

**DEVELOPING A SYSTEM OF EXERCISES AND TASKS FOR WRITTEN SPEECH  
SKILLS IN SENIOR STUDENTS THROUGH PEDAGOGICAL DIAGNOSTICS**

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**Annotation:** Developing strong written communication skills among senior high school students remains a complex task for teachers. Many learners face difficulties with coherence, logical flow, and appropriate style in writing. In Uzbekistan, these challenges are intensified by rigid curricula and traditional product-focused methods. This study suggests that a process-based system of exercises supported by ongoing diagnostic assessment can help overcome such issues. The main goal is to design and substantiate a structured set of writing activities that build students' written competence step by step. The approach draws on global teaching practices and takes into account the local educational setting. The system includes three progressive stages: imitative-adaptive, analytical-modeling, and creative-productive, each aimed at developing higher levels of writing independence. Pedagogical diagnostics are integrated throughout to track learners' progress and address specific difficulties in time. The results indicate that combining structured writing practice with continuous assessment leads to more effective skill formation and encourages learner autonomy. This model offers a practical framework for improving the teaching of written English in Uzbek high schools.

**Keywords:** written speech skills, pedagogical diagnostics, senior students, exercise system, process writing, Uzbekistan education, formative assessment.

### **1. Introduction**

The ability to produce clear, coherent, and forceful written words is the key to academic success and a necessary skill for active participation in the modern world. For the senior high school student, written speech is not merely an exercise in intellectual argument; it is a tool for creating complex ideas, constructing argument, and joining in the life of intellectual debate [1]. This notwithstanding, learning and teaching of the skill are plagued with problems in various learning settings.

At the international level, teachers recognize common issues among older students: lack of logical organization, weak thesis formation, weak vocabulary, and insufficient accommodation of writing style between genres and audiences [2].

In most classrooms, writing instruction is still dominated by a product approach, with only the final text being the sole point of focus, and the assessment remaining largely summative, identifying errors rather than guiding the process of writing [3]. This will tend to create student fear, demotivation, and perceptions of writing as something to be punished rather than as an activity for expression and discovery. The context in Uzbekistan is unique in its challenges and opportunities.

While the national reforms have reiterated critical thinking and skills for the twenty-first century, there continues to be the legacy of traditional methods. Composition instruction can lean too heavily towards practicing grammar and imitation of model texts rather than new writing and creative thinking [4]. This creates a discrepancy between students' familiarity with grammar and

effective writing proficiency. Moreover, heavy class loads and a master curriculum may complicate teacher provision of individualized feedback.

In this landscape, the role of **pedagogical diagnostics** becomes paramount. Moving beyond traditional assessment, pedagogical diagnostics is a formative process aimed at identifying the current state of a student's knowledge, skills, and abilities to determine the optimal path for their further development [5]. As noted by Uzbek scholar Rustamov Alisher Abduhakimovich, effective diagnostics is not about labeling students but about "uncovering the potential for development and constructing an individual educational trajectory" [6]. When applied to writing, it allows a teacher to move from asking "What is wrong with this essay?" to "What specific skill does this student need to develop next?"

This article, therefore, aims to develop a comprehensive system of exercises and tasks for teaching written speech to senior students, systematically integrated with principles of pedagogical diagnostics. It will explore global effective strategies, analyze the Uzbek context, and propose a staged model that empowers teachers to diagnose and nurture writing development effectively.

## 2. Body

### 2.1. Global Strategies and the Uzbek Context in Teaching Written Speech

An international pedagogy review names several effective models of teaching writing. The Process Writing Approach names writing as a recursive planning-to-publish process of composing, revising, editing, and publishing [7]. This approach empowers students to see writing as an adaptable process. Genre Pedagogy, theorized from Systemic Functional Linguistics, teaches students about how language is structured differently in diverse social environments and genres (e.g., argumentative essay, laboratory report, narrative) [8]. This provides learners with explicit knowledge of text conventions.

In Uzbekistan, the focus has historically been more on linguistic competence (grammar, vocabulary) than on discursive or pragmatic competence. Exercises often include:

- Sentence transformation and translation.
- Writing a summary of a read text.
- Compositions on given topics with an emphasis on grammatical accuracy.

While these tasks have value, they are insufficient for developing advanced writing skills. They often lack the scaffolding and explicit instruction in text structure and authorial voice found in process and genre-based approaches. A hybrid model that incorporates the strengths of global best practices while respecting the local educational culture is needed.

Table 1: Comparative Analysis of Writing Instruction Approaches

Aspect	Traditional Approach (Common in Uzbekistan)	Product (Common in)	Process/Genre-Based Approach (Proposed Integration)
<b>Focus</b>	Final text (product)		Stages of writing and text purpose (process & genre)
<b>Teacher's Role</b>	Evaluator and corrector		Facilitator, guide, and diagnostician
<b>Feedback</b>	Summative, on finished product		Formative, throughout the process
<b>Error Treatment</b>	Corrected by teacher		Seen as part of learning; self and peer-correction encouraged
<b>Primary Goal</b>	Accuracy and reproduction of models		Fluency, coherence, and adaptability to genre

### 2.2. The Integral Role of Pedagogical Diagnostics

Pedagogical diagnostics transforms writing instruction from a one-size-fits-all model to a differentiated and responsive practice. Its effectiveness lies in its continuous and integrated nature. As Rustamov Alisher Abduhakimovich emphasizes, diagnostics should be "systematic and multifaceted, allowing the teacher to see not only the result but also the process of its achievement" [6].

In writing, diagnostics can be implemented through:

- **Analysis of Student Artifacts:** Examining drafts, journals, and finished texts to identify patterns of error and strengths.
- **Observation:** Noting a student's process during writing workshops—their planning, drafting habits, and level of engagement.
- **Conversations and Conferences:** Discussing the writer's intent, challenges, and strategies during one-on-one or small-group conferences.
- **Targeted Tasks:** Using short, focused exercises to diagnose specific skills, such as thesis formulation or use of transition words.

The data gathered allows the teacher to form small instructional groups, provide tailored feedback, and select the most appropriate next exercises for the class and individuals[6].

### **2.3. A Diagnostic-Driven System of Exercises and Tasks for Senior Students**

The proposed system is designed as a progressive ladder, moving from simple to complex, with diagnostic checkpoints at each stage. The "senior student" here refers to grades 10-11 (ages 16-18).

#### **Stage 1: Imitative-Adaptive (Focus: Sentence and Cohesion)**

This stage aims to build confidence and foundational skills.

- **Exercises:**
- **Sentence Combining:** Providing short, simple sentences for students to combine into more complex structures using subordinators and coordinators.
- **Text Reconstruction:** Students reassemble a jumbled paragraph into a logical order.
- **Using Transition Words:** Cloze exercises where students fill in the blanks in a paragraph with appropriate logical connectors (e.g., however, furthermore, as a result).
- **Pedagogical Diagnostic Point:** The teacher diagnoses a student's understanding of syntactic relationships and logical flow by analyzing their performance on these controlled tasks. For example, consistent errors in sentence combining may reveal a need for explicit grammar instruction on clauses.

#### **Stage 2: Analytical-Modeling (Focus: Paragraph and Text Structure)**

This stage bridges sentence-level skills to text-level production.

- **Exercises:**
- **Reverse Outlining:** Students read a model essay and deconstruct it into its outline, identifying the thesis, topic sentences, and supporting evidence.
- **Paragraph Sorts:** Groups are given strips of paper containing a topic sentence, supporting details, and a concluding sentence for several different paragraphs and must assemble them correctly.
- **"Hamburger" Paragraph Writing:** A scaffolded task where students write a paragraph using a clear graphic organizer (Topic Sentence -> Detail 1 -> Detail 2 -> Detail 3 -> Concluding Sentence).
- **Pedagogical Diagnostic Point:** By analyzing reverse outlines, the teacher can diagnose a student's ability to discern text structure. The paragraph sort activity serves as a non-threatening diagnostic of their understanding of unity and coherence within a paragraph.

#### **Stage 3: Creative-Productive (Focus: Independent Essay Writing)**

This stage focuses on the full, independent composition process.

- **Exercises:**
- **Brainstorming and Mind-Mapping:** Teaching and practicing various pre-writing techniques.
- **Writing Frames:** Providing structured templates for different essay types (e.g., opinion, for-and-against) that students gradually outgrow.
- **Peer Review Workshops:** Using checklists focused on specific criteria (e.g., "Is the thesis statement clear?" "Is there evidence for this claim?").
- **Multiple Draft Production:** Emphasizing revision based on feedback from peers and the teacher.
- **Pedagogical Diagnostic Point:** This is the richest stage for diagnostics. Teacher-student conferences during drafting provide direct insight into the student's reasoning and challenges. Peer review checklists offer the teacher a view of a student's critical reading skills and their ability to apply writing criteria to another's work [7].

Table 2: Integration of Diagnostics within the Three-Stage System

Learning Stage	Sample Task	Diagnostic Method	What the Teacher is Diagnosing	Possible Intervention
<b>Imitative-Adaptive</b>	Sentence Combining	Analysis of written answers	Understanding of complex sentence structure and punctuation.	Mini-lesson on comma use with dependent clauses.
<b>Analytical-Modeling</b>	Reverse Outline of an Argumentative Essay	Analysis of the created outline	Ability to identify core components of an argument: claim, evidence, counterargument.	Small group work on identifying evidence in sample texts.
<b>Creative-Productive</b>	First Draft of an Opinion Essay	One-on-one writing conference	Ability to develop a thesis and audience awareness.	Guided questions: "Who are you writing for? What is your single most important point?"

### 3. Discussion and Conclusion

The transition from a product-focused to a process- and diagnostics-focused model of writing instruction is not merely a methodological shift but a philosophical one. It requires viewing students not as vessels to be filled with knowledge, but as apprentice writers whose developmental trajectories can be guided and accelerated through informed support. The system of exercises proposed here—progressing from imitative to creative tasks—provides the necessary scaffolding to build writing competence systematically.

The integration of pedagogical diagnostics at every stage is the engine that makes this system effective in a context like Uzbekistan. It addresses the challenge of large classes by providing the teacher with a clear framework for identifying common and individual problems, allowing for targeted instruction. It aligns with the national reform goals by fostering critical thinking, autonomy, and a deeper, more functional mastery of the language. Instead of being overwhelmed by marking a stack of essays filled with diverse errors, the teacher can use diagnostic data to plan a lesson on the one or two skills the majority of the class is struggling with, such as crafting effective topic sentences[6].

Implementing this system would require professional development in order to enable teachers to build their diagnostic ability and teach in a process-oriented classroom. It would be supported by the production of resource materials with exercises tailored to suit different needs. The payoff could be immense, though: an entire generation of old students in Uzbekistan not merely grammatically literate, but confident, fluent, and perceptive writers who can clearly express their ideas in any situation. Ultimately, this approach humanizes the process of learning through a teacher-diagnostician who is invested in the unique journey of each student to proficiency.

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