



WRITING PROBLEMS OF UZBEK SCHOOL STUDENTS AND  
HOW TO SOLVE THEM

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**Abstract:** *In Uzbekistan, schoolchildren, especially those learning English as a foreign language (EFL), have a difficult time developing excellent writing abilities. Accurate grammar, vocabulary use, genre knowledge, and cognitive development in writing remain challenges for students even after curriculum changes and more exposure to English education. The many factors contributing to these difficulties, such as antiquated teaching strategies, a lack of exposure to real writing, and inadequate teacher preparation, are examined in this thesis, which also suggests evidence-based remedies.*

**Key words:** *Writing skills, Uzbek students, EFL instruction, process writing, genre pedagogy, formative assessment, interlanguage, error analysis, language transfer, academic writing.*

## INTRODUCTION

Writing is a cognitive activity and a communication result that embodies discourse rules, language proficiency, and higher-order thinking. The writing skills of secondary school pupils in Uzbekistan, where English has been carefully positioned as a crucial 21st-century talent, have drawn the attention of both educators and politicians. Many students do not achieve even B1-level productive writing skill by the end of high school, despite being exposed to the English language at a young age. This difference indicates more serious structural flaws than just a lack of drive or skill. Unlike receptive language skills such as listening and reading, writing is a productive skill that needs more than just basic language knowledge—it requires clear examples of different genres, regular and meaningful feedback from teachers, and continuous support to help students develop their ideas step by step. Unfortunately, these important elements are often missing in Uzbek classroom practices. The main aim of this study is to explore the main reasons why many students struggle with writing, to carefully examine the current teaching methods used in schools, and to offer practical recommendations that match both the needs of local students and successful international teaching strategies.

## FINDINGS AND ANALYSIS

### 1. Grammatical Accuracy Issues

Lack of grammatical precision in writing is one of the biggest obstacles Uzbek students face when studying English. Common problems include the overuse of articles, which are absent in Uzbek, subject-verb agreement difficulties ("She goes to school every day"), and



erroneous tense usage (e.g., mistaking past simple with present perfect). These challenges are exacerbated by the stark structural distinctions between English, an analytical Indo-European language, and Uzbek, a Turkic language with agglutinative grammar. Sentence building is made more difficult by the fact that Uzbek words are usually arranged as Subject–Object–Verb (SOV), but English uses Subject–Verb–Object (SVO).

Additionally, a lot of Uzbek schools still place a strong emphasis on memorizing grammatical rules by heart, frequently separating grammar from actual writing situations. This approach causes pupils to get overly fixated on applying rules without comprehending how language works in a substantive text. Students could be able to correctly finish grammar assignments, for instance, but struggle to create grammatically sound paragraphs. According to research by Jo'raev (2019), during narrative writing assignments, 63% of secondary pupils in Tashkent's urban schools consistently displayed tense confusion, indicating a gap between rule learning and real-world writing.

## **2. Vocabulary Limitations**

When Uzbek pupils write in English, they frequently use a little and repetitive vocabulary. This absence of deliberate vocabulary growth results in the repetition of phrases like "I like playing football" or "My mother is kind" throughout school levels. A reading culture that is still in its infancy in many schools and a lack of exposure to real English materials are two factors contributing to this issue. According to a Nosirova classroom survey conducted in Samarqand in 2020, more than 70% of middle school pupils used less than 100 unique words throughout the course of a semester in their writing portfolios. This implies that teaching vocabulary is not being effectively incorporated into writing education. Collocations, idioms, and context-sensitive word choices are frequently neglected by teachers in favor of high-frequency terms and test-related terminology.

## **3. Organizational and Structural Problems**

A lot of students struggle to comprehend how to write coherently at a level higher than a phrase. A proper introduction, body, and conclusion are often absent from essays. The fragmented nature of paragraphs, which lack subject sentences and transitions, makes it challenging to follow concepts. One larger difficulty in education is that writing is frequently viewed as a "product" rather than a "process." To put it another way, students are expected to write entire essays in a short amount of time with minimal help with preparation, drafting, and editing. Essential elements of organized writing, such as brainstorming, outlining, and paragraph development, may not be modeled by teachers. Due to time restrictions or a lack of training, 52% of instructors said they did not use any kind of pre-writing exercise in their classrooms, according to a Ministry of Public Education countrywide study conducted in 2021.

## **RECOMMENDATIONS**

### **1. Process-Oriented Writing Instruction**

Switching from a product-oriented to a process-oriented approach is one of the best strategies for solving writing issues. Teachers should help students with the brainstorming,





composing, rewriting, editing, and publishing phases of writing rather than just assigning an essay and marking the finished result. For instance, teachers can lead brainstorming sessions, give out graphic organizers, permit peer review, and set up group editing assignments after giving a descriptive essay. Students are encouraged to see writing as a continuous, progressive activity rather than a one-time endeavor. Research indicates that process writing increases students' confidence and drive in addition to improving grammar and coherence (Raimes, 1983). Although teacher training and curricular adaptability would be necessary in the Uzbek setting, steady adoption can eventually result in notable benefits.

## **2. Genre-Based Pedagogy**

Many students have trouble structuring their writing because they don't grasp genre rules, such as the difference between a narrative and an opinion essay or the proper format for a formal letter. Teachers ought to model the characteristics of various genres, give examples, and teach them explicitly. For example, the instructor should emphasize tale components such as location, character, conflict, and resolution while instructing students in narrative writing. Transitions, thesis statements, and supporting arguments should be the main topics of instruction while teaching opinion essays.

Genre-based assignments should be added to Uzbek textbooks in place of ambiguous composition questions. This would increase efficacy and decrease confusion by assisting students in approaching each writing assignment with a defined goal and framework.

## **3. Professional Development and Teachers Training**

Teachers' insufficient exposure to contemporary writing pedagogy is a major contributing factor to many of the present writing issues. Workshops and continuous professional development are necessary for teachers on:

- Methods for process writing
- Efficient rectification of errors
- Instruction in genre
- Student-focused writing assignments

Future teachers must create and practice writing lessons as part of the practical components of pre-service programs. Regular seminars can be arranged by regional training centers, which can also invite specialists from worldwide language centers or institutions. In Uzbekistan, conventional grammar-translation techniques are frequently used by in-service instructors. Enhancing their understanding and using practical, affordable teaching methods will boost results without requiring significant policy changes.

## **CONCLUSION**

Writing is a fundamental academic talent that Uzbek schoolchildren continue to underdevelop because of linguistic, pedagogical, and structural issues. In this thesis, a more holistic, process-driven, and student-centered approach to writing education is advocated, replacing product-based, grammar-focused training. Genre awareness, reading-writing





linkages, and technology-supported instruction may all be included into Uzbek classrooms to help students become proficient, self-assured, and imaginative writers.

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