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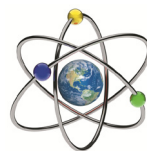
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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi 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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DEVELOPING WRITING SKILLS OF NON-PHILOLOGICAL STUDENTS THROUGH ONLINE LEARNING PLATFORMS

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Abstract: The development of productive language skills is an important objective of foreign language education in higher education, particularly for students of non-philological fields. Although these students do not specialize in languages, English writing may be required for academic assignments, professional correspondence, reports, project documentation, applications, and future international communication. Limited classroom time, differences in language proficiency, and insufficient opportunities for individual feedback may create additional difficulties in writing development. This article examines the methodological potential of online learning platforms for developing the writing skills of non-philological students. It discusses process-oriented writing, task-based activities, collaborative writing, peer review, teacher and AI-assisted feedback, differentiated instruction, and learner autonomy. A practical model of online writing practice is proposed, consisting of needs analysis, preparation, drafting, feedback, revision, and reflection. The article emphasizes that digital platforms are most effective when they are integrated into a coherent methodological system and connected with students' academic and professional needs.

Key words: writing skills, non-philological students, online learning platforms, digital learning, task-based learning, feedback, peer review, learner autonomy, blended learning.

Annotatsiya: Produktiv til ko'nikmalarini rivojlantirish oliy ta'limda xorijiy til ta'limining muhim maqsadlaridan biri bo'lib, ayniqsa nofilologik yo'nalishlarda tahsil olayotgan talabalar uchun dolzarb hisoblanadi. Ushbu talabalar til mutaxassisligi bo'yicha tahsil olmasalar-da, ingliz tilida yozish akademik topshiriqlar, kasbiy yozishmalar, hisobotlar, loyiha hujjatlari, arizalar va kelajakdagi xalqaro muloqot uchun talab etilishi mumkin. Auditoriya vaqtining cheklanganligi, til bilish darajasidagi farqlar va individual fikr-mulohaza olish imkoniyatlarining yetarli emasligi yozish ko'nikmalarini rivojlantirishda qo'shimcha qiyinchiliklarni yuzaga keltirishi mumkin. Ushbu maqolada nofilologik yo'nalish talabalari yozish ko'nikmalarini rivojlantirishda onlayn ta'lim platformalarining metodik salohiyati ko'rib chiqiladi. Unda jarayonga yo'naltirilgan yozuv, topshiriqqa asoslangan faoliyatlar, hamkorlikda yozish, o'zaro baholash, o'qituvchi va sun'iy intellekt yordamidagi fikr-mulohaza, differensial ta'lim hamda o'quvchi avtonomiyasi muhokama qilinadi. Ehtiyojlarni tahlil qilish, tayyorgarlik, dastlabki matnni yozish, fikr-mulohaza olish, qayta ko'rib chiqish va refleksiyadan iborat onlayn yozuv amaliyotining amaliy modeli taklif etiladi. Maqolada raqamli platformalar yaxlit metodik tizimga integratsiya qilinganda va talabalarning akademik hamda kasbiy ehtiyojlari bilan bog'langanda eng samarali bo'lishi ta'kidlanadi.

Kalit so'zlar: yozish ko'nikmalari, nofilologik yo'nalish talabalari, onlayn ta'lim platformalari, raqamli ta'lim, topshiriqqa asoslangan ta'lim, fikr-mulohaza, o'zaro baholash, o'quvchi avtonomiyasi, aralash ta'lim.

Аннотация: Развитие продуктивных языковых навыков является важной целью обучения иностранным языкам в высшем образовании, особенно для студентов нефилологических направлений. Хотя эти студенты не специализируются на языках, письменный английский язык может быть необходим для выполнения академических заданий, профессиональной переписки, подготовки отчетов, проектной документации, заявлений и будущего международного общения. Ограниченное аудиторное время, различия в уровне владения языком и недостаточные возможности для получения индивидуальной обратной связи могут создавать дополнительные трудности в развитии навыков письма. В данной статье рассматривается методический потенциал онлайн-платформ обучения для развития навыков письма у студентов нефилологических направлений. Обсуждаются процессно-ориентированное письмо, задания на основе деятельности, совместное письмо, взаимное рецензирование, обратная связь со стороны преподавателя и с использованием искусственного интеллекта, дифференцированное обучение и автономия обучающихся. Предлагается практическая модель онлайн-практики письма, включающая анализ потребностей, подготовку, написание черновика, получение обратной связи, редактирование и рефлексия. В статье подчеркивается, что цифровые платформы наиболее эффективны тогда, когда они интегрированы в целостную методическую систему и связаны с академическими и профессиональными потребностями студентов.

Ключевые слова: навыки письма, студенты нефилологических направлений, онлайн-платформы обучения, цифровое обучение, обучение на основе заданий, обратная связь, взаимное рецензирование, автономия обучающихся, смешанное обучение.

INTRODUCTION

The digital transformation of higher education has created new possibilities for foreign language teaching and learning. Online learning platforms enable teachers to organize educational activities beyond the physical classroom and provide students with access to materials, tasks, communication, assessment, and feedback at different times and from different locations. This flexibility is especially relevant in foreign language education, where the development of communicative competence requires regular practice rather than occasional classroom exposure.

Writing is one of the major productive language skills and plays an important role in academic and professional communication. In contemporary educational and professional contexts, students may be expected to write emails, reports, summaries, applications, project descriptions, reflections, and other texts in English. For non-philological students, such writing is usually not an end in itself; it is a means of communicating information connected with their specialization. Consequently, English writing instruction should reflect the actual communicative needs of learners.

The teaching of writing to non-philological students presents several methodological challenges. Students often have different levels of English proficiency, limited vocabulary, insufficient writing experience, and different attitudes towards English. In addition, the number of classroom hours allocated to a foreign language course may not allow teachers to provide extensive individual writing practice and detailed feedback during every lesson.

Online learning platforms can provide a solution to part of this problem by extending the learning environment. Students can complete short writing activities outside the classroom, submit drafts electronically, receive comments, revise their work, and maintain a record of their progress. The aim, therefore, is not simply to move traditional writing exercises online but to use digital affordances to create a more systematic writing process.

The purpose of this article is to examine the methodological possibilities of online learning platforms for developing writing skills of non-philological students and to present practical principles and activities that can be integrated into foreign language courses.

LITERATURE REVIEW

The development of writing skills in foreign language education has been widely discussed in applied linguistics and language teaching research. Hyland (2019) emphasizes that second language writing is a complex process involving linguistic knowledge, organization, audience awareness, and repeated revision. From this perspective, writing instruction should not be limited to grammatical accuracy but should also develop learners' ability to construct coherent and purposeful texts.

Task-based approaches also provide an important methodological foundation for writing instruction. Ellis (2003) argues that Task-Based Language Teaching allows learners to use language for meaningful communicative purposes and to connect classroom activities with real-life situations. This approach is particularly relevant for non-philological students, whose writing needs are often related to academic and professional communication.

The development of online language learning has further expanded opportunities for writing practice. Hampel and Stickler (2012) highlight the potential of digital environments for interaction, collaboration, and learner participation in online language education. Online platforms can support drafting, peer interaction, feedback, and revision, thereby extending writing practice beyond classroom boundaries. In addition, the Council of Europe (2020) stresses the importance of communicative competence, learner autonomy, and purposeful language use within the CEFR framework. These perspectives suggest that online learning platforms can become an effective methodological tool for developing writing skills when they are integrated with task-based activities, feedback, revision, and students' academic and professional needs.

RESEARCH METHODOLOGY

Writing Skills in the Context of Non-Philological Higher Education

Writing competence is a multidimensional construct that includes linguistic, cognitive, organizational, and communicative components. At the linguistic level, learners need control of grammar, vocabulary, spelling, and punctuation. At the discourse level, they need to organize ideas into paragraphs and larger texts, establish logical relationships, and use cohesive devices. At the communicative level, writers need to understand why they are writing, who will read the text, and what effect the text should achieve.

For non-philological students, the development of these components should be connected with their academic disciplines. Students of economics may need to describe data or write business correspondence;



students of information technology may need to explain a process or document a project; students of tourism may need to prepare descriptions and professional messages; and students of management may need to write emails, meeting summaries, and project-related documents. These examples demonstrate that writing instruction can be made more meaningful when language tasks are connected with students' future professional communication.

A further issue is the difference between students' receptive and productive abilities. A learner may understand a text or recognize a grammatical structure but still be unable to use the same language independently in writing. Productive competence therefore requires opportunities for active language production, followed by feedback and revision.

Difficulties in Developing Writing Skills

One common difficulty is the limited range of vocabulary available for independent expression. Students may recognize professional or academic vocabulary when reading but hesitate to use it in their own writing. Vocabulary support before writing can help learners activate relevant lexical resources and reduce the cognitive load of generating content and language simultaneously.

Grammatical accuracy is another area of difficulty. Students may understand rules in isolation but make errors when constructing longer texts. This suggests that grammar should be integrated into meaningful writing tasks. Instead of practising structures exclusively through discrete exercises, learners can be asked to apply them in paragraphs, emails, reports, and other communicative texts.

Organization and coherence can also present challenges. Some learners produce a sequence of sentences without a clear relationship between ideas. Pre-writing activities such as outlining, sequencing ideas, identifying supporting details, and using linking expressions can help students develop more coherent texts.

Finally, students may have limited awareness of revision. They may consider writing complete immediately after producing the first draft. Teaching revision as a normal stage of writing can help learners recognize that effective texts are developed through repeated improvement.

Online Learning Platforms and Their Pedagogical Potential

Online learning platforms can support writing development through several functions. First, they provide a convenient space for distributing writing prompts, examples, vocabulary resources, and instructions. Second, they allow students to submit written work without waiting for the next classroom session. Third, they facilitate teacher comments, peer review, and revision. Fourth, they can store students' work and make progress visible over time.

The choice of a digital tool should be determined by the pedagogical objective. An interactive board may be useful for brainstorming; a collaborative document may support group writing; a learning management system may be appropriate for assignment submission and assessment; and a discussion forum may provide regular short writing practice. The platform is therefore a means of implementing a methodological design rather than the objective of instruction itself.

Digital learning also provides opportunities for asynchronous writing. Students who need more time to formulate ideas can continue working after the lesson. This can be particularly useful for learners who are less confident or require additional processing time. At the same time, teachers should establish clear deadlines and instructions to prevent online activities from becoming disconnected from the course.

ANALYSIS AND RESULTS

Process-Oriented Approach to Online Writing

A process-oriented approach can provide a clear structure for online writing. The process may be divided into six stages: needs analysis, preparation, drafting, feedback, revision, and reflection. Needs analysis ensures that the task is relevant to students' academic or professional context. Preparation activates vocabulary and ideas. Drafting allows learners to produce an initial text. Feedback identifies areas for improvement. Revision transforms feedback into changes, and reflection encourages learners to evaluate their progress.

At the preparation stage, students can analyse a model text and identify its structure, useful expressions, and linking devices. They can then complete a brainstorming activity or create a simple outline. Such scaffolding is particularly valuable for students who find it difficult to start writing independently.

During drafting, students should be encouraged to communicate their main ideas before concentrating on detailed correction. This reduces excessive attention to individual errors and supports fluency. Once a first draft has been produced, students can receive feedback and revise the text.



The final reflection stage can be conducted through a short online questionnaire or learning journal. Students may identify the most frequent error they corrected, a new expression they learned, and one aspect of writing they plan to improve in the next task. This turns individual writing activities into a cumulative learning process.

Task-Based Activities for Non-Philological Students

Task-Based Language Teaching can provide a communicative framework for online writing. The central principle is that students use language to achieve a meaningful outcome. For non-philological learners, tasks can be designed around realistic academic and professional situations.

For example, students can be asked to write a formal email requesting information, prepare a short report about a business issue, summarize an article related to their specialization, describe a professional process, or write a project proposal. The teacher can provide a model and useful language before the task and then evaluate both the communicative success and linguistic quality of the text.

Short writing tasks are particularly suitable for online learning. A teacher can ask students to write 80–120 words after each unit. These tasks can be low-stakes and focused on fluency. Longer assignments can then be introduced gradually as students become more confident.

Collaborative writing is another productive activity. Students can first generate ideas together, organize them into an outline, and then produce a shared text. The group can subsequently review the text and identify areas that need improvement. This process combines writing with interaction and develops students' awareness of audience and clarity.

Feedback, Peer Review, and AI-Assisted Support

Feedback has a central role in the development of writing because students need information about how successfully their texts meet the task requirements. Online platforms can make feedback more flexible by allowing teachers to comment directly on submitted work or provide general feedback to the group.

Effective feedback should be understandable, selective, and connected with the learning objectives. A rubric can include criteria such as task achievement, organization, vocabulary, grammar, coherence, and mechanics. For lower-level learners, teachers may focus on a smaller number of criteria and gradually increase expectations.

Peer review can complement teacher feedback. Students can use a checklist to evaluate whether a peer's text has a clear main idea, logical paragraph structure, supporting information, appropriate vocabulary, and understandable grammar. Before peer review is used regularly, learners should be taught how to give respectful and constructive comments.

AI-assisted tools may provide an additional layer of support by identifying possible grammatical, lexical, or stylistic problems. However, automated suggestions should not be treated as unquestionable corrections. Students should compare suggestions with the task requirements and teacher guidance and decide whether a change is appropriate. In this way, technology can support learning while preserving the learner's active role.

Differentiated Online Writing Tasks

Differentiation is important because non-philological groups may include learners with different proficiency levels. Online platforms can make differentiation easier by providing several versions of the same task. Students who require more support may receive a model text, sentence starters, vocabulary banks, guiding questions, or a paragraph framework.

Students with higher proficiency can be asked to complete the same communicative task with less scaffolding or greater complexity. For example, one group may write a structured paragraph using provided linking expressions, while another group may independently develop a longer argumentative response. Both groups work toward the same general objective while receiving different levels of support.

Differentiation can also concern the amount of writing. Short responses may be appropriate at the beginning of a course, while later students can produce reports, essays, and professional documents. The gradual increase in length and complexity allows writing ability to develop systematically.

Learner Autonomy and Digital Writing

Online writing activities can contribute to learner autonomy by giving students greater control over the learning process. Learners can access tasks, manage deadlines, consult digital resources, revise their texts, and monitor their progress. The teacher's role gradually shifts from being the sole source of correction toward guiding students in evaluating and improving their own work.

Digital portfolios can be particularly useful. Students can keep selected writing samples and revised versions in one place. At the end of a course, they can compare earlier and later texts and identify changes in



vocabulary, organization, grammar, and fluency. Such reflection can increase awareness of individual strengths and areas for further development.

A Proposed Model for Online Writing Development

A practical model for developing writing skills through online platforms can be represented as a continuous cycle. The first component is the identification of students' needs and proficiency levels. The second is preparation through models, vocabulary, brainstorming, and planning. The third is independent or collaborative drafting. The fourth is feedback from the teacher, peers, or carefully selected digital tools. The fifth is revision and final submission. The sixth is reflection and self-assessment.

The cycle can be repeated with increasingly complex tasks. For example, students may begin with personal and descriptive paragraphs, move to summaries and professional emails, and later complete reports, proposals, or argumentative texts. The repeated cycle helps students transfer previously learned strategies to new communicative situations.

Practical Recommendations for Teachers

Several recommendations can be made for teachers who intend to integrate online platforms into writing instruction. First, every online task should have a clearly stated learning objective. Second, tasks should be relevant to students' academic disciplines and future professional communication. Third, instructions should be supported by examples and clear assessment criteria. Fourth, students should be given opportunities to revise their work. Fifth, feedback should focus on patterns and priorities rather than correcting every error.

Teachers should also maintain a balance between digital and face-to-face interaction. Online writing should not become a collection of isolated assignments. Instead, classroom discussions, vocabulary work, grammar instruction, online drafting, feedback, and revision should form a connected learning sequence.

Finally, teachers should consider accessibility and workload. Activities should be simple enough to complete with commonly available devices and should not require unnecessary technological complexity. The effectiveness of an online platform is ultimately determined by whether it helps students achieve the intended language-learning outcome.

CONCLUSION AND SUGGESTIONS

The development of writing skills of non-philological students requires a systematic combination of language knowledge, meaningful practice, feedback, revision, and reflection. Online learning platforms can expand opportunities for such practice and make writing a continuous process extending beyond classroom boundaries.

The analysis presented in this article shows that digital platforms can support process-oriented writing, task-based learning, collaborative activities, differentiated instruction, peer review, teacher feedback, and learner autonomy. Their use is most productive when technological functions are directly connected with pedagogical objectives and the academic or professional needs of students.

For non-philological higher education, the integration of online writing activities can therefore contribute to the broader development of productive language competence. A structured cycle of preparation, drafting, feedback, revision, and reflection provides a practical basis for developing students' ability to communicate ideas clearly, coherently, and appropriately in written English.

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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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