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TEACHING WRITING SKILLS THROUGH COLLABORATIVE WRITING TECHNIQUE

Abstract. Developing students' writing competence remains one of the central goals of English language education. However, many learners encounter difficulties in organizing ideas, selecting appropriate vocabulary, and producing grammatically accurate texts. This article examines collaborative writing as a pedagogical approach for teaching writing skills. The paper discusses theoretical foundations of collaborative learning and describes practical procedures for implementing collaborative writing activities in language classrooms. The analysis indicates that collaborative writing promotes idea generation, peer feedback, and interaction among learners, which can improve writing quality and increase students' motivation. The article proposes a step-by-step instructional model that teachers can use to organize collaborative writing tasks in writing classes.

Keywords: collaborative writing, writing instruction, peer learning, academic writing, language teaching methodology

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YOZISH KO‘NIKMALARINI KOLLABORATIV YOZISH TEXNIKASI ORQALI O‘QITISH

Annotatsiya. Talabalarning yozma nutq kompetensiyasini rivojlantirish ingliz tilini o‘qitishning asosiy maqsadlaridan biri hisoblanadi. Biroq ko‘plab o‘quvchilar g‘oyalarni tizimli ravishda tashkil etish, mos lug‘aviy birliklarni tanlash hamda grammatik jihatdan to‘g‘ri matn tuzishda qiyinchiliklarga duch keladilar. Mazkur maqolada yozish ko‘nikmalarini o‘qitishda kollaborativ yozish pedagogik yondashuv sifatida tahlil qilinadi. Unda kollaborativ o‘qitishning nazariy asoslari ko‘rib chiqilib, til darslarida kollaborativ yozish faoliyatlarini tashkil etishning amaliy usullari bayon etiladi. Tahlil natijalari shuni ko‘rsatadiki, kollaborativ yozish g‘oyalarni ishlab chiqish, o‘zaro fikr almashish hamda talabalarning o‘zaro hamkorlikda ishlashini kuchaytiradi, bu esa yozma ishlarning sifatini oshirish va o‘quvchilarning motivatsiyasini kuchaytirishga xizmat qiladi. Shuningdek, maqolada yozish darslarida kollaborativ yozish topshiriqlarini samarali tashkil etish uchun bosqichma-bosqich o‘qitish modeli taklif etiladi.

Kalit so‘zlar: kollaborativ yozish, yozish ko‘nikmalarini o‘qitish, hamkorlikda o‘rganish, akademik yozuv, til o‘qitish metodikasi.

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ОБУЧЕНИЕ НАВЫКАМ ПИСЬМА С ИСПОЛЬЗОВАНИЕМ ТЕХНИКИ КОЛЛАБОРАТИВНОГО ПИСЬМА

Аннотация. Развитие письменной компетенции студентов является одной из основных целей преподавания английского языка. Однако многие учащиеся сталкиваются с трудностями при организации идей, выборе подходящей лексики и построении грамматически правильных текстов. В данной статье рассматривается коллаборативное письмо как педагогический подход к обучению навыкам письма. В работе анализируются теоретические основы коллаборативного обучения, а также описываются практические способы организации коллаборативных письменных заданий на занятиях по языку. Результаты анализа показывают, что коллаборативное письмо способствует генерации идей, взаимной обратной связи и активному взаимодействию между учащимися, что, в свою очередь, повышает качество письменных работ и мотивацию обучающихся. В статье также предлагается поэтапная модель обучения, которую преподаватели могут использовать для организации заданий по коллаборативному письму на занятиях по письму.

Ключевые слова: коллаборативное письмо, обучение письму, совместное обучение, академическое письмо, методика преподавания языка.

INTRODUCTION

Writing is a fundamental language skill that enables learners to express ideas, organize thoughts, and communicate information effectively. In educational contexts, writing is essential for academic communication, knowledge construction, and professional development. For students learning English as a foreign language (EFL), writing plays a crucial role in language development because it integrates grammar, vocabulary, and discourse organization.

Despite its importance, writing is often considered one of the most challenging skills for language learners. Students frequently experience difficulties in generating ideas, structuring paragraphs, and maintaining coherence in their writing (Hyland, 2019). Teachers also face challenges in designing effective writing instruction because writing requires both linguistic accuracy and cognitive skills.

Traditional writing instruction often emphasizes individual work and teacher-centered feedback. However, contemporary language pedagogy increasingly highlights the importance of interactive learning environments where students actively participate in the learning process.

One instructional approach that has gained attention in language education is collaborative writing. Collaborative writing encourages students to work together in pairs or groups to plan, draft, and revise texts. Through interaction and discussion, students can share ideas, negotiate meaning, and improve their writing.

This article aims to explore the theoretical basis of collaborative writing and propose pedagogical procedures for implementing this technique in writing instruction.

LITERATURE REVIEW

Collaborative learning has become an important concept in modern education because it encourages students to work together to achieve shared learning goals. According to Barkley, Cross, and Major (2014), collaborative learning allows students to exchange ideas, develop problem-solving skills, and construct knowledge collectively.

In writing instruction, collaborative writing refers to the process in which two or more learners jointly produce a written text through discussion, drafting, revising, and editing (Storch, 2013). This process allows students to benefit from peer interaction and shared responsibility for the writing task.

Several studies have demonstrated that collaborative writing can improve students' writing abilities. When students work together, they can generate more ideas, clarify their thoughts, and provide feedback on each other's work (Swain & Lapkin, 2010). Peer interaction also helps learners identify language errors and improve the clarity of their writing.

The theoretical foundation of collaborative writing is closely related to Vygotsky's social constructivist theory. Vygotsky emphasized that learning occurs through social interaction and collaboration with others. In a collaborative learning environment, students can support each other's learning and develop higher cognitive abilities (Richards & Rodgers, 2014).

Therefore, collaborative writing provides a valuable instructional strategy for promoting interaction, peer learning, and active participation in writing classes.

PEDAGOGICAL PROCEDURES OF COLLABORATIVE WRITING

The implementation of collaborative writing in the classroom involves several stages that guide students through the writing process. These stages help learners organize their ideas and develop a coherent text.

Table 1.

Stages of Collaborative Writing Instruction

Stage	Teacher's Role	Students' Activity
Idea Generation	Introduces the topic and encourages brainstorming	Students discuss ideas and share opinions
Drafting	Provides instructions and monitors writing	Students write the first draft collaboratively
Reading	Encourages peer reading	Students read drafts and listen to partners
Revising	Provides feedback guidelines	Students revise the text based on suggestions
Editing	Explains editing criteria	Students correct grammar, vocabulary, and punctuation
Final Version	Evaluates the final text	Students prepare and submit the final version

During the ***idea generation stage***, students discuss the topic and generate ideas through brainstorming activities. Teachers may guide this stage by asking questions that stimulate students' thinking.

In the ***drafting stage***, students begin writing the first version of their text. The focus is on expressing ideas rather than grammatical accuracy.

The ***reading stage*** allows students to read their drafts aloud to their partners. This activity helps them identify unclear expressions and improve the flow of ideas.

During the ***revising stage***, students review their texts and make improvements to organization, coherence, and content.

In the ***editing stage***, students focus on correcting grammar, spelling, punctuation, and word choice.

Finally, students produce a ***final version*** of the text that reflects the collaborative work of the group.

DISCUSSION

Collaborative writing provides several pedagogical advantages in writing instruction. First, it encourages students to interact and exchange ideas, which can lead to more creative and well-developed texts. Second, peer feedback allows students to receive immediate suggestions for improving their writing.

Collaborative writing also helps reduce students' anxiety because they do not work alone. Instead, they receive support from their peers during the writing process. This supportive learning environment can increase students' motivation and confidence.

Moreover, collaborative writing promotes learner autonomy. Students become responsible for evaluating and improving their own writing through discussion and negotiation with their partners.

Therefore, collaborative writing can serve as an effective teaching strategy that combines language development with interactive learning.

CONCLUSION

Teaching writing requires effective instructional strategies that encourage students to actively participate in the writing process. Collaborative writing offers a valuable approach for developing students' writing skills through interaction, peer feedback, and shared responsibility.

By working together, students can generate ideas more effectively, organize their thoughts clearly, and produce higher-quality written texts. Teachers can integrate collaborative writing activities into their lessons to create engaging and supportive learning environments.

Future research may further explore how collaborative writing can be integrated with digital technologies and online learning platforms to enhance writing instruction.

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