

## THE IMPORTANCE OF FEEDBACK IN DEVELOPING WRITING

**Karimova Maxtarabonu Lochin qizi**

Uzbekistan state world languages university, 3<sup>rd</sup> year student

Scientific supervisor: **Baydullayeva Feruza Akilbekovna**

**Abstract:** This article is devoted to identifying and analyzing the role and importance of feedback in the development of writing skills. The study examines the main types of feedback, their impact on writing quality, and effective ways of using them. It also analyzes some common challenges and limitations associated with the use of feedback. The findings indicate that feedback is a key factor in developing writing skills and that its effectiveness depends on how well it is understood and applied in practice.

**Key words:** feedback, writing skills, academic writing, corrective feedback, motivation.

**Аннотация:** Данная статья посвящена выявлению и анализу роли и значения обратной связи в развитии навыков письма. В исследовании рассматриваются основные виды обратной связи, их влияние на качество письменной речи, а также эффективные способы их использования. Кроме того, анализируются некоторые проблемы и недостатки, возникающие в процессе применения обратной связи. Полученные результаты показывают, что обратная связь является важным фактором развития письменных навыков, а её эффективность зависит от правильного понимания и практического применения.

**Ключевые слова:** обратная связь, навыки письма, академическое письмо, корректирующая обратная связь, мотивация.

### Introduction

In modern education systems, considerable attention is given to every field, discipline, and even individual skills, one of which is writing. Writing is considered a relatively complex skill, as it requires not only linguistic knowledge but also the ability to analyze texts, express ideas clearly, and revise written work by identifying and addressing its weaknesses. Feedback is one of the key factors that supports the development of these abilities.

The main aim of this article is to analyze the role and importance of feedback in the development of writing skills from a theoretical perspective, to identify its types, and to examine how they contribute to this development. Although many scholars have conducted research in this area, the specific role of feedback in improving writing skills has not yet been fully clarified.

### Methodology

This study is based on a qualitative analysis and focuses on understanding the role and importance of feedback in the development of writing skills. For this purpose, relevant academic sources such as journal articles, research papers, and books were reviewed.

The sources were selected based on their relevance, reliability, and connection to the topic. During the analysis, key ideas and findings from different authors were identified, compared, and summarized.

The study examines different types of feedback, including teacher feedback, peer feedback, and written corrective feedback. It also looks at how these types influence the quality of writing and its development.

In addition, content analysis was used to identify common patterns and recurring themes across the selected studies. This helped to better understand the overall role of feedback in improving writing skills.

### **Results**

Feedback appears in different forms, including teacher feedback, peer feedback, and automated feedback, such as responses generated by AI or digital tools. Each type has its own functions and characteristics. Teacher feedback is usually detailed and accurate, while peer feedback helps develop collaboration and critical thinking skills.

#### **2. Corrective Feedback**

Corrective feedback helps students identify their errors and correct them. This plays an important role in improving writing accuracy. As noted in one study, “written corrective feedback can lead to improved accuracy over time” (Bitchener & Ferris, 2012).

#### **3. Formative and Summative Feedback**

Formative feedback is provided during the learning process and is an important factor in developing writing skills, while summative feedback focuses on final evaluation. As Hattie and Timperley emphasize, effective feedback should help learners improve their performance, meaning that “it must answer three major questions: Where am I going? How am I going? Where to next?” (Hattie & Timperley, 2007).

#### **4. Feedback and Motivation**

Feedback not only improves the quality of writing but also increases learners' motivation. Feedback given at the right time and in an appropriate way can boost confidence and encourage active learning.

#### **5. Challenges in Using Feedback**

Some students do not fully understand feedback, do not accept it properly, or do not apply it in practice. As Hyland states, “feedback is effective only when it is understood and acted upon by students” (Hyland, 2003). In other words, students should not only receive feedback but also learn how to use it effectively by working on their weaknesses, which ultimately contributes to the development of their writing skills.

### **Analysis**

The findings indicate that feedback plays a central role in the development of writing skills; however, its effectiveness largely depends on how learners receive, understand, and apply it in practice. Simply providing feedback is not sufficient — students need to engage with it, reflect on their mistakes, and actively work on improving their writing.

Moreover, different types of feedback serve different purposes. Teacher feedback is usually clear and directive, helping students identify areas that need improvement. In contrast, peer feedback encourages interaction among learners and promotes analytical and critical thinking skills. Therefore, combining these types of feedback can lead to more effective results.

In addition, the effectiveness of feedback also depends on its quality. Feedback that is clear, specific, and constructive is more beneficial for students, while vague or general comments may lead to confusion.

Overall, feedback should be viewed as an interactive process rather than a one-way activity. Active communication between teachers and students, including discussion and clarification, enhances the impact of feedback. Only in such conditions can significant improvement in writing skills be achieved.

## **Discussion**

The results indicate that feedback is not only a tool for correcting errors but also an essential and integral part of the learning process. It helps students recognize their mistakes, analyze them, and avoid repeating them in future writing tasks. In this way, feedback also contributes to the development of independent learning and self-improvement skills.

However, the effectiveness of feedback largely depends on how it is delivered and how it is received. When feedback is clear, understandable, and constructive, it becomes more useful for students. In contrast, vague or general comments may lead to confusion. At the same time, students' ability to understand feedback correctly and their willingness to apply it in practice are equally important.

Furthermore, combining different types of feedback can enhance its effectiveness. Teacher feedback provides clear guidance, while peer feedback encourages interaction and the exchange of ideas. Feedback supported by modern technologies offers immediacy and additional support for learners.

Overall, effective feedback is not a one-way transmission of information but a process that requires active student engagement. This interactive nature significantly increases its impact on the development of writing skills.

## **Conclusion**

Based on the findings of the study, it can be concluded that feedback plays a highly significant role in the development of writing skills. Through feedback, learners are able to identify their strengths and weaknesses, work on their deficiencies, and gradually improve the quality of their writing.

However, achieving effective results is not possible through simply providing feedback or passively receiving it. The success of this process depends on learners' ability to understand feedback correctly, accept it consciously, and apply it effectively in practice. Only under these conditions can feedback truly contribute to the development of writing skills.

## **References**

1. Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81–112.
2. Hyland, K. (2003). *Second language writing*. Cambridge University Press.
3. Bitchener, J., & Ferris, D. (2012). *Written corrective feedback in second language acquisition*. Routledge.
4. Ferris, D. (2011). *Treatment of error in second language student writing*. University of Michigan Press.