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TA'LIMI VAZIRLIGI



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Milliy Pedagogika  
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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

# M

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Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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# MUNDARIJA

Формирование здоровьесберегающей образовательной среды в начальной школе в условиях инклюзии.....	10
<i>Тургунова Нилуфар Абдусаломовна</i>	
Boshlang'ich sinf o'quvchilarida tez va aniq hisoblash ko'nikmalarini rivojlantirishning pedagogik-psixologik xususiyatlari .....	16
<i>Dehqonova Maxliyoxon Shuhratjon, Musinjonova Dildoraxon Mahmudjon</i>	
Научно-педагогический анализ методов математического моделирования: численные и аналитические подходы в обучении студентов .....	19
<i>Мусурмонова Маъмура Оман кизи, Жураева Феруза Бахтиёр кизи, Сарсенбаева Мархабо Шадибековна</i>	
Inklyuziv ta'lim sharoitida boshlang'ich sinf o'quvchilarining ijtimoiy moslashuvini rivojlantirish texnologiyasi.....	26
<i>Turdimurodova Muazzam Muzaffarbek qizi</i>	
M. Tvenning "Tom Soyerning boshidan kechirganlari" romanida bolalar obrazining tasviri masalasi .....	29
<i>Sattarov Farrux Nuridinovich</i>	
Pedagogik dasturiy vositalar yordamida dars sifatini oshirish .....	35
<i>D. K. Ibadullayev</i>	
Maktabgacha katta yoshdagi bolalarning kasbga qiziqishlarini rivojlantirishning ijtimoiy-pedagogik zaruriyati .....	41
<i>Isabekova Dilafuz Shermirzayevna</i>	
Молодёжь Узбекистана в системе политических процессов.....	46
<i>Юсупова Элеонора Фердинандовна</i>	
Математика o'qitishda zamonaviy yondashuvlar: vaziyatli tahlil va amaliy samaradorlik .....	51
<i>Matyaqubova Nazira Hikmat qizi</i>	
Bo'lajak o'qituvchilarning pedagogik mahoratini sun'iy intellekt texnologiyalari asosida rivojlantirishning metodik modeli.....	54
<i>Choriyev Olmosbek Baxriddin o'g'li</i>	
Fan va tilni integratsiyalashgan holda o'qitish (CLIL) .....	60
<i>M. D. Boynazarova</i>	
Оптимизация показателей сердечного цикла у спортсменов при хроническом физическом перенапряжении посредством фармакологической поддержки .....	63
<i>Нормуратов Абдулла Саппарович</i>	
Chidamlilikka yo'naltirilgan sport turlarida uglevod va energiya almashinuvini farmakologik korreksiyasi....	67
<i>Normuratov Abdulla Sapparovich</i>	
O'quvchilarga dutor ijrochiligini o'rgatishning pedagogik yondashuvlari .....	70
<i>Sa'dullayev Og'abek Abdurashid o'g'li, Nazirullayeva Nodira Akmal qizi</i>	
Bolalar musiqa va san'at maktablarida individual va jamoa mashg'ulotlarini tashkil etish mexanizmlari (cholg'u ijrochiligi misolida).....	74
<i>Omonova Charos Baxodir qizi</i>	
Bo'lajak maktabgacha ta'lim tarbiyachilarining o'quv-biluv faoliyatini motivatsiyalashda interfaol metodlardan foydalanish.....	79
<i>Saidova Zulfizar Norbobo qizi</i>	
O'qituvchining kognitiv egizagi (Digital Twin): sun'iy intellekt yordamida individual pedagogik uslubni modellashtirish.....	83
<i>Kuchkarova Feruza Qambaraliyevna</i>	
Abdusamad Boboxo'jayev rahbarligida tarix va arxeologiya institutining rivoji: 1964-yilgi arxiv hujjati misolida .....	91
<i>Abdullayev Botir Jabbor o'g'li</i>	
Maktab o'quvchilarining musiqiy idrokni shakllantirishning ijtimoiy va didaktik zarurati.....	93
<i>Abdumannan Maxammatov</i>	



“Bo'lajak boshlang'ich sinf o'qituvchilarida kalokagatiyani rivojlantirishning KAMOL modeli asosidagi pedagogik texnologiyasi” .....	97
<i>Abdurahmonova Dilorom Jovliyevna</i>	
Morphological Structure and Word Formation of Ecotourism Terminology: A Cross-Linguistic Analysis With Reference to the Uzbek Language.....	104
<i>Absamatova Charos</i>	
Fizika fanini o'tmda o'qitishda masalalar yechishning ilmiy-metodik ahamiyati .....	107
<i>Akmal Mustafoyev Isaqulovich, Munajat Mustafoyeva Oltibekovna</i>	
Kasbiy yo'naltirilgan ingliz tili darslarida metakognitiv strategiyalar asosida akademik nutqni rivojlantirish ..	111
<i>Allamuratov G'ofur Ashurovich</i>	
Maktabgacha ta'limda bolalarning mayda qo'l motorikasini rivojlantirish metodikasi .....	116
<i>Amanova Albina Dexqon qizi</i>	
Psychological Approaches in Teaching English in Preschool Education and their Effectiveness .....	120
<i>Berdiqulova Zamira Albertovna</i>	
The Role of Family, Education, and Community Systems in Shaping Individual Psychological Well-Being .	124
<i>Diibar Abdullayeva Ubaydullayevna, Iroda Panjiyeva Khayitovna</i>	
Nomoddiy madaniy merosning talaba-yoshlarni yuksak ma'naviyatli shaxs sifatida tarbiyalashdagi ahamiyati .....	127
<i>Erboyev Suxrob Abdusalomovich</i>	
Umumiy o'rta ta'lim muassasalarida inson resurslarini boshqarishda muvozanatlashgan ko'rsatkichlar tizimidan foydalanishning nazariy asoslari .....	131
<i>Gulmira Jumanova</i>	
Maktabgacha yoshdagi bolalar nutqini o'stirishda badiiy adabiyotning dolzarbligi .....	135
<i>Hasanova X. Z.</i>	
Gospital ta'lim sharoitida ona tili fanini o'qitishda raqamli texnologiyalardan foydalanish samaradorligi .....	139
<i>Hikmatov Bobobek Saydulloyevich</i>	
ASB bo'lgan bolalarda sensor buzilishlarning kognitiv va ijtimoiy rivojlanishga ta'siri .....	142
<i>Isaxanova Oybarchin Abduraxim qizi</i>	
Maktabgacha ta'limda kommunikativ faoliyat samaradorligining pedagogik mexanizmlari .....	146
<i>Maxmutazimova Yulduz Raxmatovna</i>	
David haykali ko'z bo'lagining qalamtasvirini bajarish usullari.....	149
<i>Mo'minov Baxtiyor Karamatovich</i>	
Ta'limda fanlararo integratsiyadan foydalanishning pedagogik va psixologik asoslari .....	154
<i>Oblakulova Nodira Abduvali qizi</i>	
Ellipslarni tasviriy san'at va muhandislik grafikasida yasash metodikasi.....	160
<i>Sheraliyev Sanjarbek Karimberdiyevich</i>	
Kommunikativ strategiyaning yuzaga kelish omillari .....	170
<i>Normaxmatova Feruza Ruziboyevna</i>	
Umumta'lim maktab musiqa madaniyati darslarida raqamli texnologiyalardan foydalanish muammo va yechimlari .....	174
<i>O'rishboyeva Xumora O'rol qizi</i>	
Maktabda jismoniy tarbiya darslarida futbol elementlaridan foydalanib 10-11 yoshli bolalarda tezkor-kuch qobiliyatlarini rivojlantirish uslubiyati .....	177
<i>Qurbonbayeva Maftuna G'ayrat qizi</i>	
Maktabda darsdan tashqari futbol to'garaklarida o'quvchilarning tezkor-kuch qobiliyatlarini takomillashtirish .....	182
<i>Ro'ziboyeva Fotima Quدرات qizi</i>	
Matn ustida ishlash samaradorligini baholash mezonlari .....	187
<i>Sadarova Nilufar</i>	
Neyroestetik stimulning yosh dinamikasidagi roli: kognitiv emotsional sferani qayta tashkil etish mexanizmlari.....	193
<i>Salaxidinova Xolida Xaliljonovna</i>	

MUNDARIJA СОДЕРЖАНИЕ CONTENTS	<p>Kasbiy ta'limda o'quvchilarning psixologik va axloqiy sifatlari ..... 198  <b>Salomov Abdurasul Axmadovich</b></p> <p>Funksiyaning hosilasi yordamida o'sish va kamayish oraliqlarini aniqlash metodikasi ..... 201  <b>Sherzad Eshjanovich Bekchanov, Shohida Sadullaeva Ziyadullaeva, Abdusalom A. Xudoyberdiev</b></p> <p>Bo'lajak tarbiyachilarning kommunikativ qobiliyatlarini rivojlantirishda psixologik treninglarning nazariy va amaliy asoslari..... 205  <b>Sojida Safarova Saxadin qizi</b></p> <p>Destruktiv xulq-atvor psixologik va pedagogik qarovsizlik oqibati sifatida..... 207  <b>Umirzoqova Shodiya Lutfullo qizi</b></p> <p>Maktabgacha ta'limda bolalar bilan innovatsion texnologiyalar yordamida ekologik omillarni singdirish ..... 210  <b>Xoldorova Mashxura G'ulomovna</b></p> <p>Роль антиоксидантной системы в повышении работоспособности спортсменов ..... 214  <b>Нурбаев Бахтиёр Шириневич</b></p> <p>Shaxs irodaviy sohasini rivojlantirishning psixologik determinantlari..... 217  <b>To'ychiyeva Shoyista Jumabayevna</b></p> <p>Ta'lim jarayonida va talabalarning mantiqiy tafakkurini rivojlantirishda zamonaviy pedagogik texnologiyalarning ahamiyati ..... 223  <b>X. Xalilova, N. Niyazova</b></p> <p>Optimization of Periodontal Disease Treatment Tactics in Patients With Chronic Hepatitis C After Achieving a Sustained Virological Response ..... 227  <b>Makhmudova Ugiloy Bakhtiyorovna</b></p> <p>Pathogenetic and Clinical Rationale for the Prevention and Management of Periodontal Diseases in Workers Within Dust-Hazardous Environments ..... 230  <b>Turumova Marjona Bakhodirovna</b></p> <p>Maktabgacha ta'lim tashkiloti direktorlarining boshqaruv faoliyati va kasbiy madaniyati ..... 233  <b>Imamova Nilufar Zabiyyulla qizi, Soloyeva Rayhonoy Ravshanbek qizi</b></p> <p>Pedagogika oliy ta'lim muassasalarida integratsiyalashgan ijodiy muhitni tashkil etishning ilmiy-metodologik asoslari ..... 236  <b>Sultanov Xaytboy Eraliyevich</b></p> <p>Ma'naviy-ma'rifiy faoliyat orqali o'smirlarda huquqbuzarlik profilaktikasining pedagogik asoslari ..... 241  <b>Umarov Qobiljon</b></p> <p>Maktab o'quvchilari orasida kiberbulling profilaktikasi yo'llari ..... 245  <b>Jannazarova Juldizxan Aliiyar qizi</b></p> <p>Kimyo ta'limi jarayonida kreativ yondashuv asosida kompetensiyaviy yondashuvni rivojlantirish metodikasini takomillashtirish ..... 250  <b>Allaberdiyeva Zebinisobegim Ismoiljon qizi</b></p> <p>Universality in Phraseological Units in English, Dutch and Uzbek ..... 253  <b>Khaydarova Guzalkhon</b></p> <p>Texnologik ta'limda axborot texnologiyalaridan foydalanishning o'quv samaradorligiga ta'siri: universitet darajasida istiqbollor ..... 256  <b>Musurmonova Ma'mura Oman qizi, Berdiyeva Gulnoza Rizoqulovna</b></p> <p>Chet el va mahalliy tajribalarda muhandislik musobaqalari samaradorligi ..... 261  <b>N. Nomozova, A. Muxamadiyev</b></p> <p>Autizm spektri buzilishlarining klinik-pedagogik xususiyatlari va ularni korreksiyalashning ilmiy asoslari..... 267  <b>Polatova P. M., Polvonova Kishchan Ravshanovna</b></p> <p>Tenglamalar ildizlarini aniqlashda vatarlar usuli va python dasturiy modeli ..... 272  <b>Rizayeva Bahoroy Jahongir qizi</b></p> <p>Algebra fanini o'rganishda talabning xatolarini tahlil qilish va ularni bartaraf etish usullari ..... 277  <b>Zaxiriddinova Shahlo Zahiriddin qizi, Norboyeva E'zoza O'tabek qizi, Oqbutayeva Sumbula Normuhammad qizi</b></p> <p>Интегрированный подход как основа развития русской связной речи иноязычных студентов неязыковых специальностей ..... 280  <b>Бозорова Хулкар Одинакуловна</b></p>
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Оптимизация трудовых отношений в системе общего среднего образования на основе HR-менеджмента: эмпирический анализ.....	284
<b>Турикова Лазокат Машрабовна</b>	
Pedagoglarning huquqiy maqomi hamda global kompetensiyalar bilan bog'liq muammo va yechimlar.....	296
<b>Javohir Baxtiyorovich Shukurov</b>	
Boshlang'ich sinf o'quvchilarida og'zaki nutqni rivojlantirishning kommunikativ yondashuv asoslari.....	305
<b>Holikulova Feruza Xasanovna</b>	
Talabalarda internet va ijtimoiy tarmoqlardan foydalanishning agressiv xulq-atvorga ta'siri.....	309
<b>Tosheva Sayyora Raxmonqulovna</b>	
Maktabgacha katta yoshdagi bolalarda mantiqiy fikrlashni rivojlantirishning nazariy asoslari.....	314
<b>Nurmatova Iroda Toxtasinovna, Qutlimuratova Dilnoza Oybek qizi</b>	
O'quv materiallarini didaktik prinsiplar asosida bayon qilishning nazariy-amaliy asoslari.....	318
<b>Turdiyeva Navruza Sheraliyevna</b>	
Raqamli va globallashtirilgan muhitda maktabgacha yoshdagi bolalarda ma'naviy-axloqiy qadriyatlarini rivojlantirish.....	323
<b>Avazova Xidoyat Zafar qizi</b>	
Boshlang'ich sinf o'qish darslarida badiiy asar tahlil qilish kompetensiyasini shakllantirish orqali o'quvchilar nutqini boyitish ("Bog'bon va nihol" rivoyati misolida).....	327
<b>Normurodova Nigora Abdusattorovna, Abduxalilova Mohinur To'raqul qizi</b>	
Qoraqalpog'iston cho'l yaylovlarining holatiga katta qumsichqonlar ta'sirini baholash.....	331
<b>Adilbayeva Genjexan</b>	
O'zbekiston zaminida uyg'onish - renessans hodisasining yuz berishi: shakllanishi, musulmon va insoniyat dunyosi taraqqiyotidagi o'rni.....	335
<b>Choriyev Mirjalol Baxtiyor o'g'li</b>	
Bo'lajak tasviriy san'at o'qituvchilarining ekologik kompetentligini badiiy-loyihaviy faoliyat orqali rivojlantirish metodikasi.....	340
<b>Istamov Zavqiddin Sa'dulloevich</b>	
Boshlang'ich sinf o'quvchilarida fonetik kompetensiyani rivojlantirish orqali orfoqrafik va orfoepik bilimlarni shakllantirish.....	344
<b>Mamasidikova Naima Toxirjon qizi</b>	
Talabalarining mustaqil o'qish va o'rganish kompetensiyalarini rivojlantirishning metakognitiv aspektlari.....	348
<b>Mirsobitova Parvina Bahodir qizi</b>	
Sun'iy intellekt vositasida talabalarining axloqiy-estetik madaniyatini rivojlantirishning pedagogik asoslari..	351
<b>Muminov Zokir Sharop o'g'li</b>	
Ta'lim muhitining o'quvchilarning emotsional holatiga ta'siri.....	354
<b>Nurmatov Nurhayot Nurziyat o'g'li, Otaqurbonbova Nigina Rustam qizi</b>	
STEAM yondashuvi asosida o'simliklar fiziologiyasi fanida o'quv mazmunini didaktik qayta tashkil etish xususiyatlari.....	358
<b>Xoliqulova Gulchehra Alimardon qizi</b>	
Особенности развития эмоционального интеллекта у детей дошкольного возраста.....	363
<b>Мирзаева Наргиза</b>	
Inklyuziv ta'limni tashkil etishning pedagogik asoslari.....	367
<b>Abdanbekova Nilufar Rixsiyevna</b>	
O'qituvchining pedagogik mahoratini takomillashtirish va uni rivojlantirish omillari.....	370
<b>Ismailova Shaira Ferdausovna</b>	
Maktab o'quvchilarida o'zini o'zi tarbiyalashni shakllantirishning pedagogik asoslari (8–9-sinflar asosida)..	373
<b>Norxo'jayeva Lobar Nuriddin qizi</b>	
Inkluziv ta'limda pedagoglarning mahorati va pedagogik innovatsiyalar.....	378
<b>Raxmonova Gullola Shavkatovna</b>	
The Impact of Collaborative Writing Activities on EFL University Students' Essay Writing Skills: A Classroom-Based Study.....	382
<b>Shovkiewa Munisa Shonazar kizi</b>	

MUNDARIJA SOÐERJANIE CONTENTS

ChatGPT va generativ AI vositalarining o'quv jarayonidagi didaktik imkoniyatlari.....	386
<i>Sotivoldiyev Shohruhmirzo Abdumalik o'g'li</i>	
O'qituvchi shaxsining pedagogik etikasi va kasbiy madaniyati.....	390
<i>Sultonova Nargiza Nigmatovna</i>	
Raqamli transformatsiya sharoitida talabalarining media savodxonligini rivojlantirishning pedagogik-psixologik mexanizmlari.....	393
<i>Zaxiriddinova Shaxlo, Nurova Manzura, Murodova Fayoza</i>	
Talabalar matematik tafakkurini rivojlantirishda analizdan masalalar yechish strategiyalari .....	397
<i>Zaxiriddinova Shaxlo, Tufliyeva Roziya, Ismatullayev Javohir</i>	
Роль социальной компетенции в процессе интенсивного когнитивного развития .....	402
<i>З. Ф. Азизова</i>	
Роль научного знания в повышении качества образования .....	406
<i>Сагатова Диёра Абдулазиз кизи</i>	
Методы использование информационных технологий в научном исследовании качества образования в ВУЗе.....	409
<i>Уразова Марина Батыровна, Туленова Карима Жандаровна, Генжебаева Кундуз Саламат кизи</i>	
Академический стресс и формирование механизма "Самообвинения" у студентов.....	412
<i>Хошимова Дилорам Анваровна, Немаджанова Наргиза</i>	

# THE IMPACT OF COLLABORATIVE WRITING ACTIVITIES ON EFL UNIVERSITY STUDENTS' ESSAY WRITING SKILLS: A CLASSROOM-BASED STUDY

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**Abstract:** This article examines the effectiveness of collaborative writing activities in improving essay writing skills among first-year EFL university students. The relevance of the study lies in the need to enhance students' academic writing competence in modern language education. The aim of the research is to determine the impact of collaborative writing on students' writing performance. A classroom-based experimental approach was used, involving control and experimental groups. The author's approach is based on integrating peer interaction and collaborative tasks into the writing process. The results show significant improvement in grammar, organization, and idea development among students in the experimental group. The scientific novelty of the study lies in applying collaborative writing as a structured pedagogical tool in EFL classrooms. The findings confirm the effectiveness of collaborative learning in improving writing skills.

**Key words:** collaborative writing, EFL, essay writing, peer interaction, academic writing, language learning.

**Annotatsiya:** Ushbu maqolada birinchi kurs EFL talabalarining esse yozish ko'nikmalarini rivojlantirishda hamkorlikda yozish faoliyatlarining samaradorligi tahlil qilinadi. Tadqiqotning dolzarbligi zamonaviy ta'limda talabalar yozma nutqini rivojlantirish zarurati bilan izohlanadi. Tadqiqotning maqsadi hamkorlikda yozishning talabalar yozish natijalariga ta'sirini aniqlashdan iborat. Tadqiqotda eksperimental metod qo'llanilib, nazorat va tajriba guruhlarini ishtirok etdi. Muallifning yondashuvi yozish jarayoniga interaktiv va hamkorlik elementlarini joriy etishga asoslangan. Natijalar tajriba guruhida grammatik aniqlik, tuzilma va mazmun rivojlanganini ko'rsatdi. Tadqiqotning ilmiy yangiligi hamkorlikda yozish metodini tizimli pedagogik vosita sifatida qo'llash bilan izohlanadi. Olingan natijalar ushbu metodning samaradorligini tasdiqlaydi.

**Kalit so'zlar:** hamkorlikda yozish, EFL, esse yozish, yozish ko'nikmalari, interaksiya, akademik yozuv.

**Аннотация:** В данной статье рассматривается эффективность совместного письма в развитии навыков написания эссе у студентов первого курса EFL. Актуальность исследования обусловлена необходимостью совершенствования академического письма студентов. Цель исследования – определить влияние совместного письма на результаты письменной деятельности. В работе использован экспериментальный метод с контрольной и экспериментальной группами. Авторский подход основан на интеграции взаимодействия и совместной деятельности в процесс письма. Результаты показали значительное улучшение грамматики, структуры и содержания текстов. Научная новизна исследования заключается в применении совместного письма как педагогического инструмента. Полученные результаты подтверждают эффективность данного подхода.

**Ключевые слова:** совместное письмо, EFL, навыки письма, академическое письмо, взаимодействие.

## INTRODUCTION

In modern language education, the development of students' writing skills has become one of the most actual and complex tasks. Writing, particularly in academic contexts, requires not only linguistic competence but also the ability to organize ideas logically, maintain coherence and cohesion, and apply appropriate grammatical structures. For learners of English as a Foreign Language (EFL), essay writing presents significant challenges due to limited vocabulary, insufficient writing practice, and the lack of effective instructional approaches. In many cases, traditional teaching methods focus primarily on individual writing tasks, which restrict opportunities for interaction, feedback, and collaborative learning.

The relevance of this study is determined by the growing need to introduce innovative pedagogical approaches that can improve students' academic writing skills and increase their engagement in the learning process. Collaborative writing, as an interactive and student-centered approach, provides learners with opportunities to exchange ideas, receive peer feedback, and jointly construct knowledge. Such interaction not only



enhances linguistic competence but also develops critical thinking and communication skills, which are essential in modern education.

Within this context, the object of the research is the process of developing essay writing skills among EFL university students, while the subject of the research focuses on the use of collaborative writing activities as a pedagogical tool for improving students' writing performance. The aim of the study is to investigate the effectiveness of collaborative writing activities in enhancing essay writing skills of first-year EFL students. In order to achieve this aim, the study addresses several key tasks, including analyzing theoretical approaches to collaborative writing, examining the role of peer interaction in the writing process, comparing collaborative and traditional writing methods, evaluating students' writing performance based on experimental data, and identifying the advantages and limitations of collaborative writing activities.

## LITERATURE REVIEW

The issue of developing writing skills in EFL contexts has been widely studied by both foreign and local researchers. One of the key theoretical foundations of collaborative learning is based on the social constructivist theory proposed by Vygotsky, who emphasized that learning occurs through social interaction and cooperation within the Zone of Proximal Development <sup>[1]</sup>. According to this perspective, learners achieve higher levels of understanding when they work collaboratively rather than individually. This theoretical framework has become the basis for many modern pedagogical approaches, including collaborative writing.

Foreign scholars have extensively explored the role of collaborative writing in language learning. Harmer [2] highlights that writing is a process-oriented activity involving planning, drafting, revising, and editing, and each stage can be significantly enhanced through peer interaction. Hyland <sup>[3]</sup> also emphasizes that collaborative writing contributes to the development of coherence, cohesion, and grammatical accuracy, as students are exposed to multiple perspectives and language forms. Similarly, Storch <sup>[5]</sup> found that learners engaged in collaborative writing tasks produce texts with higher linguistic accuracy and better organization compared to those working individually. Swain's Output Hypothesis further supports this idea by suggesting that language production helps learners notice gaps in their knowledge and refine their linguistic competence <sup>[6]</sup>.

In addition, Richards and Renandya <sup>[4]</sup> underline the importance of interaction in language teaching methodologies, stating that collaborative activities promote active learning and improve communicative competence. Johnson and Johnson <sup>[7]</sup> also note that cooperative learning increases students' motivation, responsibility, and academic achievement. These studies collectively confirm that collaborative writing is not only beneficial for linguistic development but also for cognitive and social skills. At the same time, local researchers have also contributed to the understanding of interactive and student-centered learning approaches. Uzbek scholars emphasize the importance of integrating modern pedagogical technologies into the educational process to enhance students' independent thinking and communicative abilities. Research in the national context highlights that traditional teaching methods still dominate in many classrooms, which limits students' opportunities for interaction and practical language use. Therefore, the introduction of collaborative learning approaches, including collaborative writing, is considered a necessary step in improving the quality of education.

Despite the considerable number of studies on collaborative writing, there are still certain gaps in the research. Many studies focus primarily on general language development, while insufficient attention is given to its specific impact on essay writing skills in EFL university contexts. Furthermore, the application of collaborative writing in local educational settings has not been sufficiently explored through experimental research. Thus, the originality of the present study lies in its focus on the effectiveness of collaborative writing activities specifically for improving essay writing skills among first-year EFL university students through a classroom-based experimental design. The study not only analyzes theoretical approaches but also provides empirical evidence based on practical implementation, which distinguishes it from previous research. Collaborative learning has also been shown to increase students' motivation and responsibility in the learning process <sup>[7]</sup>. In addition, principles of language learning emphasize the importance of interaction and practice in skill development <sup>[8]</sup>.

## RESEARCH METHODOLOGY

A total of 30 first-year university students participated in the study and were divided into two groups: a control group and an experimental group, each consisting of 15 students. The control group followed traditional individual writing practices, while the experimental group engaged in structured collaborative writing activities. The experiment was conducted over a period of six weeks, during which both groups were assigned essay writing tasks under different instructional conditions.

The research methodology included the use of a comparative approach to analyze differences in students' performance between the two groups. Specifically, pre-test and post-test essays were administered to assess

students' writing skills at the beginning and end of the study. These essays were evaluated using a standardized rubric based on key criteria such as content development, organization, grammatical accuracy, and vocabulary usage.

In the experimental group, collaborative writing activities were implemented through various stages, including group brainstorming, joint drafting, peer editing, and revision. This process allowed students to interact, exchange ideas, and provide feedback to each other. In contrast, the control group completed writing tasks individually without collaborative support.

The collected data were analyzed using quantitative methods, including the calculation of average scores and comparison of performance indicators between the two groups. The results of the analysis made it possible to identify the effectiveness of collaborative writing activities and determine their impact on students' writing development. Thus, the applied methodology ensured the reliability and validity of the research findings by combining experimental design, comparative analysis, and systematic evaluation of students' writing performance.

### ANALYSIS AND RESULTS

The analysis of the collected data was carried out based on the results of pre-test and post-test assessments in order to evaluate the effectiveness of collaborative writing activities in improving students' essay writing skills. The data obtained from both the control and experimental groups were compared using quantitative methods, particularly by calculating average scores and identifying differences in performance indicators.

The initial pre-test results showed that both groups had nearly identical levels of writing proficiency, with the control group scoring an average of 62 and the experimental group scoring 61. This indicates that both groups started at a similar level, which ensures the reliability of the experimental comparison. After the implementation of the instructional intervention over a six-week period, the post-test results demonstrated noticeable improvement in both groups; however, the degree of improvement differed significantly. The control group, which followed traditional individual writing practices, showed a moderate increase from 62 to 68. In contrast, the experimental group, which participated in collaborative writing activities, showed a substantial increase from 61 to 78.

These results clearly indicate that collaborative writing has a stronger positive impact on students' writing performance compared to traditional methods. The improvement observed in the experimental group can be attributed to several factors. First, collaborative writing provided students with opportunities to exchange ideas and engage in meaningful discussions, which contributed to better content development. Second, peer feedback allowed students to identify and correct grammatical errors more effectively. Third, working in groups enhanced students' motivation and engagement, which played a crucial role in improving overall performance.

As shown in the statistical data, the difference in post-test scores between the two groups highlights the effectiveness of collaborative learning strategies. The experimental group not only improved in terms of grammatical accuracy but also demonstrated better organization, coherence, and vocabulary usage in their essays.

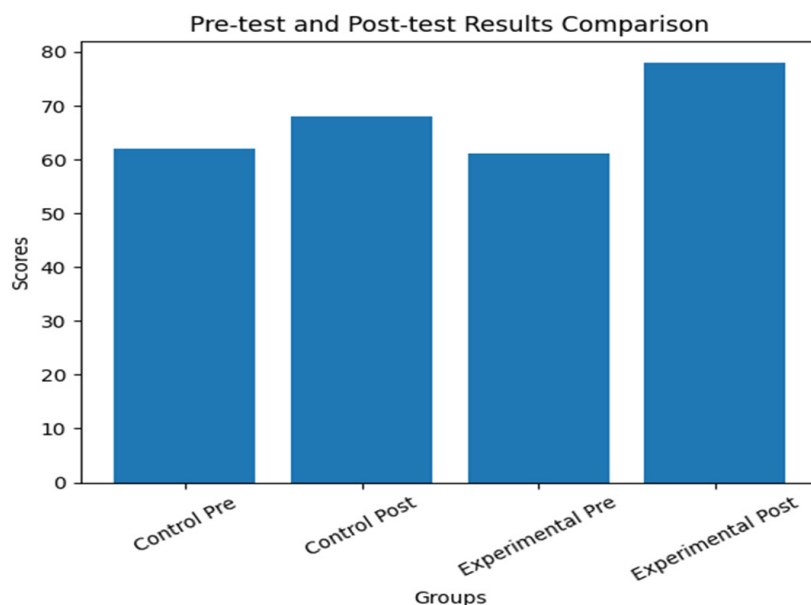


Figure 1: Comparison of Pre-test and Post-test Results between Control and Experimental Groups



The graphical representation of the results further illustrates the significant difference in performance between the control and experimental groups. As shown in Figure 1, the experimental group achieved a higher level of improvement compared to the control group, which confirms the effectiveness of collaborative writing activities.

In addition to the quantitative analysis, qualitative observations revealed several important aspects. Students in the experimental group were more actively involved in the learning process, demonstrated better problem-solving skills, and showed increased confidence in expressing their ideas in written form. However, some challenges were also identified, such as unequal participation among group members and difficulties in time management during collaborative tasks.

Overall, the analysis of the results indicates that while traditional methods can lead to gradual improvement, collaborative writing provides a more effective and interactive approach to developing writing skills. The findings highlight the importance of integrating collaborative learning strategies into EFL classrooms to achieve better educational outcomes.

## CONCLUSION

Based on the analysis of the research findings, it can be concluded that collaborative writing activities have a significant positive impact on the development of essay writing skills among first-year EFL university students. The results of the study demonstrated that students who participated in collaborative writing tasks showed greater improvement in terms of grammatical accuracy, organization, coherence, and idea development compared to those who followed traditional individual writing methods. This confirms that interactive and student-centered approaches are more effective in enhancing writing competence in EFL contexts.

The findings also revealed that collaborative writing not only improves linguistic performance but also contributes to the development of essential cognitive and social skills. Students involved in collaborative activities became more engaged in the learning process, demonstrated higher motivation, and developed better critical thinking and communication abilities. At the same time, the study identified certain challenges, such as unequal participation among group members and difficulties related to time management, which may affect the overall effectiveness of collaborative tasks if not properly addressed.

Based on these results, several practical recommendations can be proposed. First, it is advisable for teachers to integrate collaborative writing activities into regular classroom practice in order to enhance students' writing performance. Second, structured peer feedback should be incorporated into writing tasks to ensure active participation of all students and to improve the quality of written work. Third, teachers should provide clear guidelines and assign specific roles within groups to minimize unequal participation and improve task organization. Additionally, it is recommended to combine collaborative writing with traditional methods to achieve a balanced and comprehensive approach to writing instruction.

Furthermore, educational institutions should support the implementation of collaborative learning strategies by providing appropriate training for teachers and creating a learning environment that encourages interaction and cooperation. Future research may focus on exploring the long-term effects of collaborative writing and its integration with digital tools and online learning platforms.

In conclusion, collaborative writing can be considered an effective pedagogical tool that not only enhances students' writing skills but also promotes active learning, cooperation, and overall academic development.

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- 13.00.00 Pedagogika fanlari
  - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
  - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
  - 13.00.03 Maxsus pedagogika
  - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
  - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
  - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
  - 13.00.07 Ta'limda menejment
  - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
  - 13.00.09 Ijtimoiy pedagogika
  - 07.00.00 Tarix fanlari
  - 19.00.00 Psixologiya fanlari
  - 01.00.00 Fizika-matematika fanlari
  - 02.00.00 Kimyo fanlari
  - 03.00.00 Biologiya fanlari
  - 09.00.00 Falsafa fanlari
  - 10.00.00 Filologiya fanlari
  - 11.00.00 Geografiya fanlari



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