

THE USE OF PEDAGOGICAL DIAGNOSTICS IN THE DEVELOPMENT OF STUDENTS' WRITTEN SPEECH SKILLS IN A FOREIGN LANGUAGE.

Alisher Rustamov Abduhakimovich.

A teacher at the Department of Integrated English Language course in Samarkand State Institute of Foreign Languages. +998933380034

Raxmatullayev Asqarbek Jasur o'g'li

A student of Samarkand State Institute of Foreign Languages

Аннотация:

В статье рассматривается применение педагогической диагностики как методического способа оценки и улучшения навыков письменной речи студентов на иностранном языке. Чтобы выявить сильные стороны и области роста учащихся, в ходе педагогической диагностики исследуются образцы письма учащихся, использование языка и успеваемость при выполнении письменных заданий. Учителя могут создать культуру постоянного совершенствования, адаптировать обучение к потребностям каждого ученика и помочь ученикам стать компетентными и уверенными писателями на втором языке, используя педагогическую диагностику.

Ключевые слова: Педагогическая диагностика и развитие языка, индивидуальное обучение, целенаправленное вмешательство, постоянное совершенствование, навыки письменной речи, обучение иностранному языку, оценка, умение писать.

Annotatsiya:

Ushbu maqolada talabalarning chet tilida yozma nutq qobiliyatlarini baholash va takomillashtirishning uslubiy usuli sifatida pedagogik diagnostikaning qo'llanilishi ko'rib chiqiladi. O'quvchilar mahoratining kuchli tomoni va o'sish sohalarini aniqlash uchun pedagogik diagnostika o'quvchilarning yozuv namunalarini, tildan foydalanishini va yozma topshiriqlarni bajarishini tekshiradi. O'qituvchilar pedagogik diagnostikadan foydalangan holda o'quvchilarni doimiy takomillashtirish uslubini yarata olishi, har bir talabaning ehtiyojlaridan kelib chiqqan holda o'qitishni moslashtirishi va talabalarga ikkinchi tilda malakali va ishonchli yozuv mahoratiga ega bo'lishda yordam berishlari mumkin.

Kalit so'zlar: *Pedagogik diagnostika va tilni rivojlantirish, individual o'qitish, yo'naltirilgan tadbirlar, doimiy takomillashtirish, yozma nutq ko'nikmalari, chet tili ta'limi, baholash, yozish malakasi.*

Annotation:

The application of pedagogical diagnostics as a methodical way to evaluate and improve students' written speech abilities in a foreign language is examined in this article. To identify students' areas of strength and growth, pedagogical diagnostics examine students' writing samples, language usage, and performance on writing assignments. Teachers can create a culture of continuous improvement, customize instruction to each student's needs, and help students become competent and confident second-language writers by utilizing pedagogical diagnostics.

Keywords: *Pedagogical diagnostics, language development, individualized instruction, focused interventions, continuous improvement, written speech skills, foreign language education, assessment, writing proficiency.*

Introduction:

One of the main goals of teaching foreign languages to students is helping them become proficient writers. Students who are proficient in writing are able to communicate complex ideas, express themselves coherently, and participate meaningfully in written discourse in a second language. With the goal of developing students' communicative skills and linguistic competence, pedagogical diagnostics become an indispensable tool to help students' written speech skills develop.

Pedagogical diagnostics provides important insights into students' areas of strength and growth in written expression. It is a methodical way to evaluate students' language proficiency and pinpoint particular learning needs. Teachers can acquire a thorough grasp of students' writing abilities and customize instruction to match each student's needs by examining students' writing samples, language use, and performance on writing assignments.

This article delves into the application of pedagogical diagnostics to enhance students' written speech proficiency in a foreign language. We examine the fundamental ideas, approaches, and procedures related to pedagogical diagnostics, emphasizing the function it plays in evaluating writing ability, pinpointing problem areas, and putting specific instructional interventions into

place. By conducting a thorough analysis of the application of pedagogical diagnostics, teachers can acquire useful knowledge about how to assist students writing growth and promote an environment of ongoing development in the teaching of foreign language writing¹.

Being able to communicate in writing in a foreign language is becoming more crucial than ever as the world grows more interconnected. Through the application of pedagogical diagnostics to the enhancement of students' written speech abilities, teachers can enable learners to grow into self-assured and competent second-language writers, providing them with the language skills required for success in the classroom, workplace, and personal spheres.

In foreign language instruction, pedagogical diagnostics are essential to the growth of students' written speech abilities. Teachers are able to better meet the needs of each student and support their progress in written expression by conducting systematic assessments of students' writing proficiency and pinpointing specific areas that require improvement. This section delves into the fundamental ideas, approaches, and procedures related to the application of pedagogical diagnostics in the improvement of students' written speech proficiency in a foreign language².

1. Evaluating Writing Ability:

Assessing students' current writing proficiency using a range of assessment tools and techniques is the first step in utilizing pedagogical diagnostics to improve their written speech skills (Weigle, 2002; Bachman & Palmer, 2010). Standardized writing exams, analytical scoring criteria, comprehensive scoring rubrics, and performance-based evaluations are a few examples of this. Through the assessment of students' ability to produce ideas, arrange ideas, formulate arguments, and employ language skillfully, teachers can gain a thorough grasp of their writing abilities³.

2. Analyzing Writing Samples:

Teachers can use a diagnostic framework that focuses on important aspects of writing proficiency to analyze writing samples after they have been gathered (Weigle, 2002; Bachman & Palmer, 2010). Assessing students' use of vocabulary,

¹ Ferris, D. R., & Hedgcock, J. S. (2005). *Teaching ESL composition: Purpose, process, and practice*. Routledge.

² Hyland, K., & Hyland, F. (2006). *Feedback in second language writing: Contexts and issues*. Cambridge University Press.

³ Bachman, L. F., & Palmer, A. S. (2010). *Language assessment in practice*. Oxford University Press.

sentence structure, accuracy, coherence, and cohesiveness, as well as their overall effectiveness in communication, may be part of this. Through an analysis of error patterns, linguistic characteristics, and rhetorical devices, teachers can pinpoint areas in which students might need more assistance and guidance.

3. Providing Targeted Feedback and Instruction:

Teachers can provide students individualized feedback and instruction that meets their unique learning needs by analyzing writing samples (Ferris & Hedgcock, 2005; Hyland & Hyland, 2006). This could include specific comments on syntax, vocabulary, structure, style, and content in addition to revision and enhancement techniques. In order to scaffold students' writing development and encourage reflective writing practices, educators can also use instructional interventions like mini-lessons, writing workshops, peer collaboration, and model texts⁴.

4. Tracking Development and Modifying Guidance:

Using pedagogical diagnostics is an iterative process that entails continuing student progress monitoring and curriculum modification in response to students' changing needs (Richards & Schmidt, 2010; Larsen-Freeman & Anderson, 2011). Teachers can monitor their students' writing progress over time by using writing portfolios, formative evaluations, self-evaluation, and reflection. Teachers can spot patterns, monitor student progress, and modify their lessons to guarantee that students' writing skills keep getting better by routinely evaluating their work and giving prompt feedback.

In conclusion, pedagogical diagnostics are an effective tool for improving students' written speech abilities in foreign language instruction. Teachers can support students' language development and promote a culture of continuous improvement in written expression by closely monitoring students' progress over time, analyzing writing samples, giving targeted feedback and instruction, and systematically assessing students' writing proficiency. By using pedagogical diagnostics, teachers can enable their students to write proficiently and confidently in a language other than their native tongue, giving them the tools they need for success in the classroom, on the job, and in their personal lives.

References:

⁴ Richards, J. C., & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics*. Routledge.

1. Bachman, L. F., & Palmer, A. S. (2010). Language assessment in practice. Oxford University Press.
2. Ferris, D. R., & Hedgcock, J. S. (2005). Teaching ESL composition: Purpose, process, and practice. Routledge.
3. Hyland, K., & Hyland, F. (2006). Feedback in second language writing: Contexts and issues. Cambridge University Press.
4. Larsen-Freeman, D., & Anderson, M. (2011). Techniques and principles in language teaching (3rd ed.). Oxford University Press.
5. Richards, J. C., & Schmidt, R. (2010). Longman dictionary of language teaching and applied linguistics. Routledge.
6. Weigle, S. C. (2002). Assessing writing. Cambridge University Press.