

## THE EFFECTIVENESS OF COLLABORATIVE WRITING IN DEVELOPING STUDENTS' WRITING SKILLS

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**Abstract:** This article investigates the effectiveness of collaborative writing in developing high school students' writing skills. The study is based on group writing tasks where students jointly plan, write, and revise texts. The results show that collaborative writing improves idea development, text organization, and grammatical accuracy. It also increases students' engagement in the writing process.

**Keywords:** collaborative writing, writing skills, high school students, group work, writing development, peer interaction

**Annotatsiya:** Maqolada o'quvchilarning yozma nutq ko'nikmalarini rivojlantirishda hamkorlikda yozish metodining samaradorligi yoritiladi. Tadqiqot guruhli yozma topshiriqlar asosida olib borildi. Natijalar ushbu metod matn mazmuni, tuzilishi va grammatik to'g'riligini yaxshilashini, shuningdek o'quvchilar faolligini oshirishini ko'rsatdi.

**Kalit so'zlar:** hamkorlikda yozish, yozma nutq, o'quvchilar, guruhli ish, yozishni rivojlantirish, o'zaro hamkorlik.

**Аннотация:** В статье рассматривается эффективность совместного письма в развитии письменных навыков учащихся старших классов. Исследование основано на выполнении групповых письменных заданий. Результаты показывают, что данный метод улучшает содержание текста, его структуру и грамматическую правильность, а также повышает активность учащихся.

**Ключевые слова:** совместное письмо, письменные навыки, учащиеся, групповая работа, развитие письма, взаимодействие.

**Introduction.** Writing is one of the most essential yet challenging skills in language learning, as it requires the integration of linguistic knowledge, organization of ideas, and critical thinking. In high school education, developing students' writing skills remains a key objective, since writing plays a crucial role in academic success and effective communication. Traditional approaches to teaching writing often emphasize individual work, which may limit students' opportunities for interaction and feedback. As a result, learners may struggle with idea generation, coherence, and grammatical accuracy. In response to these challenges, collaborative writing has emerged as an alternative approach that encourages students to work together during the writing process.

Collaborative writing involves joint **planning, drafting and revising of texts, allowing students to share ideas and support each other.** This approach not only improves the quality of written work but also increases students' engagement and motivation. Therefore, investigating the effectiveness of collaborative writing in developing students' writing skills is of particular importance.

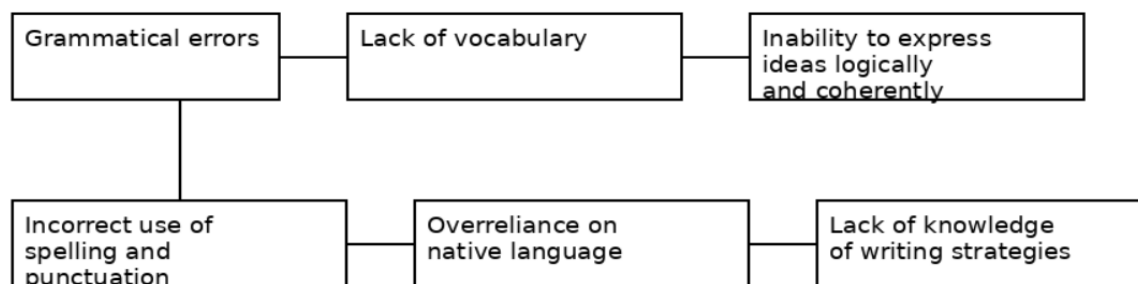
**Literature review and methodology.** At the initial stage of the research, the aim was to identify the factors determining the role of writing skills in human activity and to study how writing, as a competence, is reflected as a product of these factors. To

achieve this objective, the works of scholars such as J.J.Jalolov, G.T.Maxkamova, Sh.A.Odiljonova, M.X.Gulyamova, F.M.Rashidova, N.M.Yuldashova, I.L.Bim, N.D.Galskova, N.I.Gez, N.P.Golovina, E.V.Kobeleva, S.S.Kuklina, E.I.Passov, G.V.Rogovaya, M.S.Kagan, J.Harmer, R.Harrison, and S.Holden, devoted to the methodological interpretation of written communication, were analyzed.

Sh.A.Odiljonova emphasizes the necessity of organizing the development of writing skills in a step-by-step manner. According to her, the use of creative tasks, collaborative writing activities, and problem-based situations is effective in teaching writing. N.M.Yuldashova suggests developing writing skills through a communicative approach. She also highlights the importance of applying such stages as planning, drafting, editing, and producing the final version in the writing process.

N.D.Galskova considers the development of writing skills as an integral part of communicative foreign language learning. According to J. Harmer, there is a distinction between process writing and product writing. In process writing, students go through stages such as planning, drafting, revising, editing, and presenting their work. J. Harmer also emphasizes the importance of peer feedback and collaborative writing in developing writing skills. In his view, writing tasks contribute to the development of students' creative, critical, and analytical thinking.

**Discussions.** The process of developing students' writing skills in English is often accompanied by various difficulties. First, students face challenges in applying grammatical and lexical knowledge in practice, and their ability to express ideas coherently and logically in writing is not sufficiently developed. In addition, they encounter difficulties in maintaining stylistic accuracy, following spelling and punctuation rules, planning texts, and working independently during the editing process. Therefore, the use of modern methods, a step-by-step approach, and creative tasks is essential for the effective development of writing skills. Here, we see from the picture



### 1-picture. Difficulties in developing writing skill

The **main problems** and their brief descriptions are presented below:

1. One of the primary difficulties students face in the process of writing in English is related to an insufficient understanding of grammatical rules. In particular, noticeable errors occur in the use of tense systems, articles, subject–verb agreement, prepositions, and complex sentence structures.
2. A lack of vocabulary is another significant challenge. Due to limited lexical resources, students often struggle to express their ideas clearly and fully. This leads to uncertainty in using new words and frequent misuse of vocabulary or inappropriate word choice in context.
3. The inability to express ideas logically and coherently results in a lack of connection between paragraphs within a text. The introduction, body, and

conclusion sections are often poorly structured or insufficiently developed, which negatively affects the overall coherence and unity of the text.

4. There are also problems related to spelling and punctuation. Students frequently demonstrate insufficient knowledge of English spelling rules and misuse or completely omit punctuation marks.
5. Overreliance on the native language (interference) is another source of errors in writing. Students tend to translate sentences directly from Uzbek into English, which results in grammatically incorrect and unnatural constructions.
6. In addition, a lack of knowledge of writing strategies represents a serious issue. Students are often not fully familiar with the structure and format requirements of written genres such as essays, articles, formal letters, and reports. As a result, important stages such as planning, editing, and revising are frequently neglected.

**Results.** The findings of the study demonstrate that collaborative writing effectively addresses the major difficulties encountered by students in developing writing skills:

1. Grammatical accuracy improved as students collaboratively monitored each other's language use. Peer interaction enabled immediate correction of errors related to tense usage, articles, and sentence structure, reducing the frequency of grammatical mistakes.
2. Vocabulary use showed noticeable development. Through group discussion, students were exposed to a wider range of lexical items and were able to select more appropriate words in context. This reduced lexical repetition and increased precision in expression.
3. Coherence and organization of ideas significantly improved. Joint planning and discussion helped students structure their texts more logically, ensuring clearer connections between introduction, body, and conclusion.
4. Spelling and punctuation errors decreased due to collective proofreading. Students became more attentive to formal writing conventions when reviewing texts together.
5. The negative impact of native language interference was minimized. Collaborative work encouraged students to think directly in English rather than translate from Uzbek, resulting in more natural and grammatically accurate sentences.
6. Students demonstrated better awareness of writing strategies. Working in groups facilitated the use of essential stages such as planning, drafting, revising, and editing, which were previously often neglected.

**Conclusion.** the study confirms that collaborative writing is an effective approach to developing students' writing skills. The results show that this method helps reduce grammatical, lexical, and structural errors while improving coherence and overall text quality. In addition, collaborative writing enhances students' engagement, promotes active participation, and encourages peer learning.

The findings also indicate that working in groups supports the development of essential writing strategies, including planning, drafting, and revising, which are often neglected in individual writing tasks. Moreover, collaborative writing minimizes the negative effects of native language interference and fosters more natural language use. Therefore, it can be concluded that collaborative writing not only improves writing performance but also contributes to the development of students' communicative and

critical thinking skills. It is recommended that this method be more widely integrated into high school writing instruction.

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