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GRAMMATIKADAN TASHQARI: TALABALARNING YOZMA NUTQIDA ISHONCH VA RAVSHANLIKNI SHAKLLANTIRISH (OLIJ TA'LIM)**ПОМИМО ГРАММАТИКИ: ФОРМИРОВАНИЕ УВЕРЕННОСТИ И ЯСНОСТИ В ПИСЬМЕННОЙ РЕЧИ СТУДЕНТОВ (ВЫСШЕЕ ОБРАЗОВАНИЕ)****BEYOND GRAMMAR: BUILDING CONFIDENCE AND CLARITY IN STUDENT WRITING (HIGHER EDUCATION)**Toshmatov Alimardon Sotvoldiyevich 

Fergana State University teacher

Annotatsiya

Ushbu tadqiqot oliy ta'lim doirasida talabalarning yozma nutqida ishonch va ravshanlikni oshirishga yordam beradigan grammatik kompetensiyadan tashqari omillarni ko'rib chiqadi. Talabalarning samaradorligi, fikr-mulohaza mexanizmlari va yozish amaliyoti o'rtasidagi bog'liqlikni tahlil qilib, ushbu tadqiqot yozish ko'nikmalarini takomillashtirishning samarali strategiyalarini aniqlashga qaratilgan. Aralash yondashuvdan foydalangan holda, tadqiqot talabalar va o'qituvchilarning tajribasi va idrokini o'rganish uchun so'rovlar, intervyular va matnlarni tahlil qilishni o'z ichiga oladi. Topilmalar qo'llab-quvvatlovchi fikr-mulohazalar, amaliy yozish mashqlari va aniq va samarali matn yozishga yordam beradigan ishonchni mustahkamlash tadbirlarining muhimligini ta'kidlaydi. Ushbu tadqiqot talabalarning yozma ishi natijalarini yaxshilashga intilayotgan o'qituvchilarga amaliy ma'lumot beradi.

Аннотация

В данном исследовании рассматриваются факторы, выходящие за рамки грамматической компетенции, которые способствуют укреплению уверенности и ясности в письменной речи студентов в рамках высшего образования. Анализируя взаимосвязь между самоэффективностью студентов, механизмами обратной связи и практикой письма, данное исследование направлено на выявление эффективных стратегий совершенствования навыков письма. Используя смешанный подход, исследование включает в себя опросы, интервью и анализ текстов для изучения опыта и восприятий учащихся и преподавателей. Полученные результаты подчеркивают важность поддерживающей обратной связи, практических письменных упражнений и мероприятий по укреплению доверия, способствующих четкому и эффективному написанию текстов. Это исследование дает практическую информацию преподавателям, стремящимся улучшить результаты письменной работы учащихся.

Abstract

This study examines the factors beyond grammatical competence that contribute to building confidence and clarity in student writing within higher education. By analyzing the interplay between students' self-efficacy, feedback mechanisms, and writing practices, this research aims to identify effective strategies for enhancing writing skills. Utilizing a mixed-methods approach, the study incorporates surveys, interviews, and textual analysis to explore the experiences and perceptions of students and educators. The findings highlight the importance of supportive feedback, practical writing exercises, and confidence-building activities in fostering clear and effective writing. This research provides actionable insights for educators seeking to improve student writing outcomes.

Kalit so'zlar: talabalarning yozma nutqi, oliy ma'lumot, imloga bo'lgan ishonch, aniqlik, fikr-mulohaza mexanizmlari, samaradorlikning o'zi, yozma amaliyotlar, aralash usullar.

Ключевые слова: письменная речь студентов, высшее образование, уверенность в написании, ясность, механизмы обратной связи, самоэффективность, письменные практики, смешанные методы.

Key words: student writing, higher education, writing confidence, clarity, feedback mechanisms, self-efficacy, writing practices, mixed-methods

INTRODUCTION

Writing is a critical skill for academic success and professional development, yet many students in higher education struggle with producing clear and confident writing. While grammatical competence is essential, it alone does not ensure effective communication. Factors such as self-efficacy, feedback, and practical writing experience play significant roles in shaping students'

writing abilities [1, p. 45]. This study explores the multifaceted nature of writing proficiency, focusing on the elements that contribute to building confidence and clarity in student writing.

The transition to higher education often presents students with new writing challenges. They are expected to engage with complex ideas, adhere to academic conventions, and produce coherent arguments. These demands can be daunting, particularly for students who lack confidence in their writing abilities. Self-efficacy, or the belief in one's capability to execute tasks, is a critical factor influencing students' writing performance. Bandura (1997) asserts that self-efficacy affects motivation, persistence, and resilience, all of which are crucial for successful writing [2, p. 72].

Feedback from instructors also plays a vital role in developing writing skills. Constructive feedback helps students understand their strengths and areas for improvement, guiding them towards more effective writing practices. However, the manner in which feedback is delivered can significantly impact students' confidence and willingness to engage in the revision process. Effective feedback should be clear, specific, and supportive, providing students with actionable insights while encouraging a growth mindset [3, p. 110].

In addition to feedback and self-efficacy, practical writing exercises and opportunities for practice are essential for developing clarity in writing. Engaging students in diverse writing tasks, from reflective journals to research papers, allows them to apply theoretical knowledge and refine their writing skills in various contexts. This experiential learning approach helps students internalize writing conventions and develop a personal writing style that is both clear and confident [4, p. 88].

The aim of this study is to identify effective strategies for enhancing student writing by examining the interplay between self-efficacy, feedback, and writing practices. By understanding the factors that contribute to confident and clear writing, educators can better support their students in developing these critical skills.

LITERATURE REVIEW

The literature on student writing in higher education highlights several key factors that influence writing proficiency. One of the most significant factors is self-efficacy. According to Bandura (1997), self-efficacy refers to an individual's belief in their ability to succeed in specific situations. High self-efficacy is associated with increased motivation, persistence, and resilience, all of which are crucial for effective writing [2, p. 72]. Studies have shown that students with higher self-efficacy are more likely to engage in challenging writing tasks, seek feedback, and persist through difficulties [5, p. 129].

Feedback is another critical component in developing student writing. Effective feedback provides students with clear, specific, and actionable guidance on how to improve their writing. According to Hattie and Timperley (2007), feedback should focus on task performance, the process of writing, and self-regulation strategies [6, p. 90]. However, the delivery of feedback is equally important. Feedback that is perceived as harsh or overly critical can undermine students' confidence and discourage them from revising their work [7, p. 35].

The role of practice and practical writing exercises cannot be overstated. Writing is a skill that improves with practice, and providing students with diverse writing opportunities helps them develop versatility and clarity in their writing. Graham and Perin (2007) emphasize the importance of explicit writing instruction and regular practice in improving student writing outcomes [8, p. 445]. They advocate for a combination of writing exercises, peer review, and iterative revisions to enhance writing skills.

Peer feedback and collaborative writing exercises have also been shown to positively impact writing proficiency. Collaborative writing allows students to share ideas, provide mutual support, and learn from each other's strengths and weaknesses. Research by Topping (2009) suggests that peer feedback can be as effective as instructor feedback in improving writing quality, particularly when students are trained in providing constructive feedback [9, p. 20].

In addition to feedback and practice, the role of writing centers and support services is crucial in fostering writing development. Writing centers provide students with individualized support, helping them address specific writing challenges and build confidence. Simpson (2010) highlights the benefits of writing centers in providing a supportive environment where students can receive targeted assistance and develop their writing skills at their own pace [10, p. 50].

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Technology has also transformed the landscape of writing instruction. Online writing platforms, automated feedback tools, and digital collaboration spaces offer new opportunities for students to engage with writing in innovative ways. Studies by Warschauer and Grimes (2008) indicate that technology-enhanced writing instruction can improve writing quality and engagement, particularly when integrated with traditional pedagogical approaches [11, p. 14].

Despite the wealth of research on writing instruction, there remains a need for a more comprehensive understanding of the factors that build confidence and clarity in student writing. This study aims to fill this gap by examining the interplay between self-efficacy, feedback, and practical writing exercises in higher education.

METHODOLOGY

Research Design

This study employs a mixed-methods approach, integrating both qualitative and quantitative data to provide a comprehensive understanding of the factors that influence confidence and clarity in student writing. The research design includes surveys, interviews, and textual analysis, allowing for a nuanced examination of students' writing experiences and perceptions.

Participants

The study involves a diverse sample of 300 third-year undergraduate students from the Faculty of English Language and Literature at Fergana State University. Participants were randomly selected to ensure a representative sample of the student population. Demographic information, including age, gender, and academic performance, was collected to analyze potential variances in writing confidence and clarity.

Table 1: Participant Demographics

| Demographic | Number of Participants | Percentage (%) |
|---------------|------------------------|----------------|
| Age | | |
| 20-21 years | 180 | 60 |
| 22-23 years | 120 | 40 |
| Gender | | |
| Male | 120 | 40 |
| Female | 180 | 60 |

Question

Self-Efficacy in Writing

Scale

On a scale of 1 to 5, how confident do you feel in your ability to write clear and effective essays?

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

Quality of Feedback Received

On a scale of 1 to 5, how would you rate the quality of feedback you receive on your writing assignments?

1. Very Poor
2. Poor
3. Neutral
4. Good
5. Very Good

Frequency of Writing Practice

How often do you engage in writing practice outside of your regular coursework?

1. Never
2. Rarely
3. Sometimes
4. Often
5. Very Often

Impact of Feedback on Writing Improvement

To what extent has the feedback you received helped you improve your writing?

1. Not at all
2. A little
3. Moderately
4. Quite a bit
5. Extremely

Data Collection

A structured survey was administered to gather quantitative data on students' self-efficacy, feedback experiences, and writing practices. The survey included Likert-scale questions assessing students' confidence in their writing abilities, their perceptions of feedback quality, and the frequency and variety of writing tasks they engage in.

Interviews

Semi-structured interviews were conducted with a subset of 50 students to gain deeper insights into their writing experiences. The interviews explored students' attitudes towards writing, their experiences with feedback, and the strategies they use to improve their writing. Interviews were transcribed and coded for thematic analysis.

Table 2: Interview Participant Demographics

| Demographic | Number of Participants | Percentage (%) |
|-------------|------------------------|----------------|
| Age | | |
| 20-21 years | 30 | 60 |
| 22-23 years | 20 | 40 |
| Gender | | |
| Male | 20 | 40 |
| Female | 30 | 60 |

Textual Analysis

Samples of student writing were collected and analyzed to assess clarity and effectiveness. Writing samples included essays, research papers, and reflective journals. The textual analysis focused on identifying common issues related to clarity and coherence, as well as examples of successful writing practices.

| Component | Description | Example Analysis Questions |
|----------------------|--|---|
| Clarity | Examining the clearness and comprehensibility of the writing. | - Is the main argument clearly stated? - Are the sentences and paragraphs well-structured? |
| Coherence | Assessing the logical flow and organization of ideas within the text. | - Do the ideas flow logically from one to another? - Are transitions between paragraphs smooth and effective? |
| Content | Evaluating the relevance, depth, and accuracy of the information provided. | - Is the content relevant to the topic? - Does the writer provide sufficient evidence and examples? |
| Grammar and Syntax | Checking the grammatical correctness and syntactic variety of the writing. | - Are there any grammatical errors? |
| Vocabulary and Style | Analyzing the appropriateness and richness of the vocabulary used. | - Is there a variety of sentence structures? - Is the vocabulary appropriate for the academic level? - Does the writer use precise and varied vocabulary? |

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| | | |
|----------------------------|---|--|
| Argumentation and Evidence | Evaluating the strength and support of arguments presented. | - Are the arguments well-supported with evidence? - Are counterarguments addressed effectively? |
| Mechanics | Checking the adherence to conventions of punctuation, spelling, and formatting. | - Are punctuation and spelling correct? - Is the formatting consistent and appropriate? |

Quantitative Analysis

Quantitative data from the surveys were analyzed using descriptive statistics and inferential tests. Correlation analysis was conducted to examine the relationships between self-efficacy, feedback experiences, and writing practices. ANOVA tests were used to compare writing confidence and clarity across different student groups.

Table 3: Descriptive Statistics of Survey Responses

| Variable | Mean | Standard Deviation | Correlation with Writing Confidence |
|------------------|------|--------------------|-------------------------------------|
| Self-Efficacy | 4.2 | 0.6 | 0.62 |
| Feedback Quality | 3.9 | 0.7 | 0.54 |

Qualitative Analysis

Qualitative data from the interviews were analyzed using thematic analysis. Key themes related to self-efficacy, feedback, and writing practices were identified and categorized. Thematic analysis was also applied to the textual data to identify patterns in writing clarity and effectiveness.

Table 4: Thematic Analysis of Interview Data

| Theme | Description | Example Quotes |
|-------------------|--|--|
| Self-Efficacy | Belief in one's writing abilities | "I feel more confident after positive feedback." |
| Feedback | Impact of feedback on writing development | "Constructive feedback helps me improve." |
| Writing Practices | Influence of practical exercises on writing skills | "Regular writing tasks make a difference." |

Validity and Reliability

To ensure the validity and reliability of the study, multiple data sources and methods were used to triangulate findings. The survey instrument was pilot-tested with a small group of students to refine questions and improve clarity. Interview protocols were standardized to ensure consistency across interviews. Inter-rater reliability was established for the thematic analysis by having multiple researchers independently code the data and compare results.

RESULTS

The results of this study provide a comprehensive understanding of the factors influencing writing confidence and clarity among third-year students at Fergana State University's Faculty of English Language and Literature. The analysis integrates data from surveys, interviews, and textual analysis to highlight key findings.

Self-Efficacy and Writing Confidence

Survey results indicated a strong positive correlation between self-efficacy and writing confidence ($r = 0.62$, $p < 0.01$). Students with higher self-efficacy reported greater confidence in their writing abilities. This relationship suggests that belief in one's writing capabilities significantly influences writing performance.

Table 1: Correlation between Self-Efficacy and Writing Confidence

| Variable | Correlation Coefficient (r) | Significance (p) |
|------------------|-----------------------------|------------------|
| Self-Efficacy | 0.62 | < 0.01 |
| Feedback Quality | 0.54 | < 0.01 |

Feedback and Writing Development

The quality of feedback was also found to have a significant impact on writing development. Positive feedback experiences were strongly associated with higher writing self-efficacy ($r = 0.54$, $p < 0.01$) and better writing outcomes. Interviews revealed that students who received constructive and supportive feedback felt more motivated to improve their writing.

Table 2: Descriptive Statistics of Survey Responses on Feedback

| Variable | Mean | Standard Deviation | Correlation with Writing Confidence |
|------------------|------|--------------------|-------------------------------------|
| Feedback Quality | 3.9 | 0.7 | 0.54 |

Practical Writing Exercises

Regular engagement in practical writing exercises was found to be crucial for developing writing proficiency. Students who participated in diverse writing tasks reported higher levels of confidence and clarity in their writing. Textual analysis of writing samples supported this finding, showing that frequent practice contributed to clearer and more coherent writing.

DISCUSSION

The findings of this study highlight the multifaceted nature of writing development in higher education. Self-efficacy, feedback, and practical writing exercises emerged as critical factors influencing writing confidence and clarity among students.

Self-Efficacy

The strong correlation between self-efficacy and writing confidence underscores the importance of fostering students' belief in their writing abilities. Educators can enhance self-efficacy by providing positive reinforcement, encouraging a growth mindset, and creating opportunities for students to experience success in writing tasks. As students build confidence, they are more likely to engage with challenging writing assignments and persist through difficulties.

Feedback

The impact of feedback on writing development cannot be overstated. Constructive and supportive feedback helps students understand their strengths and areas for improvement, guiding them towards more effective writing practices. The manner in which feedback is delivered is crucial; feedback perceived as harsh or overly critical can undermine confidence and discourage revision. Educators should aim to provide clear, specific, and supportive feedback that fosters a positive learning environment.

Practical Writing Exercises

Regular engagement in practical writing exercises is essential for developing writing proficiency. Diverse writing tasks allow students to apply theoretical knowledge, refine their writing skills, and develop a personal writing style. Educators should incorporate a variety of writing assignments into their courses, providing students with ample opportunities to practice and improve their writing.

Implications for Teaching

The study's findings have important implications for teaching practices in higher education. By focusing on enhancing self-efficacy, providing constructive feedback, and integrating practical writing exercises, educators can better support their students in developing clear and confident writing. Writing centers and peer feedback programs can also play a vital role in providing additional support and resources for students.

Limitations and Future Research

While this study provides valuable insights, it is not without limitations. The sample is limited to third-year students at a single university, which may affect the generalizability of the findings. Future research should explore these factors across different educational contexts and student populations. Additionally, longitudinal studies could investigate the long-term impact of writing instruction strategies on students' academic and professional success.

CONCLUSION

This study underscores the importance of factors beyond grammatical competence in building confidence and clarity in student writing. Self-efficacy, feedback, and practical writing exercises were identified as critical components of effective writing instruction. By focusing on these elements, educators can better support their students in developing the skills necessary for clear and confident writing. Future research should continue to explore the interplay between self-

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efficacy, feedback, and writing practices, incorporating a broader range of educational contexts and student populations. Additionally, further studies could investigate the long-term impact of writing instruction strategies on students' academic and professional success.

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