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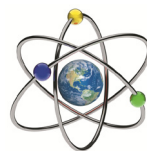
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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi 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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MUNDARIJA

Academic and Translingual Competence as an Integrative Construct in Higher Education: a Theoretical Framework.....	10
Davronova Fotima Pirnazarovna	
Olqatlanish xulq-atvori buzilgan bemorlarning emotsional va shaxslilik xususiyatlarining klinik-psixologik tahlili	14
Abdumutalibova Mag'firat Mirodil qizi	
Bo'lajak boshlang'ich sinf o'qituvchilarining metakognitiv kompetensiyalarini rivojlantirishga yo'naltirilgan metodik tizim modeli	18
Melliyeva Dilfuza O'ralovna	
Boshlang'ich sinf o'quvchilarining 5K kompetensiyalarini baholash mezonlari va indikatori.....	24
Himoyeva Sarvarbegim Jamilovna, Qodirov Zayniddin Zaripovich	
Bo'lajak pedagoglarda stressli vaziyatlarda xulq-atvor xususiyatlarini tadqiq etishning psixodiagnostik asoslari.....	29
Olimova Furuza Aslonovna	
Developing the Skill of Evaluating the Reliability of Information Sources in Teaching English.....	35
Sherimbetova Nasiba Ravshanbek kizi	
Tarmoq texnologiyalari fanida sun'iy intellekt asosidagi web-platfomaning didaktik imkoniyatlari	42
Yuldashev Shadiyor Shuxrat o'g'li	
Maxsus ta'lim ehtiyojiga ega o'quvchilarning ijtimoiy-psixologik rivojlanishini qo'llab-quvvatlashda sun'iy intellekt imkoniyatlari	48
Abdujabborova Dildora Saidmurot qizi	
Pedagogik jarayonlar davomida talaba-yoshlar egallagan faol fuqarolikning ijtimoiy-madaniy ahamiyati	56
Xabibulla Muratov Abduqodirovich	
Maktabgacha tayyorlov yoshdagi bolalarda atrof muhitga munosabatini shakllantirishning zamonaviy usullari	65
Umarova Dildora Nizom qizi	
Maktabgacha yoshdagi bolalarning obrazli va bog'lanishli nutqini rivojlantirish hamda nutqiy qiyinchiliklarni erta aniqlashning pedagogik-psixologik asoslari	70
Axmedova Muyassar Xadimatovna, Maqsudboyeva Dilbar Olimjon qizi	
Umumta'lim maktabi o'quvchilarida ochiq javobli PISA topshiriqlarining produktiv fikrlashni rivojlantirishdagi o'rni	76
Xudayberdiyeva Muxayyo Karshiboyevna	
Ta'limda interaktiv texnologiyalardan foydalanishning afzalliklari	86
Xoshimova Maftunabonu Xoshimjon qizi	
Yosh kelin-kuyovlarning nikoh orqali kutuvlari va psixologik farovonligining ijtimoiy-psixologik xususiyatlari	91
To'liqinboyeva Mahliyoixon Valijon qizi	
"Art-pedagogik qobiliyat" tushunchasining mohiyati va tarkibiy komponentlari	95
Bo'ltakova Roziya Xasan qizi	
Pathogenetic Rationale for Personalized Therapy of Dentin Hypersensitivity in Patients With Erosive Tooth Lesions	99
Khusanbaeva Jasmin Shavkatovna, Zoirov Tulqin Elnazarovich	
Raqamli iqtisodiyot sharoitida korxona axborot tizimlarini tizimli tahlil qilish va modellashtirish.....	104
Ro'ziyev Bahromjon Rustam o'g'li	
Maktabgacha ta'lim tashkilotlari direktorlarining moliyaviy savodxonligini rivojlantirish mexanizmi va tarkibiy-funksional modeli	108
Berdimurotov Adxam Xayrulla o'g'li	



Raqamli ta'lim muhitida boshlang'ich sinf o'quvchilarining kitobxonlik kompetensiyalarini rivojlantirishning pedagogik mexanizmlari	113
Umirova Marxabo Abdimannobovna	
O'zbek EFL sinflarida talabalarining og'zaki nutq ravonligini mikrointeraktiv sikllar asosida rivojlantirish.....	116
X. S. Malikova	
Sun'iy intellektning xorijiy til o'rganuvchilarga yordami: imkoniyatlar va amaliy mashg'ulotlar	120
Ashurova Dildora G'afurovna	
Bo'lajak o'qituvchining kasbiy malakasi va aralash ta'lim sharoitidagi talablari.....	124
Baxtiyorova Maxliyo Baxrom qizi	
Refleksiv texnologiyalar asosida bo'lajak boshlang'ich sinf o'qituvchilarining kasbiy-metodik tafakkurini rivojlantirish	127
Xo'janiyozova Gulhayo Ilhomovna	
Boshlang'ich ta'limda hikoya janridagi matnlarni o'qitishda STREAM texnologiyasidan foydalanish.....	131
Ahmedova Munisa Xo'sinboy qizi	
Rivojlanishida nuqsoni bo'lgan maktabgacha yoshdagi bolalarni mustaqil hayot faoliyatiga tayyorlashning korreksion-pedagogik texnologiyasi	137
Jo'rayeva Gulmiraxon Zufarjon qizi	
Developing EFL Students' Academic Writing Skills Through Self-Directed Learning Strategies.....	141
Kayumova Gulnoz Abduxalilovna	
Ko'rishida nuqsoni bo'lgan boshlang'ich sinf o'quvchilarining ingliz tilidagi kommunikativ kompetensiyasini rivojlantirish texnologiyasi	147
Mavlonova Shaxzoda Turg'unovna	
Developing English Communication Skills Among Students in Non-Philological Higher Education Institutions Through Task-Based Learning	151
Mirbabayeva Sabina Sobirjonovna	
Indicators for Evaluating and Monitoring the Quality of Foreign Language Education in General Secondary Schools	158
Muxtarova Shafoatbonu Adham qizi	
Fizika fanini o'qitishda talabalarining texnologik kompetensiyasi pedagogik tadqiqotning predmeti sifatida...	164
Raxmankulova Dilora Gulomovna	
Maktabgacha ta'lim tashkilotlarida xalq og'zaki ijodi asosida bolalarning axloqiy fazilatlarini shakllantirishda innovatsion pedagogik texnologiyalarning o'rni	169
Umurova Ma'rifat Yoshiyevna	
Kompetensiyaviy yondashuv asosida bo'lajak muhandislarning loyihaviy-konstruktorlik faoliyatiga tayyorlash metodikasini ishlab chiqish	175
Uzokov Sherzod Xamidovich	
Boshlang'ich ta'limda sun'iy intellekt va zamonaviy texnologiyalar: imkoniyatlar va istiqbollar.....	180
Akramhonova Maftunaxon Ma'murjon qizi	
Mystical Images in the Poetry of Navoi and Mashrab	183
Mamasoliyeva Muslimaxon Alisher qizi	
Oilaviy bolalar uylari tarbiyalanuvchilarini oilaviy hayotga tayyorlashning ijtimoiy-pedagogik asoslari: tajriba-sinov natijalarining tahlili.....	188
Muxamadiyev Xojakbar Asliddinovich	
Maktabgacha yoshdagi bolalar nutqini rivojlantirishda o'yin texnologiyalaridan foydalanish	193
Yuldasheva Shoxida Botirovna, Abdullayeva Qirmizi Jumatayevna	
Raqamli ta'lim muhitida bo'lajak pedagoglarning mustaqil o'rganish kompetensiyasini rivojlantirishning pedagogik imkoniyatlari	198
Mayliyeva Sadoqat Raximberganovna	
Generative Artificial Intelligence in Foreign Language Education: Pedagogical Challenges and the Development of Communicative Competence	202
Latofat Zokir kizi Raximdjanova	

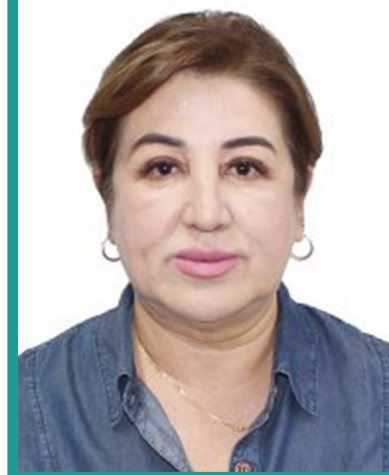
Международные модели подготовки будущих учителей к инклюзивному образованию: сравнительный анализ ключевых компонентов	210
Янкина Эмиля Адыловна	
Психологические механизмы формирования читательской мотивации у младших школьников	216
Мадаминаова Самидабону Умидбековна	
O'qituvchi va o'quvchi o'rtasidagi destruktiv ziddiyatlarning oldini olishning pedagogik-psixologik vositalari.....	222
Elbekova E'zoza Jamshid qizi	
Badiiy asarni neyropedagogik tahlil materiali sifatida qo'llashning metodik asoslari	227
Shoyimova Shoiran Sanakulovna	
Boshlang'ich ta'lim yo'nalishi talabalarining kasbiy kompetentligini takomillashtirish metodikasi	231
Toshturdiyeva Tursunoy Muhammadiyevna	



DEVELOPING EFL STUDENTS' ACADEMIC WRITING SKILLS THROUGH SELF-DIRECTED LEARNING STRATEGIES

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Abstract: This article examines how self-directed learning strategies can support the development of academic writing skills among students learning English as a foreign language at pedagogical universities in Uzbekistan. It presents a pedagogical framework that connects goal setting, independent planning, critical reading, reflective writing, and self-assessment with the stages of the academic writing process. The discussion focuses on how teachers can guide students towards greater responsibility for identifying writing difficulties, selecting appropriate learning resources, monitoring progress, and revising their texts. Particular attention is given to learning journals, writing portfolios, assessment rubrics, and structured peer feedback as practical tools for supporting independent learning. The article also considers challenges that may limit students' engagement, including differences in language proficiency, limited experience of autonomous learning, and dependence on teacher correction. Rather than reporting experimental findings, it offers a conceptual account of how these strategies can be integrated into university writing instruction. The proposed approach positions teacher guidance and learner autonomy as complementary elements in preparing future English teachers to become more reflective and independent academic writers.

Key words: English as a foreign language, academic writing, self-directed learning, learner autonomy, writing strategies, self-assessment, reflective practice, writing portfolios, peer feedback, teacher education.

Annotatsiya: Ushbu maqolada O'zbekistondagi pedagogika universitetlarida ingliz tilini chet tili sifatida o'rganayotgan talabalarning akademik yozuv ko'nikmalarini rivojlantirishda mustaqil ta'lim strategiyalarining imkoniyatlari ko'rib chiqiladi. Maqolada maqsad belgilash, mustaqil rejalashtirish, tanqidiy o'qish, refleksiv yozuv va o'zini o'zi baholashni akademik yozuv jarayonining bosqichlari bilan bog'laydigan pedagogik model taklif etiladi. Asosiy e'tibor o'qituvchilarning talabalarni yozuvdagi qiyinchiliklarni aniqlash, tegishli o'quv resurslarini tanlash, o'z rivojlanishini kuzatish va matnlarini qayta ishlash uchun ko'proq mas'uliyat olishga qanday yo'naltirishi mumkinligiga qaratiladi. Mustaqil ta'limni qo'llab-quvvatlovchi amaliy vositalar sifatida o'quv kundaliklari, yozma ishlar portfoliolari, baholash mezonlari va aniq tartib asosida tashkil etilgan o'zaro fikr-mulohaza almashishga alohida e'tibor beriladi. Shuningdek, talabalarning faol ishtirokini cheklashi mumkin bo'lgan omillar, jumladan, til bilish darajasidagi farqlar, mustaqil ta'lim tajribasining yetishmasligi va xatolarni tuzatishda o'qituvchiga qaramlik muhokama qilinadi. Maqolada eksperimental natijalar taqdim etilmaydi; aksincha, ushbu strategiyalarni universitetdagi yozuv mashg'ulotlariga integratsiya qilishning konseptual asoslari yoritiladi. Taklif etilgan yondashuv bo'lajak ingliz tili o'qituvchilarini o'z yozuv faoliyatini tahlil qila oladigan, mustaqil akademik matn yaratuvchi mutaxassislar sifatida tayyorlashda o'qituvchi rahbarligi va ta'lim oluvchi avtonomiyasini bir-birini to'ldiruvchi tarkibiy qismlar sifatida talqin etadi.

Kalit so'zlar: Ingliz tili chet tili sifatida, akademik yozuv, mustaqil ta'lim, ta'lim oluvchi avtonomiyasi, yozuv strategiyalari, o'zini o'zi baholash, refleksiv amaliyot, yozma ishlar portfoliolari, o'zaro fikr-mulohaza, o'qituvchilar tayyorlash.

Аннотация: В статье рассматриваются возможности стратегий самостоятельного обучения в развитии навыков академического письма у студентов педагогических университетов Узбекистана, изучающих английский язык как иностранный. Предлагается педагогическая модель, связывающая постановку целей, самостоятельное планирование, критическое чтение, рефлексивное письмо и самооценку с этапами создания академического текста. Основное внимание уделяется тому, как преподаватели могут помогать студентам принимать на себя большую ответственность за выявление трудностей в письменной речи, выбор подходящих учебных ресурсов, отслеживание собственного прогресса и переработку текстов. Особое внимание уделяется учебным дневникам, портфолио письменных работ, критериальным шкалам оценивания и структурированной взаимной обратной связи как практическим инструментам поддержки самостоятельного обучения. Также рассматриваются факторы, способные ограничивать вовлечённость студентов, включая различия в уровне владения языком, недостаточный опыт самостоятельного обучения и зависимость от исправлений преподавателя. Статья не представляет экспериментальных результатов, а предлагает концептуальное обоснование интеграции данных стратегий в обучение академическому письму в университете. Предлагаемый подход рассматривает педагогическое сопровождение и автономию обучающегося как взаимодополняющие компоненты подготовки будущих преподавателей английского языка, способных осмысленно анализировать собственную письменную деятельность и самостоятельно создавать академические тексты.

Ключевые слова: Английский язык как иностранный, академическое письмо, самостоятельное обучение, автономия обучающегося, стратегии письменной речи, самооценка, рефлексивная практика, портфолио письменных работ, взаимная обратная связь, подготовка преподавателей.

INTRODUCTION

Academic writing is an essential component of preparing future English teachers because it requires students to communicate ideas clearly, evaluate information critically, and construct arguments supported by evidence. For learners of English as a foreign language, these demands extend beyond grammatical accuracy to include organisation, coherence, appropriate vocabulary, and awareness of academic conventions. Hyland (2003) situates second language writing within the relationships between texts, writers, readers, and instructional contexts. This perspective provides a foundation for considering how writing instruction can help students make informed decisions throughout planning, drafting, and revision^[1].

In pedagogical universities in Uzbekistan, academic writing can serve both educational and professional purposes. Students preparing to teach English need opportunities to produce essays, analyse scholarly literature, and communicate pedagogical ideas through written texts. They also need to understand learning processes that they may subsequently support in their own classrooms. Within this context, the present article approaches independent learning as a planned dimension of writing instruction. It considers how responsibility for learning can gradually be shared with students while teachers continue to provide explanations, models, feedback, and accessible criteria for evaluating written work.

Self-directed learning is understood here as students' purposeful participation in identifying needs, setting objectives, selecting resources, and evaluating learning outcomes. It overlaps with self-regulated learning, although the concepts are not treated as interchangeable. Self-direction concerns decisions about the broader learning pathway, whereas self-regulation concerns the management of thinking, motivation, and behaviour during learning. Zimmerman (2002) explains self-regulated learning through processes involving forethought, performance, and reflection. Applied to writing, this perspective encourages attention to how students establish goals, monitor their composing processes, and use evaluation to guide subsequent attempts. ^[2]

Learner autonomy provides a further theoretical foundation for examining these practices. Benson (2007) reviews autonomy as a significant area of language education concerned with learners' capacity to exercise control over learning. For the framework proposed in this article, autonomy involves supported decision making and opportunities to explain learning choices. A student might identify weak paragraph development, examine selected model texts, practise integrating supporting evidence, and assess a revised paragraph against explicit criteria. Such activities provide a practical connection between independent study and classroom instruction. Their educational value depends on purposeful design, suitable resources, and feedback that students can understand and apply. ^[3]

The central pedagogical issue addressed here is how to organise this connection coherently within the preparation of future English teachers. Assigning additional writing outside class does not, by itself, establish meaningful self-direction. Students need guidance in choosing achievable goals, recognising weaknesses, and documenting progress across successive drafts. Accordingly, this article develops a conceptual framework linking writing portfolios, reflective journals, assessment rubrics, and peer feedback to the writing process. It asks how these strategies can support academic writing development, what forms of teacher guidance their implementation requires, and which contextual factors should inform their adaptation. The discussion establishes a basis for subsequent classroom investigation without presenting proposed benefits as experimentally demonstrated outcomes. ^[4]



LITERATURE REVIEW

Research on academic writing and independent learning provides complementary foundations for developing EFL students' writing skills. Hyland (2003) situates writing within linguistic, social, and instructional contexts, while Flower and Hayes (1981) conceptualise composing as a recursive cognitive process involving planning, translating, and reviewing.^[5]

Learner autonomy extends this perspective by emphasising students' responsibility for learning decisions. Benson (2007) reviews autonomy in language education, and Little (2007) connects its development with language proficiency. Garrison (1997) integrates self-management, self-monitoring, and motivation within self-directed learning. Zimmerman (2002) explains how forethought, performance, and reflection organise self-regulated learning.^[6]

Research specifically addressing EFL writing strengthens these theoretical connections. Teng and Zhang (2016) validate a multidimensional questionnaire examining writing strategies for self-regulated learning. Their subsequent intervention study reports improvements associated with strategy-based writing instruction (Teng & Zhang, 2020). These findings support investigating explicit strategy instruction in teacher education contexts.^[7]

Assessment scholarship highlights complementary forms of support. Lam (2014) proposes connections between portfolio assessment and self-regulation, while Nicol and Macfarlane-Dick (2006) explain how feedback can strengthen learner control. Carless and Boud (2018) emphasise students' capacity to interpret and use feedback. However, these sources do not establish effectiveness in Uzbekistan's pedagogical universities, making contextual adaptation and local empirical investigation necessary next steps.^[8]

RESEARCH METHODOLOGY

This article adopts a conceptual approach to developing a pedagogical framework for academic writing instruction. It does not report an intervention, participant recruitment, or the collection of student performance data. Its methodological purpose is to explain how selected principles of independent learning can inform writing activities for future English teachers at pedagogical universities in Uzbekistan. The framework is constructed through conceptual clarification, pedagogical mapping, and contextual consideration. Consequently, the analytical outcomes concern relationships between learning strategies, writing processes, and instructional support, rather than measured improvements in proficiency or statistically established effects.^[9]

The conceptual foundation draws on scholarship concerning second language writing, learner autonomy, and self-regulated learning, including the works introduced in the preceding section. These perspectives are used to address complementary questions: what academic writing requires, which learning decisions students can undertake, and how they can manage their work over time. The discussion constitutes a selective theoretical synthesis rather than a systematic literature review. No exhaustive database search, formal screening protocol, or assessment of publication bias is claimed. Sources are considered for their relevance to the framework; their inclusion does not establish comprehensive coverage of the field.^[10]

Framework construction proceeds by mapping independent learning strategies onto five writing activities: analysing tasks, planning content, drafting, revising, and evaluating progress. For each activity, the analysis identifies a learner decision, a supporting resource, an observable learning product, and an appropriate form of teacher guidance. During planning, for example, students select a specific writing goal, consult a model text, and prepare an outline. The teacher provides guiding questions and checks whether the goal is achievable. This mapping makes the proposed relationship between learner responsibility and instructional support explicit, while allowing movement between activities rather than prescribing a rigid sequence.^[11]

Four tools operationalise the proposed framework: writing portfolios, reflective journals, assessment rubrics, and peer feedback. Portfolios retain outlines, drafts, feedback, and revised texts so that changes can be examined. Journals invite students to explain difficulties, strategy choices, and subsequent adjustments. Rubrics translate writing expectations into criteria covering task fulfilment, argument development, organisation, source use, and language control. Peer feedback prompts students to identify specific strengths and problems and suggest feasible revisions. These tools are treated as complementary instructional resources. Their usefulness would depend on how clearly teachers introduce them and how consistently students engage with their purposes.^[12]

Contextual adaptation considers language proficiency, available study time, access to learning materials, and previous experience with independent work. These are planning considerations, not findings about a sampled population. The framework therefore permits printed materials alongside digital resources and recommends gradually increasing student choice. To support future empirical investigation, it identifies possible evidence sources, including comparable writing tasks, portfolio revisions, reflective entries, and student interviews. Any subsequent study would require informed consent, confidentiality procedures, and a transparent

assessment design. Within the present article, methodological quality rests on clear conceptual distinctions, traceable links between strategies and activities, and explicit separation of proposed educational benefits from outcomes that would require verification through classroom research. ^[13]

ANALYSIS AND RESULTS

The conceptual analysis yielded a framework connecting self-directed learning strategies with academic writing activities and forms of teacher support. Its principal outcome is an explicit account of what students can decide, what resources can assist them, and what written evidence can make their learning processes visible. These outcomes represent features of the proposed framework rather than findings from classroom implementation. No participant data were collected, and no changes in writing proficiency were measured. The results therefore describe pedagogical relationships derived through the analytical procedure and identify propositions that could guide subsequent empirical investigation. ^[14]

The first relationship concerns goal setting and task analysis. Within the framework, students examine assignment requirements and identify a manageable priority before composing. A broad intention such as improving writing becomes a specific objective, such as supporting each main claim with relevant evidence. This objective informs the outline and provides a reference point during revision. Teacher guidance remains necessary when students misunderstand the task or select goals beyond their current proficiency. The resulting instructional arrangement links independent decision making to explicit expectations, making the selected goal and its connection to the writing task available for discussion. ^[15]

The second relationship connects resource selection with planning and drafting. Students choose materials in response to an identified writing need, using teacher guidance where necessary. Model paragraphs can support examination of organisation, while reference materials can clarify vocabulary or citation conventions. The framework requires students to explain how a selected resource informs a writing decision. This explanation distinguishes purposeful resource use from merely collecting materials. The observable products include annotated models, planning notes, and initial drafts. These products could help teachers examine how students approach composing, although their presence alone would not demonstrate improved writing quality. ^[16]

The third relationship links self-assessment and peer feedback to substantive revision. Rubric criteria direct attention to argument, organisation, evidence, and language, while peer comments offer another reader's interpretation of the draft. Students then decide which comments to apply and explain their revisions. A revised paragraph accompanied by a brief rationale provides evidence of a decision; it does not automatically establish that the decision was effective. Within the proposed framework, teachers examine both the text and the explanation. This arrangement creates opportunities to discuss disagreements, clarify criteria, and distinguish changes to meaning or structure from surface correction. ^[17]

The fourth relationship connects reflection with subsequent goal setting. Portfolio entries preserve stages of a writing task, and journal prompts encourage students to compare intentions with completed work. Students identify unresolved difficulties and formulate priorities for another assignment, creating continuity across writing tasks. The analysis also identified a condition underlying all four relationships: learner responsibility requires accessible criteria, suitable resources, and proportionate guidance. Accordingly, the framework accommodates different levels of support and allows teachers to adjust choices according to demonstrated readiness. These conceptual outcomes provide an instructional structure for investigation. Whether its implementation strengthens academic writing, motivation, or autonomy remains an empirical question requiring evidence from appropriately designed classroom studies. ^[18]

The proposed framework positions self-directed learning as a supported process within academic writing instruction. Its contribution lies in connecting learner decisions to specific writing activities and observable products. This connection matters because independent study can otherwise become an assignment requirement with little attention to how students organise their learning. The framework suggests that responsibility becomes educationally meaningful when students understand their choices, explain their purposes, and review their consequences. However, these relationships remain conceptual. They establish a rationale for instructional design without demonstrating that any particular strategy produces measurable improvements in academic writing. ^[19]

The relationship between independence and teacher guidance is particularly significant. Within this framework, teachers explain expectations, model strategies, and help students interpret difficulties while gradually expanding opportunities for choice. This arrangement is compatible with Benson's (2007) discussion of autonomy in language education. For future English teachers, participation in such instruction may also provide material for examining their developing pedagogical beliefs. They can consider how feedback, task design, and assessment influence their own decisions as learners. Whether this experience subsequently affects their teaching practice would require investigation beyond the scope of the present article. ^[20]



A further implication concerns the relationship between reflection and writing development. Zimmerman's (2002) account of self-regulation provides a theoretical basis for connecting planning, performance, and evaluation. The framework applies this connection through journals and portfolios that carry information from one task into another. Nevertheless, completing a reflection does not necessarily indicate meaningful analysis. Entries may remain descriptive or reproduce what students believe teachers expect. Prompts should therefore invite reference to particular passages, feedback comments, and revision decisions. Such evidence could make reflection more useful for instructional dialogue, although its effects cannot be assumed. ^[21]

Assessment introduces another important tension. Rubrics can clarify expectations, but students may interpret descriptors differently or apply them mechanically. Peer feedback likewise requires preparation, especially when learners are uncertain about academic conventions. Hyland's (2003) treatment of second language writing supports attention to the interaction between texts and instructional contexts. Within the proposed approach, teachers would need to discuss examples, compare judgments, and examine why particular revisions strengthen an argument. Assessment should therefore inform choices during composing. A portfolio containing several drafts would need qualitative examination before it could support claims about progress or increasing independence. ^[22]

For pedagogical universities in Uzbekistan, implementation should begin with local needs rather than assumptions about a uniform student population. Available resources, writing experience, and opportunities for consultation may differ across institutions and groups. The framework consequently allows flexible materials and varying degrees of support. Its principal limitation is the absence of empirical evidence demonstrating feasibility or effectiveness in these settings. Future research could examine writing quality alongside students' strategy explanations, using comparable tasks and transparent scoring procedures. Longer investigations could explore whether learners transfer strategies to unfamiliar assignments. Such research would help distinguish successful completion of structured activities from sustained development in academic writing and the capacity to direct learning independently. ^[23-24]

CONCLUSIONS AND RECOMMENDATIONS

Developing academic writing skills through self-directed learning requires a purposeful relationship between student responsibility and pedagogical support. This article has proposed a conceptual framework connecting goal setting, resource selection, self-assessment, peer feedback, and reflection with the processes of planning, drafting, and revising academic texts. Its central proposition is that independent learning becomes meaningful when students can explain their decisions and evaluate them against clear expectations. Within this approach, academic writing provides opportunities to practise language, construct arguments, and examine learning strategies. These opportunities constitute an instructional rationale rather than evidence of demonstrated improvement. ^[25-26]

The framework identifies practical ways to make independent learning visible. Writing goals establish priorities, planning notes document decisions, successive drafts reveal revisions, and reflective entries explain how students interpret their progress. Portfolios bring these materials together, allowing teachers and learners to examine connections across writing activities. However, the existence of these products does not establish their educational effectiveness. Their value depends on the quality of engagement they support and the judgments made about them. Accordingly, teachers should examine whether students understand the purpose of each activity and can use it to address a specific writing need. ^[27-28]

Teacher guidance remains integral to this process. Students need accessible explanations of academic expectations, examples of effective writing, and opportunities to discuss uncertainty. They may also require assistance in selecting manageable goals and interpreting feedback. As their readiness develops, teachers can expand the decisions students make independently. Such progression should respond to demonstrated needs rather than follow a fixed timetable. For future English teachers, this instructional arrangement also offers opportunities to reflect on the relationship between autonomy, assessment, and classroom support. Its potential contribution to their professional preparation warrants investigation alongside its possible influence on writing. ^[29-30]

In pedagogical universities in Uzbekistan, the framework should be adapted through attention to institutional conditions and learner differences. Printed resources, classroom discussion, and structured consultation can support its implementation alongside digital materials where these are available. The proposed activities should form a coherent part of writing instruction, with sufficient time for revision and feedback. Introducing every tool simultaneously may make it difficult to establish their purposes clearly. A gradual introduction would allow teachers to evaluate how students use each resource and adjust the level of support. This recommendation concerns implementation planning and does not represent an empirically validated sequence.

The article's contribution is therefore a transparent pedagogical structure for connecting independent learning with academic writing, accompanied by explicit limits on the claims it supports. Future studies should examine its feasibility, the quality of students' engagement, and changes in writing across comparable tasks. They should also investigate whether students retain and transfer strategies when guidance is reduced or assignments become unfamiliar. Evidence from such investigations would help refine the framework and determine the conditions under which it is useful. Until that evidence is available, the approach offers a theoretically informed basis for designing instruction and evaluating how learners gradually assume greater responsibility for academic writing.

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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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