

Writing as a productive skill: analysis of textbooks in Uzbekistan

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Annotation. It is known that Language serves as a fundamental tool for communication, manifesting in various forms such as spoken and written expressions. The essence of communication lies in conveying messages from the sender to the recipient, be it through writing or speech. As inherently social beings, humans recognize the indispensable nature of interaction for survival. Language permeates all facets of life as it facilitates the sharing of experiences, emotions, and ideas among individuals. Essentially, language serves as the medium for communication. This article provides an overview of the concept of writing as a productive skill that can enhance communication, creativity and critical thinking and the benefits of developing strong writing skills, including improved clarity and organization of ideas. And also The significance of analyzing textbooks in Uzbekistan for improving writing instructions cannot be overstated. By carefully examining the content and structure of textbooks used in English language education, educators can gain valuable insights into effective writing pedagogy. This analysis allows for the identification of strengths and weaknesses in current instructional materials, paving the way for targeted improvements that better meet the needs of students. Additionally, by aligning writing instruction with the content and objectives of textbooks, educators can create a cohesive and comprehensive learning experience for students. The systematic analysis of textbooks serves as a crucial foundation for enhancing writing instruction in Uzbekistan, empowering students to develop the necessary skills and confidence to succeed in their academic and professional endeavors. Significance of analyzing textbooks in Uzbekistan for improving writing instructions is carried out in the analysis.

Keywords: writing, perspective, completion, critical thinking, textbooks, productive skill, educators, improvement, content, Effectiveness, strategies, challenges, targeted interventions, innovation, teaching methodologies.

Письмо как продуктивный навык: анализ учебников в Узбекистане

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Аннотация. Известно, что язык служит фундаментальным инструментом для общения, проявляющимся в различных формах, таких как устные и письменные выражения. Суть общения заключается в передаче сообщений от отправителя к получателю, будь то через письмо или речь. Будучи социальными существами, люди осознают незаменимую природу взаимодействия для выживания. Язык пронизывает все аспекты жизни, так как он способствует обмену опытом, эмоциями и идеями между людьми. По сути, язык служит средством общения. В этой статье рассматривается концепция письма как продуктивного навыка, который может улучшить общение, креативность и критическое мышление, а также выгоды от развития сильных письменных навыков, включая улучшение ясности и организации идей. Также подчеркивается важность анализа учебников в Узбекистане для улучшения преподавания письма. Тщательно исследуя содержание и структуру учебников, используемых в обучении английскому языку, преподаватели могут получить ценные данные для эффективной педагогики письма. Этот анализ позволяет выявить сильные и слабые стороны текущих учебных материалов, прокладывая путь для целенаправленных улучшений, которые лучше соответствуют потребностям студентов. Кроме того, выравнивая

обучение письму с содержанием и целями учебников, преподаватели могут создать согласованный и всеобъемлющий учебный опыт для студентов. Систематический анализ учебников является важной основой для улучшения преподавания письма в Узбекистане, что дает студентам возможность развить необходимые навыки и уверенность для достижения успеха в их академической и профессиональной деятельности.

Ключевые слова: письмо, перспектива, завершение, критическое мышление, учебники, продуктивный навык, преподаватели, улучшение, содержание, эффективность, стратегии, проблемы, целенаправленные вмешательства, инновации, методики преподавания.

Yozishni produktiv ko‘nikma sifatida tadqiqi: o‘zbekistondagi darsliklarni tahlillash

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Ingliz adabiyotshunosligi va tarjimashunoslik kafedrasida katta o‘qituvchisi

Annotatsiya. Ma’lumki, til insonlar o‘rtasidagi muloqotning asosi bo‘lib, u turli shakllarda – og‘zaki va yozma ifodalarda namoyon bo‘ladi. Muloqotning mohiyati – yuboruvchi va qabul qiluvchi o‘rtasida xabarni yetkazishda yotadi, bu yozish yoki nutq orqali amalga oshirilishi mumkin. Insonlar ijtimoiy mavjudotlar sifatida o‘zaro aloqaning hayotiy ahamiyatini yaxshi anglaydilar. Til barcha sohalarida insonlarning tajriba, hissiyot va g‘oyalarni boshqalar bilan ulashish uchun xizmat qiladi. Aslida, til muloqot uchun vosita sifatida xizmat qiladi. Ushbu maqolada yozishning produktiv ko‘nikma sifatida o‘rni, muloqot, ijodkorlik va tanqidiy fikrlashni rivojlantirishda yozishning foydalari, shuningdek, g‘oyalarni aniq va tizimli tarzda ifodalashning ahamiyati haqida so‘z yuritiladi. Shuningdek, O‘zbekistondagi darsliklarni tahlil qilishning yozish bo‘yicha ta’lim berishni yaxshilashdagi ahamiyati ta’riflanadi. Ingliz tilini o‘qitishda ishlatiladigan darsliklarning mazmuni va tuzilmasini diqqat bilan tahlil qilish orqali o‘qituvchilar samarali yozish pedagogikasini aniqlash imkoniyatiga ega bo‘ladilar. Bu tahlil joriy ta’lim materiallaridagi kuchli va zaif tomonlarni aniqlashga yordam beradi, bu esa o‘quvchilarning ehtiyojlariga yanada mos keladigan takomillashtirilgan yondashuvlarni yaratishga yo‘l ochadi. Bundan tashqari, yozish bo‘yicha ta’limni darsliklarning mazmuni va maqsadlariga moslashtirish orqali o‘qituvchilar o‘quvchilarga to‘liq va izchil o‘rganish tajribasini taqdim etishlari mumkin. Darsliklarni tizimli tahlil qilish O‘zbekistonda yozish ta’limini takomillashtirishning muhim asosidir, bu esa o‘quvchilarga o‘z akademik va professional sa’y-harakatlarida muvaffaqiyatga erishish uchun zarur bo‘lgan ko‘nikma va ishonchni rivojlantirish imkonini beradi.

Kalit so‘zlar: yozish, nuqtai nazar, tamomlash, tanqidiy fikrlash, darsliklar, produktiv ko‘nikma, o‘qituvchilar, yaxshilanish, mazmun, samaradorlik, strategiyalar, muammolar, maqsadli aralashuvlar, innovatsiya, o‘qitish metodikasi.

Introduction. Mastering writing is a challenging skill because it demands careful attention and adherence to various rules throughout the process. Students must carefully select words to convey their intended meaning effectively to readers. Coherence is essential for conveying the main idea of each paragraph and supporting the researcher’s argumentation. Successful development of writing skills relies not only on students’ efforts but also on the guidance and support provided by teachers in the English learning process.

Theories. Teaching writing and learning how to write are intricate processes. Utilizing the three perspectives of writing can enhance instructors’ effectiveness in teaching writing and aid students in learning how to write. By incorporating writing factors, consistency can be established across various disciplines, ensuring writing components are integrated into courses where writing isn’t the primary focus. Additionally, these factors can elevate course rigor, as faculty members can use them as curriculum guides in course development (Sa’adah, 2020).

Analysis. English learners need to excel in reading, writing, listening, and speaking. However, many encounter challenges with writing, which is considered complex. This poses difficulties for B1 learners, particularly in tasks like essays and final projects required for university completion. Common issues include limited vocabulary, awkward phrasing, and unconventional grammar usage, leading to reader frustration.

During a review of writing tasks in school textbooks, I realized that in the old 9th grade English textbook (Fly High), very few exercises were given to increase writing:



2b Listen again and write:

- 1 What you say when you answer the telephone.
- 2 How you ask for the person you want.
- 3 How the person tells you that they are on the line.



2c Listen again and write how they finish the conversation.

Lesson 2 Making phone calls

1 Work in pairs. Sit back to back. Take turns to phone each other.

Phone your friend. Wish him/her 'Happy New Year!'

Phone your friend. Ask him/her to go shopping with you.

Phone your friend. Ask him/her to go to a concert with you.

Phone your friend. Ask him/her to help you with your homework.



2a Copy and read. Listen and say what the problem is.

J: Hello. It's John here. Could I speak to Nick, please?

P: I'm sorry. ... Can I ...?

J: Yes. Could you tell him John called? Could you ask him to ... ?

P: OK. I'll tell him. Goodbye.

J: Bye.



2c Translate the conversation.

2d Work in pairs. Take turns to phone each other.

Phone your friend. S/he is not there. Leave a message.

Phone your friend. S/he is not there. Leave a message.



2b Listen again and complete the conversation.



Look at 2c task. Only this task is based on writing. Other tasks are for enhancing other skills such as listening and speaking. But looking at the new textbooks Prepare 9th grade that are currently being developed, they have been given a number of interesting writing tasks.

Picture-1.

LISTENING

1 You will hear Gina talking to her uncle about some photos of animals. Where did he take each photo? For each question, choose the correct answer.

Photographs

- 0 lion *D*
- 1 monkey
- 2 snake
- 3 penguin
- 4 dolphin
- 5 elephant

Countries

- A Argentina
- B England
- C India
- D Kenya
- E Mexico
- F New Zealand
- G Scotland
- H South Africa

2 Listen again and check.

3 Work in pairs. Look at the photos of the two animals below. Use the prompts 1-9 to write questions about these animals.

- 1 What kind of animal / it?
- 2 Where / from?
- 3 Where / live?
- 4 What / eat?
- 5 How much / weigh?
- 6 How many / left in the wild?
- 7 What / babies / called?
- 8 How many babies / female have?
- 9 How long / baby stay with / mother?

WRITING



PREPARE TO WRITE

An article about an animal

GET READY Underline the prepositions *between, about, around* and *including* in the article about pandas on page 16. Think about their meaning. Which two have the same meaning in the article?

Complete the sentences with *between, about, around* or *including*.

- 1 This competition is for anyone _____ the ages of 10 and 14.
- 2 There are _____ 40,000 African lions left in the wild.
- 3 All my friends, _____ Tariq, are interested in animals.
- 4 The zoo is closed _____ January and March.
- 5 I've got lots of pets, _____ a rabbit and two cats.

PLAN Plan your article about an animal. Choose one of the animals in Vocabulary Exercise 1 or a different one. Write three paragraphs. Make notes for what to include in each paragraph.

Paragraph 1 the kind of animal it is / where it lives / what it eats

Paragraph 2 what it weighs / information about its babies

Paragraph 3 how many are left in the wild / in zoos

WRITE Write your article. Try to include the prepositions from *Get Ready*.

IMPROVE In pairs, compare your articles. Can you improve them?

D tells students what they must do before the trip.

5 _____ students from the school can go on the trip.

6 At the campsite, you can play _____ in the sports hall.

7 Students can win _____ for cooking and art.

8 Students must give their forms to the teacher on _____ next week.

WRITING

Write an introductory email

1 Read the email. Then match the questions to the answers.

Hi! I'm Aleksey Pavlov, and I'm going to be a student at your school in June. My teacher will send this message to your teacher. I'd like to get to know somebody before I come, so can you email me when you get this? You can email me at ap8223@rmail.com and call me on 07662012976. That's my mobile number. I'm fifteen years old and I live on Ligovsky Street in St Petersburg. I live with my mum and my brother. He's eighteen. In my free time I play ice hockey and go to ice hockey matches. I really love ice hockey! I also like cooking. Russian food is fantastic. I hope to hear from you soon.

Best wishes,
Aleksey

- 0 First name: ☐
- 1 Surname: ☐
- 2 Age: ☐
- 3 Address: ☐
- 4 Email address: ☐
- 5 Mobile phone number: ☐
- 6 Family: ☐
- 7 Free-time activities he likes: ☐
- 8 Kind of food he likes: ☐

- a ice hockey, cooking
- b 07662012976
- c Aleksey
- d Ligovsky Street, St Petersburg
- e Pavlov
- f 15
- g Russian
- h ap8223@rmail.com
- i one brother

2 Next year, you are going to spend a month in the UK at a British school. Complete an email like Aleksey's about you.

Hi! I'm _____, and I'm going to be a student at your school in June. My teacher will send this message to your teacher. I'd like to know somebody before I come, so can you email me when you get this?

IT'S A CHALLENGE! 7

Picture-2.

As it is shown that the task which is related to writing is not only enjoyable but also useful for improving writing.

It has its own workbook. Workbook has many convenience for pupils. They may write on it and Workbook has more exercises than book itself. You can also see writing task on this book (picture-2). It is described 1 letter and 1 short essay. From such tasks, when the reader works a lot, then the experience, creativity and critical thinking increase, and the writing skills improve day by day. (Sa'adah,

2020)

Cultivation of writing skills and the role of textbooks in Uzbekistan's educational context:

1. **Pedagogical Approaches:** Discuss different pedagogical strategies used in the new textbooks that promote writing skills. Highlight specific methods such as process writing, where students draft, revise, and edit their work, fostering a deeper understanding of writing as a recursive process.
2. **Integration of Writing Across Disciplines:** Explore how the incorporation of writing tasks across various subjects besides English (like sciences or social studies) benefits students. This interdisciplinary approach not only enhances writing skills but also reinforces content knowledge through written expression.
3. **Technological Integration:** Evaluate how technology is leveraged in the new textbooks to support writing instruction. For instance, are there interactive online platforms or digital tools provided alongside the print materials to encourage student engagement and practice?
4. **Teacher Training and Support:** Discuss the importance of professional development for teachers to effectively implement new writing-focused textbooks. Highlight training programs or workshops aimed at enhancing educators' pedagogical skills in teaching writing across different proficiency levels.
5. **Student Feedback and Outcomes:** Include insights from students and educators regarding the effectiveness of the new writing tasks. Are there measurable improvements in students' writing abilities or their confidence in expressing ideas through writing?
6. **Cultural and Linguistic Considerations:** Address any cultural or linguistic factors unique to Uzbekistan that influence writing instruction. How do the new textbooks cater to these specific needs and ensure inclusivity in writing tasks?
7. **Future Directions:** Propose potential future developments or improvements in writing instruction based on the analysis of current textbooks. This could include suggestions for additional resources, updated curriculum frameworks, or collaborative initiatives with international educational bodies.

In addition to the basic letter and short essay tasks mentioned in the new textbooks, it's valuable to consider introducing a variety of writing genres. For example, tasks could cover descriptive writing, argumentative essays, creative writing, and even research papers. By exposing students to a broader spectrum of writing styles, textbooks can better prepare students for diverse writing demands in both academic and real-world contexts. Developing proficiency in different genres enhances students' ability to adapt their writing style to different audiences and purposes (Leggette, 2015).

Another effective way to build writing skills is by fostering collaboration through peer reviews. In the classroom setting, peer feedback allows students to critique each other's work, which can be particularly valuable in refining their writing. Peer review activities encourage critical thinking, improve editing skills, and help students recognize common writing issues in their own work. By integrating peer review tasks into the textbooks, students learn the importance of constructive criticism and gain experience in assessing and improving writing.

The inclusion of clear, detailed rubrics for assessing writing tasks is crucial for both students and teachers. Rubrics provide transparent criteria that guide students on how to improve their writing, helping them understand the expectations for different types of written assignments. For example, rubrics can break down assessment criteria such as coherence, vocabulary usage, grammar accuracy, and content organization. Rubrics also streamline the grading process, making it more consistent and objective. Teachers can use rubrics to provide detailed feedback that helps students focus on specific areas of improvement (Elbow, 1994).

Writing prompts can spark creativity and engage students' imaginations, making the writing process more enjoyable and less intimidating. Incorporating visual aids like images, charts, and diagrams as writing prompts can help students who may struggle with coming up with topics. For instance, showing a picture of a busy street scene or a nature landscape can inspire descriptive writing. Visual aids can also support students in developing vocabulary, as they might need to describe or

explain elements in the image. These types of activities encourage critical thinking and help students connect their ideas visually with their writing.

Effective writing instruction often involves scaffolding, where tasks are broken down into smaller, manageable steps. New textbooks can adopt a scaffolded approach by gradually increasing the complexity of writing tasks. For example, students may begin by writing short responses or paragraphs and then move on to longer essays or research projects. This method ensures that students build confidence and competence in writing before tackling more challenging assignments. A scaffolded approach not only supports skill development but also reduces writing anxiety by offering students opportunities to practice and refine their writing over time.

Another engaging way to improve writing skills is through international exchanges or cross-cultural writing projects. For instance, students in Uzbekistan could collaborate with students from other countries on joint writing assignments or competitions. This exposure to different writing styles and perspectives can deepen students' understanding of global issues, improve their language skills, and increase their motivation to write in English. Cross-cultural initiatives also foster international collaboration and intercultural awareness, important skills in today's interconnected world (Heffernan, 1986).

By considering these strategies and expanding the scope of writing instruction, textbooks in Uzbekistan can play a pivotal role in fostering proficient writers. The combination of engaging activities, systematic skill-building, and real-world applications ensures that students not only master the mechanics of writing but also gain the confidence and critical thinking skills necessary for effective written communication in an increasingly globalized society (Salixova, N. 2023).

Conclusion. In conclusion, the analysis of textbooks in Uzbekistan provides valuable insights into the cultivation of writing as a productive skill. By scrutinizing these educational resources, educators can identify areas for improvement and tailor instruction to enhance students' writing proficiency. This process involves evaluating the organization, content, and effectiveness of writing materials, ensuring they align with curriculum objectives and pedagogical best practices. Moreover, analyzing textbooks allows for the identification of strategies to address common challenges faced by students in developing their writing abilities. Ultimately, by leveraging the findings from textbook analysis, educators can implement targeted interventions to empower students with the necessary skills and resources to excel in written communication. Through continuous assessment and refinement of writing instruction, Uzbekistan's educational system can effectively nurture the next generation of proficient writers equipped to thrive in academia and beyond (Salikhova, 2022).

In addition to its role in curriculum development and instructional planning, analyzing textbooks in Uzbekistan for writing instruction serves as a cornerstone for educational reform and innovation. By critically evaluating the content, structure, and pedagogical approaches of these materials, educators can adapt and enhance teaching methodologies to better meet the evolving needs of students in a rapidly changing world.

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