni ham nazarda tutadi. O'qituvchi ko'magi, texnologik imkoniyatlarning qulayligi, individual mualliflikni saqlash va mustaqil yozishni baholash masalalariga alohida e'tibor beriladi. Tahrirlash sifatini tahlil qilish mezonlari hamda keyingi maktab tadqiqotining mumkin bo'lgan yo'nalishlari bayon etiladi. Maqolada raqamli portfolio samaradorligini tuzatishlar soni orqali emas, o'quvchining qarorlarini asoslash va o'zlashtirilgan usullarni yangi topshiriqlarda qo'llash qobiliyati orqali baholash tavsiya qilinadi. Taklif etilgan model sinf sharoitida tekshirilishi zarur bo'lgan pedagogik yondashuv sifatida taqdim etiladi.

Kalit so'zlar *Raqamli tahrirlash portfoliosi, ingliz tilida yozish, o'rta ta'lim, shakllantiruvchi baholash, fikr bildirish savodxonligi, o'quvchi refleksiyasi, mustaqil yozish*

Цифровое портфолио редактирования для развития навыков письма на английском языке в школах Узбекистана

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Аннотация *В статье рассматриваются возможности цифрового портфолио редактирования для развития навыков письменной речи на английском языке у учащихся общеобразовательных школ Узбекистана. Основное внимание уделяется различию между исправлением текста и осознанным пониманием учащимися собственных решений при его переработке. Исследование представляет собой целенаправленный повествовательный обзор литературы по обучению письму на втором языке, образовательным технологиям, совместному письму, автоматизированной обратной связи и формирующему оцениванию. На этой основе предложена модель, объединяющая первоначальный вариант, отобранные комментарии, переработанный текст и краткую рефлексию учащегося. Модель предполагает работу над содержанием и организацией текста наряду с грамматической правильностью. Особое значение придаётся руководству учителя, доступности технологий, сохранению индивидуального авторства и оцениванию самостоятельного письма. Предлагаются практические критерии анализа качества редактирования и направления последующего исследования в школьных условиях. Подчёркивается, что*

эффективность цифрового портфолио следует оценивать по обоснованности решений и переносу освоенных способов работы на новые задания, а не только по количеству исправлений. Предлагаемый подход требует проверки в конкретных классах и не рассматривается как уже доказанное средство повышения письменной компетенции учащихся.

Ключевые слова *Цифровое портфолио редактирования, письменная речь на английском языке, среднее образование, формирующее оценивание, грамотность в использовании обратной связи, рефлексия учащегося, самостоятельное письмо*

Introduction

Digital tools can make written texts easier to store, comment on, and edit. However, the availability of these functions does not establish that a learner has developed writing competence. A student may submit a cleaner final draft after accepting suggestions without understanding why the changes are appropriate. The pedagogical problem addressed in this article is therefore the visibility of learning within revision: how can a teacher distinguish meaningful learner engagement from the simple replacement of incorrect expressions?

Second language writing instruction encompasses the production of texts and the processes through which learners plan, compose, and improve them. Hyland's account situates writing instruction within a broader consideration of writers, tasks, materials, feedback, and assessment (Hyland, 2003). This article adopts a process perspective while retaining attention to the final text. A revision portfolio is understood here as a small collection containing an initial draft, selected feedback, a revised draft, and the learner's explanation of important changes.

The intended setting is English instruction in Uzbek general secondary schools. Although the wider dissertation topic uses the term ESL, English in this setting is more accurately described as a foreign language. The article therefore uses "English writing" rather than assuming an English-speaking environment outside school. It does not claim that all Uzbek schools share identical technological resources, teaching routines, or learner needs. Instead, it offers a model that teachers could adapt to different conditions.

The guiding question is: how can a digital revision portfolio make learners' decisions visible while preserving opportunities for independent writing? The article's contribution is a practical distinction among feedback received, feedback considered, revision undertaken, and learning demonstrated. These stages are related but should not be treated as interchangeable evidence of progress.

Methodological approach

The article is a conceptual pedagogical study based on a focused narrative review. Ten publications were selected for their direct relevance to writing instruction, technology evaluation, collaboration, feedback literacy, formative assessment, and automated writing feedback. The selection combines foundational publications with recent systematic and meta-analytic evidence, including research addressing school settings. It is purposive rather than exhaustive; the review is not presented as a systematic review, and no comprehensive database search or formal quality scoring procedure is claimed.

The analysis asks what each area of literature contributes to the design of a

manageable revision portfolio. The selected publications are used to identify principles and limitations, after which an original classroom model is proposed. No pupils were recruited, no classroom intervention was implemented, and no achievement scores were collected for this article. Consequently, the outcomes reported below are design propositions rather than measured effects in Uzbek schools.

This approach supports the development of a researchable teaching procedure without representing anticipated improvements as established findings. The model can subsequently be evaluated through classroom observation, comparisons of drafts, learner reflections, and independent writing tasks. Its present value lies in making the intervention and its assessment criteria explicit enough for practical adaptation and empirical investigation.

Literature-based rationale

Educational technology requires evaluation in relation to learning tasks and language development. Chapelle examines computer applications through applied linguistic perspectives and gives substantial attention to evaluation (Chapelle, 2001). In the present model, this principle is interpreted as a requirement to select digital functions according to a writing objective. For example, comments may support discussion of unclear reasoning, while saved drafts may support comparison of alternative paragraph structures. The function should serve a specific teaching purpose.

Collaborative writing offers a relevant but distinct point of reference. Storch's study considers the written product, the process of collaboration, and students' reflections, with generally positive reactions alongside some reservations (Storch, 2005). The proposed portfolio draws on the value of learner interaction but retains individual ownership of the final text. Peer review is not equated with joint authorship: a reviewer supplies questions and suggestions, whereas the writer decides how to revise and explains that decision.

Nicol and Macfarlane-Dick connect formative assessment and feedback with students' capacity to regulate their own learning (Nicol & Macfarlane-Dick, 2006). This connection supports treating feedback as information that requires learner interpretation. The portfolio therefore includes a short explanation of accepted or rejected advice. Such an explanation gives the teacher a way to examine whether the learner can identify a problem, judge a suggestion, and relate a change to the purpose of the text.

Feedback literacy provides a more explicit account of the capacities needed to work with comments. Carless and Boud identify appreciating feedback, making judgements, managing affect, and taking action as interconnected features (Carless & Boud, 2018). Applied to the proposed portfolio, this framework suggests that learners should do more than acknowledge receipt of advice. They need opportunities to decide whether a comment is relevant, discuss uncertainty, and translate useful advice into a change. This application to Uzbek school writing is a design inference rather than a tested extension of the original framework.

Hattie and Timperley examine feedback in relation to learning goals, current progress, and subsequent action, while distinguishing feedback directed at the task, the process, self-regulation, and the person (Hattie & Timperley, 2007). This distinction supports comments that identify an actionable writing problem rather than merely praising or criticising the writer. In the proposed model, a teacher might ask how a particular example supports the paragraph's main claim. The learner's response can then be linked to an explicit criterion and a concrete revision.

Evidence involving younger learners also informs the proposal. Mak and Coniam investigate wiki-supported authentic writing among Year 7 learners in Hong Kong, including successive drafts and a school brochure intended for parents (Mak & Coniam, 2008). This study supplies a relevant example of digital

writing with an identifiable audience. It does not establish that individual revision portfolios will produce the same outcomes in Uzbekistan. Its contribution here is to illustrate how a school-related task can connect revision to a communicative product rather than an isolated language exercise.

Recent syntheses offer evidence for automated feedback while also identifying important qualifications. Zhai and Ma's meta-analysis reports a positive overall effect on writing quality and differences associated with educational level and language context (Zhai & Ma, 2023). Fleckenstein and colleagues likewise report a positive overall effect, but emphasise heterogeneity and find no statistically significant subgroup differences in their moderator comparisons (Fleckenstein et al., 2023). These findings should not be collapsed into a universal prediction. Differences in study selection, outcome measures, and analytic procedures make careful interpretation necessary.

A systematic review focused on primary and secondary education is especially relevant to the intended population. Nunes and colleagues examine automated writing evaluation in school settings and identify the combination of teacher and system feedback as a potentially productive arrangement (Nunes et al., 2022). For the present proposal, this supports retaining teacher mediation when automated suggestions are available. Neither this review nor the two meta-analyses directly tests the proposed portfolio in Uzbek schools; its effectiveness therefore remains an empirical question.

Proposed classroom model

The model organises revision into four connected stages: preserve, examine, revise, and explain. At the preservation stage, the learner saves an initial draft before receiving corrective assistance. A short task might ask pupils to write a paragraph recommending one improvement to their school. The teacher specifies an audience, a communicative purpose, and a limited set of criteria. Keeping the first draft establishes a point of comparison and protects evidence of the learner's initial choices.

At the examination stage, the writer receives a small amount of focused feedback. A teacher or peer might identify one unclear idea, one organisational problem, and one recurring language issue. These categories are illustrative rather than mandatory quotas. The aim is to prevent feedback from becoming an unmanageable list. Learners first restate the suggestion in their own words and identify the passage to which it applies. Where the suggestion remains unclear, clarification precedes revision. This sequence operationalises the emphasis on judgement and action in feedback literacy (Carless & Boud, 2018).

At the revision stage, the learner produces a second version and marks a few important changes. A substantial revision may involve replacing an unsupported claim with a concrete example, moving a sentence to improve the order of ideas, or clarifying the relationship between a recommendation and its expected benefit. Language editing remains important, but a text with fewer spelling errors can still lack a clear purpose. The teacher therefore distinguishes improvements in meaning and organisation from corrections at sentence level.

At the explanation stage, the learner writes a short reflection identifying what changed, why it changed, and what should be checked in the next task. For example, a pupil might explain that an example was added because the original recommendation lacked support. Another pupil might reject a suggested replacement because it altered the intended meaning. Both decisions can be pedagogically useful if the reasoning is coherent and the final wording remains appropriate.

The digital portfolio requires only a reliable way to retain and compare versions. A locally saved document and a teacher-managed folder may be sufficient. Where

shared editing is available, access permissions and contribution records can help manage feedback. The model does not depend on a particular commercial platform or assume that every pupil owns a device. Equivalent paper drafts may be retained when digital access is unavailable; the instructional sequence can remain the same.

A feasible implementation could extend across two lessons. In the first lesson, pupils examine a model paragraph, plan their own response, and prepare a first draft. In the second, they interpret focused feedback, revise, and complete a short reflection. Homework should be optional where home access is uncertain. Teachers can begin with one portfolio entry rather than requiring a continuous archive before the procedure has become familiar.

Illustrative revision and assessment

Consider the initial sentence: "Our school needs a reading room because it is good." A reviewer asks what specific benefit the writer means. A possible revision is: "Our school needs a quiet reading room where pupils can practise English reading during breaks." The learner then explains that the revision identifies a practical use for the proposed room. This is an invented teaching example, not a quotation from a participant or an observed research result.

The example shows why the presence of an edit is insufficient evidence on its own. The revised sentence becomes more informative, but the teacher still needs to know whether the pupil understood the change and could apply the same principle elsewhere. A follow-up task might ask for a recommendation about school transport or sports activities. If the learner independently supplies a specific reason, the new text provides more relevant evidence of transfer than repeated improvement of the same assisted paragraph.

Assessment should use two related records. The first evaluates the final text through content, organisation, vocabulary, and language accuracy. The second evaluates the revision process through the relevance of changes, the quality of explanations, and the writer's response to feedback. Keeping these records distinct prevents extensive editing from automatically receiving a higher score than a smaller number of well-justified improvements. A strong first draft may legitimately require fewer changes. Attention to both product and process is also consistent with the broader feedback distinctions discussed by Hattie and Timperley (Hattie & Timperley, 2007).

For process assessment, a simple three-level description is sufficient at the introductory stage. An emerging response identifies a change but gives little explanation. A developing response links the change to a recognisable writing problem. An informed response explains how the change helps the intended reader and identifies a principle for future writing. These descriptors are proposed classroom tools; they have not been validated as a research instrument.

Reflection should also be accessible to learners whose English proficiency limits their ability to explain complex decisions. A brief Uzbek explanation, an oral response, or a sentence frame may be accepted when the target is awareness of revision rather than additional English production. Teachers can gradually increase the use of English as pupils become more confident. This flexibility separates difficulty in expressing a reflection from difficulty in understanding the writing decision itself.

Discussion and implications for Uzbek schools

The proposed model treats a digital portfolio as evidence of a learning process rather than an archive of polished products. Its distinctive element is the connection between a visible textual change and the writer's justification. A portfolio containing many documents but no explanation may reveal participation without clarifying what the learner has understood. Conversely, one carefully documented revision can give a teacher useful information about a pupil's current reasoning.

Three implementation conditions deserve attention. First, the task must have a clear communicative purpose so that feedback can address meaning. Second, learners need demonstrations of useful reviewing language, including how to ask for clarification and how to offer specific suggestions. Third, the portfolio must remain small enough to review within ordinary teaching time. These are design requirements for the proposed intervention, not claims about measured conditions across the national school system.

Teacher workload can be managed by limiting the number of focus areas and selecting a few portfolio entries for detailed discussion. Whole-class discussion of an anonymised example may address a difficulty shared by several pupils. The teacher can also rotate individual conferences across lessons. These arrangements should be evaluated locally because the time required will depend on class size, writing level, and the amount of assistance pupils need.

Individual authorship requires particular attention when learners receive extensive external help. The first draft, the reflection, and a brief independent follow-up provide complementary evidence. A polished final version should not automatically be treated as the pupil's independent competence. When a teacher notices a sudden change in style or complexity, a short discussion of specific revisions may clarify whether the pupil understands the language used. This is a teaching opportunity rather than a basis for unsupported accusations.

The proposal also has limitations. A narrative review cannot establish that all relevant evidence has been considered. Some selected work addresses settings that differ from Uzbek secondary classrooms. Reflection can become formulaic, and verbal explanations may overstate understanding. Digital records can show changes without revealing every source of assistance. These limitations support using several forms of evidence and avoiding causal claims before the model has been tested.

Directions for subsequent research

A subsequent classroom study could compare portfolio-supported instruction with a comparison condition using the same writing topics, teaching time, and assessment criteria. The research protocol should specify participants, consent arrangements, intervention duration, and the feedback received by each group. Baseline and final independent writing tasks would help distinguish improvements in assisted drafts from changes in unaided performance. The present article does not supply sample sizes or predicted statistical results.

Draft comparisons could classify changes as content development, reorganisation, vocabulary refinement, or grammatical correction. Learner explanations could then be examined for correspondence with the actual changes. Two assessors should review a subset of texts using agreed descriptors, with any disagreements discussed and reported. A delayed task would be particularly valuable for examining whether pupils retain useful revision habits beyond the immediate intervention.

The research should also record implementation conditions, including device availability, time spent on feedback, and opportunities for teacher support. Such information would make the findings easier to interpret and the procedure easier to reproduce. A favourable outcome in one classroom would support further investigation rather than justify immediate generalisation to all Uzbek schools.

Conclusion

Digital revision portfolios offer a researchable approach to making English writing development more visible in Uzbek secondary education. The proposed model combines an initial draft, focused feedback, a revised text, and learner reflection. Its central pedagogical claim is that the explanation of a revision deserves attention alongside the final written product. This

claim is a design proposition grounded in selected literature and requires classroom verification.

For practical use, the portfolio should remain accessible, manageable, and connected to a clear writing purpose. Teachers should examine whether learners can interpret feedback, justify changes, and use the same principles in an independent task. Future research can test these expectations through draft analysis and assessments of transfer. The model's value will depend on the quality of learning it reveals rather than the volume of material it stores.

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