



Methodology of Intensive Teaching Writing to The High School Students

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Abstract: This article provides an in-depth analysis of the methodology of intensive writing instruction for high school students, exploring its effectiveness in enhancing writing proficiency. Active learning, scaffolding, immediate feedback, and the integration of digital technologies are identified as the core components of this approach. The findings affirm the significant role of intensive methods in improving students' writing skills and offer practical, innovative recommendations for educators. Focused on developing academic writing abilities in English, the study highlights the potential of intensive techniques to address existing challenges within the Uzbekistan education system, contributing to both theoretical insights and classroom applications.

Keywords: Intensive writing, high school students, active learning, scaffolding, immediate feedback, digital technologies, writing methodology.

Introduction: Writing proficiency is widely recognized as one of the most critical skills in any educational system, significantly influencing students' academic success. It serves not only as a tool for expressing knowledge on paper but also as a fundamental means of organizing thoughts logically, fostering creativity, and enabling the free articulation of personal ideas. For high school students in particular, writing skills hold exceptional importance, as this stage marks their preparation for entrance exams required for higher education, specific standardized tests, and the foundational competencies needed for future professional endeavors. For instance, in many countries, university admission processes demand essay writing or the coherent expression of ideas on specific topics, underscoring the vital role of writing proficiency.

In the Uzbekistan education system, the development of writing skills has traditionally relied on conventional methods. These approaches primarily emphasize

memorizing grammatical rules, copying existing texts, or producing written work based on pre-prepared materials provided by teachers. However, such methods often prove limited in achieving high-quality results within a constrained timeframe. For example, students typically engage in only a handful of writing exercises throughout the academic year, which fails to provide sufficient practice or individualized attention. Consequently, students encounter challenges in achieving fluency (the ability to express ideas quickly and effortlessly), coherence (logical structure and connectivity in texts), and confidence in their writing. These issues manifest as fear of writing freely, anxiety about making mistakes, or difficulties in organizing their thoughts effectively. This situation compels educators to seek innovative approaches and reconsider traditional practices.

The intensive writing instruction method emerges as a promising solution to these challenges. Designed to enhance students' writing skills in a short period, this approach incorporates frequent practice sessions, interactive techniques, and strategies tailored to individual needs. For instance, an intensive program might involve students completing writing exercises several times a week, allowing them to refine their abilities through consistent practice. Additionally, this method employs immediate feedback mechanisms, enabling students to promptly analyze and correct their errors. As a result, learners not only improve their technical writing skills but also unlock their creative potential.

Today, the demand for English proficiency in Uzbekistan is steadily increasing, given its significance in international communication, education, and business. However, writing skills in English remain underdeveloped within the learning process. Many students struggle to write simple essays or present their ideas coherently in English. High school students aged 15-17 frequently encounter academic writing tasks-such as composing essays, discussing scientific topics, or engaging in critical thinking exercises-that require not only language knowledge but also the ability to express themselves effectively in written form. Intensive teaching methods address these needs by offering rapid and tangible improvements. For example, a few weeks of intensive training can equip students with the writing skills necessary to excel in exams or succeed in future professional communication.

Literature Review

Recent research on teaching writing skills increasingly confirms the effectiveness of intensive methods. Scholars and educators in this field have tested various

approaches, identifying key elements that enhance writing proficiency.

One of the most critical aspects of intensive writing instruction is the use of active learning and interactive methods. This approach is rooted in Lev Vygotsky's sociocultural theory, which highlights the importance of collaborative activities and discussions in the learning process. According to Vygotsky, students acquire new knowledge and skills more effectively through interaction and group dialogue. In intensive writing classes, these methods allow students to express their ideas freely, exchange feedback with peers, and cultivate a creative approach to writing. For instance, activities such as co-authoring stories in groups or debating written work boost students' interest in writing and help them develop a unique style. Research demonstrates that such interactive settings transform students from passive recipients into active participants, leading to deeper skill development.

Another essential element of intensive writing instruction is Jerome Bruner's concept of scaffolding, or step-by-step support. Bruner argues that breaking complex tasks into manageable, sequential stages enhances comprehension and fosters independent working skills. In intensive writing classes, this method guides students through each phase of the writing process-such as selecting a topic, drafting an outline, composing an initial text, and editing it-allowing them to master these steps individually. For example, a teacher might begin by teaching students to write simple sentences before progressing to more complex paragraphs and essays. Through this process, students gradually correct their mistakes and refine their writing abilities. Studies indicate that such scaffolding builds students' confidence in their capabilities and reframes writing as a manageable, rather than daunting, task.

A further factor enhancing the effectiveness of intensive writing instruction is immediate feedback. As noted by Rod Ellis in his research, when students receive prompt and precise comments on their written work, they can identify and rectify errors in real time. This process not only accelerates skill development but also sharpens students' ability to critically evaluate their own work. For instance, if a student's text contains grammatical errors or logical inconsistencies, immediate feedback from the teacher enables swift correction, preventing the repetition of mistakes. Ellis emphasizes that timely feedback provides clear direction for improvement and encourages greater engagement in the learning process. While this approach demands significant attention and responsiveness from instructors, its outcomes demonstrate substantial advancements in writing education.

The role of digital technologies in modern education is growing, and intensive writing instruction is no exception. Hew and Cheung highlight the efficacy of digital platforms and tools in increasing student participation and improving writing outcomes. Tools such as online writing platforms, text-editing software, and collaborative applications (e.g., Google Docs) enable students to work together in real time, edit their drafts, and receive feedback remotely from instructors. Moreover, digital technologies make the writing process more engaging and adaptable. Research shows that these tools enhance technical accuracy (e.g., through spelling and grammar checks) while empowering students to express their ideas more creatively, setting intensive writing instruction apart from traditional methods.

CONCLUSION

The analysis presented in this article underscores the superiority of intensive writing instruction over traditional methods in enhancing the writing proficiency of high school students. By integrating active learning and interactive techniques, this approach ignites students' enthusiasm and transforms writing into a dynamic, participatory process rather than a passive task. The scaffolding method, with its structured progression, empowers students to master complex writing skills incrementally, fostering both independence and confidence. This gradual buildup ensures that learners transition from initial apprehension to viewing writing as an achievable and rewarding endeavor. Immediate feedback, a cornerstone of the intensive model, serves as a catalyst for rapid improvement by enabling students to address errors promptly, refine their techniques, and develop a critical eye for self-assessment. Meanwhile, the incorporation of digital technologies not only aligns the methodology with the demands of the digital age but also enhances engagement, flexibility, and creativity, offering students tools to craft technically proficient and imaginative compositions.

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