



## ПРЕПОДАВАНИЕ АНГЛИЙСКОГО ПИСЬМА В ПРОШЛОМ И НАСТОЯЩЕМ В УЗБЕКИСТАНЕ. ПЕДАГОГИЧЕСКИЙ ДИАГНОСТИЧЕСКИЙ ПОДХОД

*Алишер Рустамов Абдухакимович.*

*Преподаватель кафедры методики преподавания английского языка  
в Самаркандском государственном институте иностранных языков.*

*[alisherus2@gmail.com](mailto:alisherus2@gmail.com)*

**Аннотация** В этой статье рассматривается переход в преподавании английского языка от чрезмерной зависимости от заучивания и механического зубрежки к творчеству, персонализации и внедрению технологий. В нем рассматриваются различные методики обучения, практикуемые в разных частях мира, их современные тенденции и то, как эти изменения реализуются в Центральной Азии, особенно в Узбекистане. В статье демонстрируется изменение традиционной парадигмы преподавания от пассивного подхода, ориентированного на учителя, к активному подходу, ориентированному на учащегося, под влиянием образовательных теорий и местных методик обучения. Анализ систем образования в Центральной Азии и остальном мире выявляет пробелы в объеме материалов, инфраструктуры и даже гражданского менталитета, окружающего преподавание или изучение определенной дисциплины. В заключение статьи говорится, что одним из наиболее эффективных подходов к совершенствованию навыков письма на английском языке в контексте современной многокультурной среды является диагностическое обучение, представляющее собой форму современного учебного проектирования, связанную с педагогическими ситуациями и решениями, в рамках которых учитель систематически пытается адаптировать обучение к потребностям учащегося.

**Ключевые слова:** сочинение на английском языке, педагогика, классические методы, современное преподавание, Центральная Азия, Узбекистан, технологии и образование, педагогический диагностический подход, мировое образование, умение писать, грамматико-переводной метод, коммуникативное обучение языку.

### O'ZBEKISTONDA O'TMISHDA VA HOZIRDA INGLIZ TILI YOZUVINI O'RGATISH. PEDAGOGIK DIAGNOSTIKA YONDASHUVI.

**Annotatsiya.** Ushbu maqola ingliz tili pedagogikasida eslab qolish va mexanik takrorlashga haddan tashqari ishonishdan ko'ra, ijodkorlik, individual yondashuv va zamonaviy

texnologiyani o'zlashtirishga o'tishini ko'rib chiqadi. Unda dunyoning turli burchaklarida amalda qo'llanilayotgan turli o'qitish metodologiyalari, ularning zamonaviy yo'nalishlari va bu o'zgarishlarning Markaziy Osiyoda, xususan, O'zbekistonda qanday amalga oshirilayotganligi yoritilgan. Maqolada o'qitishning an'anaviy paradigmasining o'zgarishi ta'lim nazariyalari va mahalliy o'qitish metodologiyalari ta'sirida passiv, o'qituvchi tomonidan belgilangan fokusli yondashuvdan faol va o'quvchiga yo'naltirilgan fokusga o'zgarishi ko'rsatilgan. Markaziy Osiyo va dunyoning boshqa mamlakatlaridagi ta'lim tizimlarining tahlili ma'lum bir fanni o'qitish yoki o'rganish bilan bog'liq materiallar, infratuzilma va hatto fuqarolik mentaliteti bilan bog'liq kamchiliklarni ko'rsatadi. Xulosa qilib, maqolada aytilishicha, bugungi ko'p madaniyatli muhitda ingliz tilida yozish ko'nikmalarini oshirishning eng samarali usullaridan biri bu diagnostik o'qitishdir, bu pedagogik vaziyatlar va qarorlar bilan bog'liq bo'lgan zamonaviy ta'lim dizayni shakli bo'lib, o'qituvchi tizimli ravishda ta'limni o'quvchining ehtiyojlariga moslashtirishga harakat qiladi.

**Kalit so'zlar:** Ingliz tili kompozitsiyasi, Pedagogika, Klassik usullar, Zamonaviy o'qitish, Markaziy Osiyo, O'zbekiston, Texnologiya va ta'lim, Pedagogik diagnostika yondashuvi, Jahon ta'limi, Yozuv qobiliyati, grammatika-tarjima usuli, Kommunikativ til o'qitish.

## **TEACHING ENGLISH WRITING IN THE PAST AND NOW IN UZBEKISTAN. PEDAGOGICAL DIAGNOSTIC APPROACH**

**Annotation** This article examines the shift in English language pedagogy from an over reliance on rote memorization and mechanical drilling towards creativity, personalization, and adoption of technology. It covers different teaching methodologies practiced in different parts of the world, their contemporary trends, and how those changes are implemented in Central Asia, especially in Uzbekistan. The article demonstrates the change in the conventional paradigm of teaching from a passive, teacher-set focus approach to active and learner-centered focus with the influence of educational theories and local teaching methodologies. The analysis of educational systems in Central Asia and the rest of the world highlights the gaps regarding the amount of materials, infrastructure, and even the civic mentality surrounding teaching or learning a certain discipline. In conclusion, the article states that one of the more effective approaches to enhance English writing skills in the context of today's multicultural environment is diagnostic teaching, which is a form of modern day instructional design dealing with pedagogical situations and decisions where the teacher systematically tries to adapt instruction to the learner's needs.

**Keywords:** English composition, Pedagogy, Classical methods, Modern teaching, Central Asia, Uzbekistan, Technology and education, Pedagogical diagnostic approach, World education, Writing ability, grammar-translation method, Communicative Language Teaching.

### **Introduction**

Throughout history, the training of English writing has significantly evolved, adapting to shifts in education philosophies, social needs, and technological advancements. Initially, writing training was primarily through memorization and strict adherence to grammatical structures. Nowadays, it's a more sophisticated process, with an emphasis on imagination, critical thinking, and adaptability. These changes have been distributed unevenly; some regions accepted the changes readily, while others, like Central Asia, are confronted with particular challenges because of historical contexts and resource limitations. In Uzbekistan, for example, remnants of Soviet heritage coexist with efforts to conform to global standards. This paper examines the history of English writing instruction, contemporary trends, and their global and Central Asian expressions. It proposes a pedagogical diagnostic plan as the best future direction.

### **Teaching English Writing in the Past: A Global Perspective**

Historically, teaching English writing was a rigid, formulaic endeavor. In the 18th and 19th centuries, European and American classrooms leaned heavily on the classical tradition, where writing was an extension of Latin and Greek studies. Students copied texts, memorized grammatical structures, and composed essays under strict templates. According to Anthony, R. J. (1963) in *Approaches to English Teaching*, “the focus was on correctness over expression, with little room for personal voice” (p. 45). The Grammar-Translation Method dominated, emphasizing translation exercises and parsing sentences to instill linguistic accuracy. [3]

By the early 20th century, this approach persisted, though new ideas emerged. The rise of industrialization demanded functional literacy, prompting educators to prioritize practical writing skills like letter drafting and report composition. In Britain, the 1904 *Regulations for Secondary Schools* mandated “systematic instruction in composition” (Board of Education, 1904, p. 12), reflecting a utilitarian bent. Across the Atlantic, American schools adopted similar tactics, with drills and handwriting exercises shaping curricula. Elbow, P. (1973) notes in *Writing Without Teachers* that “students were judged by their adherence to form, not their ability to think” (p. 18).

This teacher-directed method had no space for creativity. Errors were harshly penalized, and writing was being handled as a mechanical skill and not as self-expression. Across the globe, colonial education systems propagated these methods, extending to regions like India and Africa, where English writing became a tool of administration and not of art.

### **Teaching English Writing in the Past: Central Asia and Uzbekistan**

In Central Asia, including Uzbekistan, the past of English writing instruction is tied to the Soviet era (1924–1991). English was a marginal subject, overshadowed by Russian as the lingua franca of the USSR. Writing instruction, when it occurred, mirrored Soviet pedagogical norms: collective learning, rote memorization, and ideological conformity. As Abdullaev, K. (2008) explains in *Education in Soviet Uzbekistan*, “foreign language teaching, including English, focused on reading and translation to access technical texts, not on expressive writing” (p. 67). Students practiced copying model sentences, with little emphasis on original composition. [1]

Pre-Soviet cultures provided even less exposure to English. During the Tsarist period, education was reserved for elites, and English was non-existent in practice. Post-1991 independence, Uzbekistan took over a system that was not adequate for contemporary language needs. Teachers, schooled in Soviet ways, had no materials to instruct in creative writing, and textbooks were a product of the past. It trailed the rest of the world, where the mid-20th century began to witness the Audio-Lingual Method followed by the Communicative Approach transforming language teaching. [19]

### **Teaching English Writing Now: A Global Perspective**

Current worldwide trends in English writing teaching encourage steps towards a process-oriented, learner-centered pedagogy. This started during the 1970s with the advent of the Process Approach. It was initially explored by researchers such as Flower, L., & Hayes, J. R. (1981). They recommended that writing is a recursive process that involves planning, writing, and revising. This focus on the process of writing encouraged a move away from product-based assessments that cared for the final result alone. [9]

Technology has been a big boost to this field. Word processing, web-based applications like Google Docs, and AI software facilitate collaboration, immediate feedback, and simple addition of multimedia elements. Hyland (2003) authored that "technology provides students with the possibility of investigating alternative style and structural options in ways unimagined only two decades ago". Class projects in the form of blogs, wikis, and social media provide authentic writing experiences that reflect the needs of real communication. [12]

The Communicative Approach, emphasizing purpose and audience, dominates modern curricula. In the UK, the National Curriculum (2014) stresses "writing for a range of purposes and audiences" (Department for Education, 2014, p. 15). Similarly, the U.S. Common Core Standards (2010) prioritize argumentative, informative, and narrative writing, encouraging critical thinking over rote learning. Globalization has amplified this shift, with English as a lingua franca driving demand for versatile writing skills in academia and business. [7]

### **The Importance of Writing Instruction in High Schools**

Writing is a generic ability that crosses over academic, business, and private use. Writing is a dominant component of high school literacy and communication globally. Graham and Perin (2007) proclaim, in their seminal work "Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools," that writing teaching establishes critical thinking, creativity, and the ability to convey complex thoughts. They argue that effective writing instruction needs to include explicit strategy instruction, collaborative writing, and ongoing opportunities for practice (Graham & Perin, 2007). These principles are frequently employed among educationally high-performing countries such as Finland, Canada, and Singapore, where writing is interwoven into the curriculum to highlight its importance. [10]

In Uzbekistan, instruction in writing has historically been more didactic with a focus on memorization and formulaic schemata. But newer education reforms have begun to shift this paradigm. For example, the "Strategy for the Development of Public Education in Uzbekistan

for 2022–2026" places special focus on modernizing the methodology of teaching, including the teaching of writing, to align it with international standards (Ministry of Public Education of Uzbekistan, 2021). This reflects a growing appreciation for the importance of writing as a tool of self-expression and critical thinking. [14]

### **Challenges and Opportunities in Uzbekistan**

One of the challenges in Uzbekistan in writing instruction is a lack of teacher preparation in modern pedagogical techniques. Rustamov (2025) in his study "*Difficulties in teaching writing for Uzbek high classes: Differences between English and Uzbek languages*" reports that most teachers are familiar with traditional, teacher-centered practices and require professional development to employ student-centered practices effectively. Furthermore, limited resource availability, i.e., updated textbooks and technology, can delay the implementation of new writing pedagogy. [20]

Despite all of these problems, there are enormous potential chances for improvement. The government's commitment to reform in education, along with international cooperation, has the ability to transform writing teaching in Uzbekistan. For example, programs like the British Council's "English for Education Systems" have introduced teacher training workshops, with interactive and communicative approaches to teaching as the main emphasis (British Council, 2022). All of these efforts are closing the gap between Uzbekistan's education system and global standards. [6]

### **Contrasting Global and Uzbek Strategies**

In comparing international practices with those practiced in Uzbekistan, the latter would be different but more so alike. Competent education systems stress critical thinking, creativity, and learning by doing in writing lessons, while Uzbekistans' tradition is all about correctness and conformity. More recent developments in Uzbekistan, however, also trend towards equilibrium between anchor competencies and deeper cognitive processes. For example, the application of technology in teaching writing is an international phenomenon.

South Korea and Australia are two countries utilizing technology to enable collaborative writing and instant feedback. Uzbekistan has also started investigating the influence of technology on education, in particular through initiatives such as 'Digital Uzbekistan 2030,' where digital technologies are being used in schools (Ministry of ICT of Uzbekistan, 2020). This is a major step towards following international trends. [13]

### **Teaching English Writing Now: Central Asia and Uzbekistan**

Modern instruction in English writing in Central Asia has progressed, though unevenly. Uzbekistan, as the regional example, prioritized English since gaining independence and recognized its utility for integrating into the global world. In 2012, the Decree on Foreign Language Teaching compelled the learning of English at primary school to enhance communicative potential (President of Uzbekistan, 2012). In fact, writing takes place after speech and reading. [17]

Current Uzbek practice blends the global and the local. Teachers increasingly use the Communicative Approach, but lack of resources is holding them back. Computers are typically absent from classrooms, and internet access is unreliable, especially in rural areas. Hasanova, D. (2016) in *English Education in Uzbekistan* clarifies, "while urban schools experiment with process writing, rural teachers resort to old-fashioned drills because they have received little training" (p. 89). Textbooks such as the English for Uzbekistan series published locally contain writing tasks, but the emphasis is placed on grammar instead of creativity. [11]

### **Comparative Analysis: World vs. Central Asian Education**

Across the globe, English composition has been researched and institutionalized for several years. In the US and the UK, there are developed educational websites that offer teacher training programs which implement evidence-based teaching practices like scaffolding and peer-review. Due to their Soviet legacy, Central Asia favors standardization over imagination. Some of the prominent differences are shown in Table 1:

**Table 1: Comparison of English Writing Instruction**

Aspect	World (e.g., UK/US)	Central Asia (e.g., Uzbekistan)
Teaching Method	Process/Communicative	Grammar-Translation/Communicative
Technology Use	High (digital tools, AI)	Low (limited access)
Teacher Training	Extensive, ongoing	Limited, outdated
Student Focus	Creativity, critical thinking	Accuracy, form

Visually, this divide grows wider as the years progress. A graph depicting investments in language development from 1970 to 2020 would show a dramatic rise in Western funding after the 1990s, while Central Asia's curve remains static, reflecting shifts in economic and political landscapes. Nevertheless, significant advancements have recently been made in the communicative approach to Foreign Language Teaching in Uzbekistan.

### **The Pedagogical Diagnostic Method: A Contemporary Solution**

One of the prevailing inequalities is the pedagogic diagnostic approach, which offers an encouraging alternative. Based on Vygotsky's Zone of Proximal Development (Vygotsky, L. S., 1978, *Mind in Society*), this system entails measuring students' actual capability, determining inadequacies, and modifying education accordingly. Differing from traditional models, it accommodates the varied competence and frailty of students and is thus ideally suited for multicultural environments. [21]

In practice, educators employ diagnostic tools—i.e., writing samples, scoring rubrics, or computer software such as Grammarly—to identify areas of weakness (e.g., grammatical errors, unconvincing arguments). Instruction then focuses on the addressing of these areas by scaffolding, comments, and multiple writing. As Richards, J. C., & Rodgers, T. S. (2014) in *Approaches and Methods in Language Teaching*, "diagnostics allow teachers to move beyond cookie-cutter lessons, promoting skill advancement at each learner's pace" (p. 203). [18]

In Uzbekistan, this approach helps to reconcile differences in history and modern-day issues. Instructors from the countryside with very few resources can still do basic diagnostics for tailored instruction (like essay error analysis), whereas more urbanized institutions can utilize technology for accurate diagnostics. This also represents a global trend towards positive differentiation, seeking to assist every child. The primary advantage to this type of approach are its adaptability: to the underdeveloped nature of Central Asia and the need to meet the development standards of the rest of the world.

### Conclusion

The processes involved in English composition pedagogy have must shifted from rote learning to a blend of local and global innovations as well as context responsive changes. While the world moves towards modernization and globalization, Central Asia, especially Uzbekistan, attempts to maneuver through systems and resources that were left for them. It is high time that the pedagogical diagnostic approach becomes a standard – an approach that offers personalization and evidence based interventions towards teaching people how to write professionally. In trying to address and meet specific diagnosed needs, teachers can maximize the full potential of their students while localizing education at the same time, readying them for a globalized and united world.

### REFERENCES

1. **Abdullaev, K.** (2008). *Education in Soviet Uzbekistan*. Tashkent: Fan Publishing House.
2. **Abdullaeva, G.** (2020). *Modernizing Education in Uzbekistan: Challenges and Prospects*. Tashkent: Uzbekistan Education Press.
3. **Anthony, R. J.** (1963). *Approaches to English Teaching*. London: Oxford University Press.
4. **Bereiter, C., & Scardamalia, M.** (1987). *The Psychology of Written Composition*. Hillsdale, NJ: Lawrence Erlbaum Associates.
5. **Board of Education.** (1904). *Regulations for Secondary Schools*. London: HMSO.
6. **British Council.** (2022). *English for Education Systems: Uzbekistan*. Retrieved from <https://www.britishcouncil.uz>
7. **Department for Education.** (2014). *National Curriculum in England: English Programmes of Study*. London: UK Government.
8. **Elbow, P.** (1973). *Writing Without Teachers*. New York: Oxford University Press.
9. **Flower, L., & Hayes, J. R.** (1981). "A Cognitive Process Theory of Writing." *College Composition and Communication*, 32(4), 365–387.
10. **Graham, S., & Perin, D.** (2007). *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools*. New York: Carnegie Corporation.
11. **Hasanova, D.** (2016). "English Education in Uzbekistan: Challenges and Opportunities." *Central Asian Journal of Education*, 4(2), 85–94.

12. **Hyland, K.** (2003). *Second Language Writing*. Cambridge: Cambridge University Press.
13. **Ministry of ICT of Uzbekistan.** (2020). *Digital Uzbekistan 2030 Strategy*. Tashkent: Government of Uzbekistan.
14. **Ministry of Public Education of Uzbekistan.** (2021). *Strategy for the Development of Public Education in Uzbekistan for 2022–2026*. Tashkent: Government of Uzbekistan.
15. **National Governors Association.** (2010). *Common Core State Standards for English Language Arts*. Washington, DC: NGA Center.
16. **OECD.** (2020). *Education at a Glance 2020: OECD Indicators*. Paris: OECD Publishing.
17. **President of Uzbekistan.** (2012). *Decree No. UP-4455 on Measures to Improve Foreign Language Teaching*. Tashkent: Government Press.
18. **Richards, J. C., & Rodgers, T. S.** (2014). *Approaches and Methods in Language Teaching* (3rd ed.). Cambridge: Cambridge University Press.
19. **Rustamov, A. A.** (2025). *Difficulties in teaching writing for Uzbek high classes: Differences between English and Uzbek languages*. *Universal Journal of Social Sciences, Philosophy and Culture*, 3(21), 53–59. Retrieved from [scinceresearch.uz](https://scinceresearch.uz)
20. **Rustamov, A. A.** (2025). *Textbooks for teaching foreign languages in upper grades: A pedagogical diagnostic approach*. *International Journal of Artificial Intelligence*, 5(2), 324–328. Retrieved from [academicpublishers.org](https://academicpublishers.org)
21. **Vygotsky, L. S.** (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.