

# Modern Theoretical Approaches to Developing Students' Written Speech Skills

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**Abstract:** This article explores modern theoretical approaches to developing students' written speech skills in the process of language education. Writing is considered one of the most important productive skills, as it enables students to express their ideas clearly, logically, and creatively in written form. The article discusses such approaches as communicative, process-based, genre-based, cognitive, socio-cultural, and competency-based approaches. Special attention is paid to the role of planning, drafting, revising, peer feedback, and teacher feedback in improving students' writing competence. The paper also highlights the importance of integrating digital technologies, collaborative writing activities, and student-centered methods into the teaching of writing. It is emphasized that the development of written speech skills requires not only grammatical accuracy, but also coherence, cohesion, critical thinking, creativity, and the ability to communicate effectively in academic and professional contexts.

**Keywords:** Written speech skills, writing competence, modern theoretical approaches, process approach, genre-based approach, communicative approach, students, language education, academic writing, feedback, collaborative writing, digital technologies.

**Introduction:** In modern language education, the development of students' written speech skills is considered one of the key factors in forming communicative competence. Writing is not only a means of recording information, but also a complex process of expressing ideas, organizing thoughts, presenting arguments, and communicating meaning effectively. Through writing, students learn to think critically, analyze information, formulate their own opinions, and express them in a clear and logical way. Therefore, the improvement of written speech skills plays an important role in students' academic, professional, and personal development.

Today, traditional approaches to teaching writing are being reconsidered in accordance with new educational demands. Modern language teaching focuses not only on grammatical correctness, but also on the meaningful, coherent, and purposeful use of language in written communication. As a result, several

theoretical approaches have become important in writing instruction, including the process-based approach, genre-based approach, communicative approach, cognitive approach, socio-cultural approach, and competency-based approach. Each of these approaches contributes to the effective development of students' writing abilities from different perspectives.

The process-based approach emphasizes the stages of writing, such as planning, drafting, revising, editing, and publishing. The genre-based approach helps students understand the structure, purpose, and language features of different types of texts. The communicative approach focuses on writing as a form of real communication, while the socio-cultural approach highlights the role of interaction, collaboration, and feedback in the learning process. In addition, the integration of digital technologies and collaborative writing tools has created new opportunities for improving students' written speech skills.

Thus, the development of students' written speech skills requires the use of modern, student-centered, and practice-oriented approaches. The relevance of this topic is determined by the need to prepare students who are able to write accurately, logically, creatively, and effectively in academic and professional contexts. This article aims to analyze modern theoretical approaches to developing students' written speech skills and to identify their pedagogical significance in contemporary language education.

The development of students' written speech skills is one of the central issues in modern language teaching methodology. Writing is a productive language skill that requires not only knowledge of grammar and vocabulary, but also the ability to organize ideas, build logical connections, express opinions, and communicate meaning clearly. In this regard, many scholars emphasize that writing should be taught as a gradual, purposeful, and interactive process.

One of the most influential theoretical foundations in teaching writing is the process approach. According to Flower and Hayes [4], writing is a cognitive process that involves planning, translating ideas into text, and revising. They argue that writing is not a simple act of putting words on paper, but a complex mental activity in which students generate ideas, organize them, evaluate their own text, and improve it. From this point of view, students should not be limited to writing a final product only. They need to pass through several stages, such as brainstorming, outlining, drafting, revising, editing, and publishing.

White and Arndt [15] also support the process-based view of writing. They state that writing is a recursive process, which means that students may return to earlier stages many times while developing their texts. For example, after writing the first draft, students may notice that their ideas are not clear enough and go back to planning or reorganizing the structure. This approach helps learners understand that good writing is usually created through revision and improvement, not in one attempt.

Another important approach is the genre-based approach. Hyland [6] points out that writing is closely connected with social context, purpose, and audience. In his view, students should learn how different types of texts are organized and what language features are

typical for each genre. For instance, an argumentative essay, a report, a formal letter, and a research article have different structures and communicative purposes. Therefore, the teacher should introduce models of texts, analyze their organization, and help students produce similar texts independently.

Swales [12] also contributed greatly to the development of genre theory. He explains that each genre has its own communicative purpose and conventional structure. This idea is especially important for academic writing because students need to understand how to write introductions, literature reviews, arguments, conclusions, and other academic texts. Through genre-based instruction, students become more aware of text organization, coherence, cohesion, and academic style.

The communicative approach also plays an important role in developing written speech skills. According to communicative language teaching, writing should be taught as a means of real communication. This means that students should write for a clear purpose and for a real or imagined audience. Raimes [9] emphasizes that writing tasks should encourage students to express their own ideas and communicate meaning rather than only practice grammar rules. For example, writing emails, opinion paragraphs, reviews, reports, and reflective journals can help students use writing in meaningful contexts.

From the socio-cultural perspective, writing develops through interaction and collaboration. Vygotsky's [14] theory highlights the importance of social interaction in learning. According to him, students can perform better when they receive support from teachers, peers, or more knowledgeable people. This idea is closely related to scaffolding, where the teacher gradually supports students and then reduces help as they become more independent. In writing classes, scaffolding may include providing outlines, useful phrases, model texts, guiding questions, feedback, and peer-review activities.

Collaborative writing is also considered an effective modern method for improving written speech skills. Storch [11] notes that when students write together, they discuss ideas, negotiate meaning, correct each other's mistakes, and develop a deeper understanding of language use. Collaborative writing encourages students to think critically, share responsibility, and learn from one another. It also helps them improve not

only linguistic accuracy, but also communication, cooperation, and problem-solving skills.

The cognitive approach focuses on the mental processes involved in writing. Bereiter and Scardamalia [1] distinguish between simple knowledge-telling and more advanced knowledge-transforming in writing. In the first case, students mainly write what they already know without deep analysis. In the second case, they reorganize information, develop arguments, and create new meaning through writing. Therefore, teachers should design tasks that develop students' higher-order thinking skills, such as analysis, comparison, evaluation, argumentation, and reflection.

Feedback is another significant factor in the development of written speech skills. According to Ferris [3], effective teacher feedback helps students notice their errors, improve language accuracy, and develop self-editing skills. However, feedback should not focus only on grammar mistakes. It should also address content, organization, coherence, cohesion, vocabulary, and style. In addition, peer feedback gives students an opportunity to evaluate others' texts and become more critical readers of their own writing.

Modern researchers also emphasize the role of digital technologies in teaching writing. Digital tools, online platforms, collaborative documents, grammar checkers, and artificial intelligence-based writing assistants create new opportunities for students to plan, draft, revise, and edit their texts. However, technology should be used not as a replacement for students' own thinking, but as a supportive tool that helps them improve their writing competence. Teachers should guide students to use digital tools responsibly, critically, and creatively.

Thus, modern theoretical approaches show that the development of written speech skills is a multidimensional process. The process approach develops students' ability to plan, draft, and revise; the genre-based approach teaches them to understand text types and academic conventions; the communicative approach connects writing with real-life communication; the socio-cultural approach emphasizes interaction and support; and the cognitive approach develops critical and analytical thinking. The effective combination of these approaches can create a strong methodological basis for improving students' written speech skills in modern language education.

In conclusion, the development of students' written speech skills is an essential component of modern language education. Writing is not only a technical skill based on grammar and vocabulary, but also a complex communicative, cognitive, and creative process. It enables students to express their ideas clearly, organize information logically, develop arguments, and communicate effectively in academic and professional contexts.

It can be concluded that effective development of written speech skills requires a student-centered and practice-oriented teaching process. Teachers should create opportunities for students to write regularly, work collaboratively, receive constructive feedback, revise their texts, and use digital technologies responsibly. Special attention should be paid not only to grammatical accuracy, but also to coherence, cohesion, critical thinking, creativity, and academic style.

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