

Scientific and Pedagogical Interpretation of The Problem of Developing Written Speech Through Collaborative Writing Technology

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Abstract: This article discusses the scientific and pedagogical interpretation of developing students' written speech skills through collaborative writing technology. Collaborative writing is considered an effective modern approach that encourages learners to work together, exchange ideas, discuss language choices, and jointly create written texts. The article highlights the pedagogical value of collaborative writing in improving students' writing competence, critical thinking, communication, and cooperation skills. Special attention is paid to the role of peer interaction, feedback, joint planning, drafting, revising, and editing in the process of written speech development. The study also emphasizes that collaborative writing helps students become more active, responsible, and reflective participants in the learning process. It is concluded that the use of collaborative writing technology in language education creates favorable conditions for developing coherent, meaningful, and well-structured written speech.

Keywords: Collaborative writing, written speech, writing skills, writing competence, pedagogical technology, peer interaction, feedback, cooperation, student-centered learning, language education, academic writing, collaborative learning.

Introduction: Collaborative writing technology is considered one of the effective pedagogical approaches to developing students' written speech skills in modern language education. According to Vygotsky's socio-cultural theory, learning takes place through social interaction, cooperation, and support from others. From this point of view, writing is not only an individual activity, but also a social process in which students exchange ideas, discuss the content, choose appropriate vocabulary, correct mistakes, and jointly construct meaning. Storch emphasizes that collaborative writing helps learners improve both linguistic accuracy and text organization because they negotiate language use and learn from each other during the writing process. In this approach, students become active participants of the lesson, while the teacher acts as a facilitator who guides, supports, and monitors their work.

From a pedagogical perspective, collaborative writing develops not only writing competence, but also critical thinking, communication, responsibility, and reflective skills. As Hyland notes, effective writing instruction should include interaction, feedback, and awareness of the reader and purpose of the text. Collaborative writing creates favorable conditions for peer feedback, joint planning, drafting, revising, and editing. During these stages, students learn to express their ideas logically, build coherent paragraphs, use cohesive devices, and improve the overall quality of their written texts. Therefore, the use of collaborative writing technology in language teaching can be interpreted as a student-centered and practice-oriented method that contributes to the formation of meaningful, well-structured, and communicatively effective written speech.

The problem of developing written speech through collaborative writing technology can be scientifically explained on the basis of the ideas of Russian scholars who studied language, thinking, communication, and learning activity. L.S. Vygotsky [7] emphasized that the development of speech and thinking takes place through social interaction. According to his socio-cultural theory, students learn more effectively when they cooperate with others and receive support from teachers or peers. This idea is directly connected with collaborative writing, because in this process students discuss ideas, exchange opinions, help each other correct mistakes, and jointly create a written text. As a result, writing becomes not only an individual activity, but also a social and communicative process.

A.N. Leontiev's [3] activity theory is also important for understanding collaborative writing. He considered learning as a purposeful activity that includes motive, goal, action, and result. From this point of view, writing should be organized as a meaningful activity in which students clearly understand why they are writing, for whom they are writing, and what result they should achieve. In collaborative writing, students take part in planning, drafting, revising, and editing together. This helps them become more active and responsible participants in the learning process. Joint writing tasks also develop students' ability to analyze information, express ideas logically, and transform their thoughts into a coherent written text.

P.Ya. Galperin's [1] theory of stage-by-stage formation of mental actions also has pedagogical significance for the development of written speech. According to Galperin, any skill should be formed gradually, from guided practice to independent performance. In teaching writing, this means that students first need models, instructions, teacher support, and peer assistance. Later, they gradually become able to write independently. Collaborative writing supports this process because students learn writing strategies step by step: they generate ideas together, organize paragraphs, select appropriate vocabulary, check grammar, and improve the structure of the text.

I.A. Zimnyaya [9] paid special attention to communicative competence and the role of language in personal and professional development. Her ideas show that writing should not be limited only to grammar exercises. Written speech must develop

students' ability to communicate meaningfully, logically, and appropriately in different situations. Collaborative writing creates favorable conditions for this because students learn to express their own opinions, listen to others, compare different viewpoints, and produce a common written product. In this way, collaborative writing contributes not only to linguistic accuracy, but also to communicative, cognitive, and social development.

E.I. Passov's [5] communicative approach also supports the use of collaborative writing in language education. He emphasized that language teaching should be based on real communication, interaction, and meaningful tasks. From this perspective, writing activities should have a clear communicative purpose. For example, students may write an article, report, essay, letter, or project work together. Such tasks motivate learners to use language naturally and purposefully. Therefore, the ideas of Russian scholars prove that collaborative writing technology is an effective pedagogical tool for developing students' written speech, critical thinking, cooperation, and communicative competence.

CONCLUSION

In conclusion, collaborative writing technology has significant scientific and pedagogical value in developing students' written speech skills. It allows learners to participate actively in the writing process, exchange ideas, discuss language choices, correct mistakes together, and create a common written product. This approach changes writing from an individual and mechanical activity into a social, communicative, and creative process.

Therefore, the use of collaborative writing technology in language education can be considered an effective student-centered method. It creates favorable conditions for peer support, teacher guidance, feedback, revision, and reflection. As a result, students learn to express their thoughts clearly, organize ideas logically, and produce meaningful, well-structured written texts. Thus, collaborative writing technology plays an important role in improving students' written speech and preparing them for academic and professional communication.

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