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## METHODS OF USING NEW PEDAGOGICAL TECHNOLOGY IN THE FORMATION AND DEVELOPMENT OF WRITING SKILLS IN ENGLISH

Annotation

This article will study the transformative capabilities of new pedagogical technologies in the formation and development of writing skills in English. It examines a variety of digital tools and platforms and explores their effectiveness in engaging students, developing creativity, and enhancing writing skills.

**Key words:** Technology, writing, skill, education, creativity, digital age, digital tool, practice.

## INGLIZ TILIDA YOZUV KO'NIKMASI (WRITING SKILL) NI SHAKLLANTIRISH VA RIVOJLANTIRISHDA YANGI PEDAGOGIK TEXNOLOGIYALARDAN FOYDALANISH USULLARI

Annotatsiya

Ushbu maqolada ingliz tilida yozish ko'nikmalarini shakllantirish va rivojlantirishda yangi pedagogik texnologiyalarning transformatsion imkoniyatlari tadqiq etiladi. Unda turli xil raqamli vositalar va platformalar ko'rib chiqiladi va ularga talabalarni jalb qilish, ijodkorlikni rivojlantirish va yozish ko'nikmalarini oshirishdagi samaradorligi o'rganiladi.

**Kalit so'zlar:** Texnologiya, yozish, mahorat, ta'lim, ijodkorlik, raqamli asr, raqamli vosita, amaliyot.

## МЕТОДИКА ИСПОЛЬЗОВАНИЯ НОВЫХ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ В ФОРМИРОВАНИИ И РАЗВИТИИ НАВЫКОВ ПИСЬМЕННОЙ РЕЧИ НА АНГЛИЙСКОМ ЯЗЫКЕ

Аннотация

В данной статье будут рассмотрены трансформационные возможности новых педагогических технологий в формировании и развитии навыков письма на английском языке. В нем рассматриваются различные цифровые инструменты и платформы и исследуется их эффективность в привлечении студентов, развитии творческих способностей и улучшении навыков письма.

**Ключевые слова:** Технология, письмо, навык, образование, креативность, цифровая эпоха, цифровой инструмент, практика.

**Introduction.** In recent years, digital tools and platforms have become increasingly integral to educational environment, significantly impacting how students learn and engage with language. Writing, as a crucial component of language proficiency, is particularly affected by these technological innovations. This study examines the role of various digital technologies in shaping the writing process, analyzing their effectiveness in engaging learners, fostering creativity, and promoting writing proficiency in the digital age.

**Literature review.** Language is a tool of communication. Without language people cannot communicate each other. Richard (1997) stated that language is a human system of communication that uses arbitrary signals, such as voice sounds, gestures, or written symbols. Language is used for communication by all people in the world. Language is important to reflect the experiences, to share their feeling, to show their idea, and to ask information from others. Writing is a process to get product. The final product is measured against a list of criteria which includes content organization, vocabulary use, grammatical use, and mechanical consideration such as spelling and punctuation (Anwar in Fauziati, 2008:143). To produce a good product, the writer should follow various classroom activities involving some step applied in the writing process. At least, there are three components that are incorporated in the act of writing, including: (1) mastery of written language, which will serve as the media writing, including: vocabulary, sentence structure, paragraphs, spelling, and pragmatic, (2) mastery of content

essay in accordance with the topics to be written, and (3) mastery of the types of writing, namely how to assemble the contents of writings by using written language to form a desired composition, such as essays, articles, short stories or paper. Technique is a particular trick, strategy, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well" (Anthonys in Fauziati, 2009: 17). Thus, technique encompasses the actual moment-to-moment practices and behaviors that operate in teaching a language according to a particular method. In other words, technique is classroom practices done by the teacher when presenting a language program. This is the way the classroom activities are integrated into lessons and used as the basis for teaching and learning. Teachers must know techniques for teaching writing skill. If teachers are capable of using variations technique when she teaches English especially writing skills. It can help teachers in teaching activity in the classroom. The objective of learning writing skill are students can communicate effectively in writing and developing skill in planning writing. Then, the students need to be aware about grammatical features and organization paying attention to the accuracy of grammar is necessary the learner in learning writing. So, the teacher becomes facilitator of teaching writing at the lesson. The teacher must help the problem faced by students in learning writing. The teachers use some techniques in the teaching English. Usually the teachers also use multimedia to build students interest and creativity. It is believed that the teaching learning activities using some techniques would be successful

and give a good result. Especially in teaching writing, teacher uses some techniques to make students easier and creative in writing. There are many techniques can be used by teachers in teaching writing skill in the classroom. The technique is important; it is useful to help the teachers in teaching writing in the class. The teacher can improve students' writing skill with using techniques appropriate with the condition in the class. The aim of teacher used techniques for teaching writing skill is to develop students' writing skill and facilitate students in learning skill. This study is aimed to describe the technique used by teachers in teaching writing skill. The implementing of techniques used by teacher in teaching writing skill. The goal of this thesis is to investigate the ways in which modern technologies can enhance writing skills and provide learners with opportunities to practice writing in authentic contexts. Additionally, it seeks to understand how digital tools can address common challenges in writing instruction, such as student motivation, lack of feedback, and the need for collaborative writing experiences.

**Research Methodology.** Research into the integration of technology into writing instruction has grown significantly in recent years. According to Hamp-Lyons (2007) [1], technology has the potential to provide a more dynamic and interactive environment for writing instruction, facilitating both the development of writing skills and the process of writing itself. Digital tools, such as word processors, collaborative platforms, and online writing communities, have been shown to improve not only students' technical writing skills but also their ability to engage critically with content. One major advantage of using technology in writing instruction is its ability to engage students in the writing process through multimedia and interactive features. Kist (2013) [2] argues that digital platforms allow students to incorporate visual, auditory, and interactive elements into their writing, thus fostering creativity and improving writing quality. Furthermore, Bremner and McCabe (2017) highlight the role of multimedia in motivating students to write by providing alternative ways to express their ideas beyond traditional text-based formats [3]. This article was descriptive qualitative, because it described the teaching learning process factually and accurately. The researcher serves the real activities done by the teachers and the students at the classroom. The data of this research can be divided into two categories: primary and secondary data. The primary data taken from the observations and interview. The secondary data taken from document. By observation, the researcher can get some necessary information relating to the implementation of technique of the teacher in the classroom. The documents include the syllabus, the material, field notes of observation and video. The sources of the data in this research were events of form of teaching technique for writing skill in the classroom. The main informant was English teachers and additional informant was students. In this research, the researcher used triangulation of sources. Online tools such as Google Docs, Padlet, and Trello have enabled collaborative writing environments where students can work together, providing peer feedback and supporting each other in the writing process. According to Liu and Sadler (2003) [4], online collaboration enhances critical thinking and writing skills by enabling students to give and receive constructive feedback in real-time. The role of automated feedback systems and grammar-checking tools, such as Grammarly and Hemingway Editor, has also been widely discussed. Cummings (2016) [5] notes that such tools can help students identify common writing errors, improve grammatical accuracy, and enhance clarity, ultimately allowing students to focus more on the content of their writing. These technologies offer students immediate feedback, which is critical for

reinforcing learning and supporting independent writing practice.

Moreover, the use of blogging platforms and social media networks as spaces for publishing student writing has revolutionized the writing process. Richardson (2010) [6] contends that the public nature of blogging motivates students to write more purposefully and engage with a broader audience, thus increasing their investment in the writing process.

**Analysis and result.** Firstly, written language is permanent, creating a record that can be reviewed, edited, altered, and discussed. In contrast, spoken language is fleeting—it occurs in the moment and fades into memory. When students speak, especially in a second language, they face multiple challenges simultaneously: they must first understand the message, and then formulate a response by recalling words and applying knowledge of syntax and pronunciation. If a word is unknown, they must find a way to express the idea differently (e.g., paraphrase), articulate it, and monitor their speech for accuracy. This is a fast-paced, largely unconscious process, and the cognitive load can be quite high, leaving less mental energy for attention to errors or content. In contrast, written language allows for more time to process and work through these steps, as students can see and revise what they have written.

Secondly, effective writing lessons include stages that emphasize interaction and collaboration. These often-overlooked aspects – such as planning content, peer correction, and cooperative writing – are essential for success. Allowing students time to plan their writing, rather than simply instructing them to start writing immediately, helps them organize their ideas. In second language classes, this also means they can focus separately on content and form, easing cognitive strain. Additionally, having students peer-edit gives them a chance to engage meaningfully with each other's work. A well-structured correction process, based on key elements of the text (e.g., letter structure, key phrases), allows students to focus on specific aspects like vocabulary or tone, rather than attempting to edit everything. Tools like checklists or highlighting can help guide students' attention during peer reviews and foster their ability to critique language use.

Regarding who should do the writing, consider that collaborative writing can be more effective than a «one student, one text» approach. Many books, articles, and other texts are created by more than one person. In writing lessons, students can work in pairs or small groups, which allows for discussion, refinement, and shared responsibility in text creation. For instance, using large templates (A3 or A2) and assigning roles (e.g., writer, layout manager, editor, content manager) allows all group members to contribute and learn from the collaborative process.

The teacher used techniques to facilitate students' understand of material and to facilitate students' understand how to good writing English. Because writing skill one of skills in the English lesson. The writing skill was not easy to students. The students must be creative in writing English. They must have many vocabularies and understand grammar pattern. So, the teacher implement of some technique in teaching English especially in writing skill. The use of word processors like Microsoft Word or Google Docs offers students numerous advantages, such as the ability to easily revise and edit their work. Grammarly and Hemingway Editor provide additional layers of support by offering real-time grammatical corrections and suggestions for improving writing style. These tools allow students to develop their writing skills by giving them immediate feedback and the opportunity to make changes efficiently. Collaboration is a key element in developing writing skills. Tools like Padlet and Trello allow students to collaborate on writing projects in real time. This

collaborative process fosters peer interaction, which is beneficial for developing writing proficiency. Google Docs, in particular, has revolutionized the way students collaborate by allowing multiple users to edit and comment on documents simultaneously, thus promoting teamwork and critical analysis of written work.

Blogging platforms like WordPress and Blogger provide students with an authentic platform for publishing their writing. These platforms encourage students to write more purposefully, as their work is available to a wider audience. Blogging also supports self-reflection, as students can revisit and revise their posts based on feedback from readers. Richardson (2010) [7] emphasizes that blogging not only motivates students to write but also helps them develop a sense of ownership over their work. Automated writing feedback systems, such as Grammarly, have become increasingly popular in helping students improve their grammar and writing style. These systems offer immediate

corrections, thus allowing students to focus on improving their writing without waiting for teacher feedback. According to Cummings (2016) [8], these tools can improve accuracy and clarity, although they should be used alongside traditional methods of instruction to ensure that students understand the reasoning behind the corrections.

**Conclusion.** The integration of new pedagogical technologies in writing instruction has significant potential to enhance the development of writing skills in English. Digital tools such as word processors, collaborative platforms, and automated feedback systems can engage students, foster creativity, and improve writing proficiency. By incorporating these tools into writing instruction, educators can provide students with valuable opportunities to develop their writing skills in authentic, dynamic, and interactive ways. However, it is important to address the challenges that come with the use of technology, ensuring that it complements traditional writing practices while respecting privacy and accessibility concerns.

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