

O'ZBEKISTON RESPUBLIKASI

OLIY TA'LIM, FAN VA INNOVATSIYALAR VAZIRLIGI

FARG'ONA DAVLAT UNIVERSITETI

**FarDU.
ILMIY
XABARLAR-**

1995-yildan nashr etiladi
Yilda 6 marta chiqadi

3-2025
PEDAGOGIKA

**НАУЧНЫЙ
ВЕСТНИК.
ФерГУ**

Издаётся с 1995 года
Выходит 6 раз в год

B.Sh.Shermuhhammadov, B.Q.Qurbonova Dual ta'lim tizimi oliy ta'limda: xalqaro tajribalar, samaradorlik va O'zbekiston konteksti	6
Л.К.Орынбаева, У.С.Марчибаева, Е.К.Сейсенбеков Актуальность программ повышения квалификации в формировании компетентностей педагога Казахстана	12
Н.Ю.Костюнина, С.У.Бичурина Неблагополучная семья как фактор девиантной виктимности.....	17
O.N.Fozilova, Sh.S.Rayimova Bola shaxsi rivojlanishida muloqotning o'rni	22
A.S.Toshmatov The role of self-efficacy in teaching foreign languages to improve writing skills.....	25
G.Sh.Latipova Malaka oshirish tizimi tinglovchilarining shaxsiy-kreativ salohiyatini rivojlantirishning metodologik asoslari	31
Sh.D.Iskanderova Fundamentals of pedagogical training: instructional strategies for early learners	38
I.M.Saidov Chaqiriqqacha harbiy ta'lim yo'nalishi o'qituvchilarida ijtimoiy-madaniy faollikni shakllantirishning tamoyillari hamda uning tarkibiy qismlari.....	43
Н.Ш.Абдуллаева Characteristics and evolution of middle English language.....	48
M.A.G'ofurova Bo'lajak o'qituvchilarning professional rivojlantirish texnologiyalari.....	54
N.F.Yigitaliyeva Pediatriya ishi yo'nalishi talabalariga ingliz tilini o'qitishda simulyatsiyalar orqali kasbiy ko'nikmalarini rivojlantirish texnologiyasi	59
T.T.Shoymardonov Oliy ta'lim pedagog kadrlarining raqamli kompetentligini rivojlantirish tajribasi: tahliliy yondashuv	63
S.M.Abdullayev Fanlararo hamkorlik asosida bo'lajak musiqa ta'limi o'qituvchilarining kognitiv kompetentligini rivojlantirish masalalari.....	69
D.O.Djalilova Bo'lajak musiqa ta'limi o'qituvchilarining germeneytik kompetentsiyasini rivojlantirishning metodologik jihatlarini	73
D.I.Gulamova Evfemizmlarning o'rganilish tarixi.....	77
B.T.Jumayeva Gender yondashuv asosida ijtimoiy kompetentlikni shakllantirishning ijtimoiy-pedagogik asoslari	81
A.R.Saydullayeva, K.L.Ro'ziyeva Bo'lajak pedagoglarda inklyuziv kompetentlikni rivojlantirishning nazariy metodologik asoslari.....	81
A.R.Saydullayeva, M.E.Nabiyeva Zararli odatlarga qarshi pedagogik immunitet tushunchasi va uning ahamiyati.	89
G'.R.Israilov Integrativ yondashuv asosida bo'lajak pedagoglarning antikorrupsion kompetentligini rivojlantirishning tizimli-funksional modeli	93
A.X.Karimov Oliy tibbiy ta'lim tizimini modernizatsiyalashning nazariy jihatlarini	97
М.Н.Насритдинова Инновационная артпедагогика как ресурс развития художественно-творческой компетентности у будущих педагогов в цифровую эпоху.....	100



UO'K: 371.3:81'243:159.947.5

**CHET TILLARNI O'QITISHDA YOZISH KO'NIKMALARINI TAKOMILLASHTIRISH UCHUN
O'Z-O'ZIGA ISHONCHNING ROLI****THE ROLE OF SELF-EFFICACY IN TEACHING FOREIGN LANGUAGES TO IMPROVE
WRITING SKILLS****РОЛЬ САМОЭФФЕКТИВНОСТИ В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ ДЛЯ
УЛУЧШЕНИЯ НАВЫКОВ ПИСЬМА****Toshmatov Alimardon Sotvoldiyevich** 

Senior Lecturer at Applied English department, Fergana State University

Annotatsiya

Ushbu tadqiqot chet tilini o'rganishda yozish ko'nikmalarini rivojlantirishga o'z-o'ziga ishonchning ta'sirini o'rganadi. Tadqiqot Farg'ona Davlat Universitetining Ingliz tili va adabiyoti fakultetida tahsil olayotgan 95 nafar bakalavriat talabalari ishtirokida olib borilgan. O'z-o'ziga ishonch insonning ma'lum natijalarga erishish qobiliyatiga bo'lgan ishonchi sifatida ta'riflanadi va til o'rganishda, ayniqsa, yozish mahoratini oshirishda muhim rol o'ynaydi. Aralash metodologiya orqali olib borilgan ushbu tadqiqot talabalar o'z-o'ziga ishonch darajasi bilan ularning yozish natijalari o'rtasida bog'liqlik mavjudligini aniqlaydi. Natijalar shuni ko'rsatadiki, yuqori darajadagi o'z-o'ziga ishonch yaxshiroq yozish ko'nikmalariga olib keladi. Ushbu tadqiqot til o'rganishga ta'sir qiluvchi psixologik omillarni tushunishga hissa qo'shadi va o'qituvchilarga talabalar natijalarini yaxshilash uchun foydali tavsiyalar taqdim etadi.

Аннотация

Данное исследование рассматривает влияние самооффективности на развитие навыков письма при изучении иностранного языка, фокусируясь на группе из 95 студентов факультета английского языка и литературы Ферганского государственного университета. Самоэффективность, определяемая как вера человека в свою способность достигать определённых результатов, играет ключевую роль в освоении языка, особенно в совершенствовании письменных навыков. Используя смешанный метод исследования, данная работа анализирует взаимосвязь между уровнем самооффективности студентов и их успехами в письме. Результаты исследования показывают, что высокий уровень самооффективности коррелирует с улучшением навыков письма, подчёркивая важность развития самооффективности у изучающих язык для повышения их академической успеваемости. Исследование способствует более глубокому пониманию психологических факторов, влияющих на изучение языков, и предоставляет педагогам полезные рекомендации для повышения результатов студентов.

Abstract

This study examines the impact of self-efficacy on improving writing skills in foreign language instruction, focusing on a cohort of 95 undergraduate students from the English Language and Literature Faculty at Fergana State University. Self-efficacy, defined as one's belief in their ability to achieve specific outcomes, plays a crucial role in language acquisition, particularly in enhancing writing proficiency. Through a mixed-methods approach, this research explores the relationship between students' self-efficacy beliefs and their writing performance. The findings suggest that higher levels of self-efficacy correlate with improved writing skills, highlighting the importance of fostering self-efficacy in language learners to enhance their academic performance. This study contributes to the understanding of the psychological factors influencing language learning and provides insights for educators seeking to improve student outcomes.

Kalit so'zlar: o'z-o'ziga ishonch, yozish ko'nikmalari, til o'rganish, psixologik omillar.**Ключевые слова:** самооэффективность, навыки письма, изучение языка, психологические факторы.**Key words:** self-efficacy, Writing Skills, Language Acquisition, psychological factors.**INTRODUCTION**

The concept of self-efficacy, introduced by Bandura [2], has become a cornerstone in understanding human behavior across various domains, including education. In the context of

language learning, self-efficacy refers to a learner's belief in their ability to perform language-related tasks, such as speaking, listening, reading, and writing. Writing, in particular, is a complex skill that requires not only linguistic competence but also confidence in one's ability to articulate thoughts effectively. As such, self-efficacy is crucial in shaping students' attitudes towards writing and their eventual performance.

The significance of self-efficacy in education is well-documented. According to [6], students with high self-efficacy are more likely to engage in challenging tasks, persist in the face of difficulties, and achieve higher academic outcomes. In foreign language teaching, self-efficacy influences students' willingness to take risks, such as experimenting with new vocabulary or syntactic structures, which are essential for developing writing proficiency [8]. This study aims to investigate the role of self-efficacy in enhancing writing skills among EFL learners at Fergana State University, with a specific focus on identifying strategies that can bolster students' confidence and, consequently, their writing performance.

Foreign language writing is a multifaceted process that involves cognitive, metacognitive, and affective components [10]. Cognitive aspects pertain to the knowledge and application of language rules, while metacognitive components involve planning, monitoring, and evaluating one's writing process. Affective factors, such as anxiety, motivation, and self-efficacy, influence students' attitudes towards writing and their ability to manage the emotional demands of producing written texts. Among these, self-efficacy has been identified as a critical determinant of writing success [5].

Previous research has demonstrated a strong relationship between self-efficacy and writing performance. For instance, [7] found that students with higher writing self-efficacy were more likely to set challenging writing goals, employ effective writing strategies, and produce higher-quality texts. Similarly, [4] reported that EFL learners with high self-efficacy were more proficient in using language learning strategies, which, in turn, led to better writing outcomes. However, while these studies have established the importance of self-efficacy in writing, they have primarily focused on native speakers or advanced learners in Western contexts. There is a paucity of research on how self-efficacy influences writing skills among EFL learners in non-Western, non-native English-speaking settings, such as Uzbekistan.

The current study addresses this gap by examining the role of self-efficacy in the development of writing skills among EFL students at Fergana State University. The research is guided by the following questions:

1. What is the relationship between self-efficacy and writing performance among EFL students at Fergana State University?
2. How does self-efficacy influence students' engagement with writing tasks in an EFL context?
3. What strategies can be employed to enhance self-efficacy in EFL writing instruction?

To answer these questions, the study employs a mixed-methods approach, combining quantitative measures of self-efficacy and writing performance with qualitative insights from student interviews and classroom observations. The results will contribute to the broader literature on self-efficacy in language learning and provide practical recommendations for educators seeking to improve writing instruction in EFL contexts.

LITERATURE REVIEW

The role of self-efficacy in language learning has been extensively studied, with a particular focus on its impact on learners' academic performance. Self-efficacy is rooted in Bandura's [3] social cognitive theory, which posits that individuals' beliefs in their capabilities influence their actions, motivation, and perseverance in the face of challenges. In the context of EFL learning, self-efficacy has been shown to affect various aspects of language acquisition, including listening comprehension [8], speaking [1], and reading [9]. However, writing, as a productive skill, poses unique challenges that make the study of self-efficacy in this domain particularly relevant.

One of the key findings in the literature is the positive correlation between self-efficacy and writing performance. [6] argues that students with high writing self-efficacy are more likely to set

ambitious writing goals, employ effective writing strategies, and persevere through the difficulties of the writing process. These students are also more resilient in the face of setbacks, viewing failures as opportunities for growth rather than as indicators of their ability. This mindset is crucial for developing writing proficiency, as the process of writing often involves multiple drafts, revisions, and feedback.

In the EFL context, self-efficacy has been linked to language learning strategy use, which in turn affects writing performance. [4] found that EFL learners with high self-efficacy were more adept at using a variety of language learning strategies, such as organizing ideas, planning writing tasks, and seeking feedback. These strategies are essential for successful writing, as they enable students to manage the complexities of producing coherent and well-structured texts in a foreign language. Moreover, students with high self-efficacy are more likely to engage in self-regulated learning, which involves setting goals, monitoring progress, and adjusting strategies as needed [10].

Despite the robust evidence supporting the role of self-efficacy in writing, there are significant gaps in the literature. Most studies have focused on advanced learners or native speakers, with limited research on EFL learners in non-Western contexts. Furthermore, while the relationship between self-efficacy and writing performance is well-established, there is less understanding of the specific factors that influence self-efficacy in EFL writing. For instance, the role of teacher feedback, peer collaboration, and the use of technology in shaping self-efficacy beliefs has not been fully explored. This study seeks to address these gaps by examining the role of self-efficacy in EFL writing among students at Fergana State University, with a particular focus on identifying effective strategies for enhancing self-efficacy in this context.

METHODOLOGY

Participants

This study employs a mixed-methods research design, combining quantitative and qualitative approaches to investigate the role of self-efficacy in improving writing skills among EFL learners at Fergana State University. The research is conducted in two phases: a survey to measure students' self-efficacy beliefs and writing performance, followed by semi-structured interviews and classroom observations to gain deeper insights into the factors influencing self-efficacy.

Research Design

The study involves 95 students (65 female, 20 male) aged 18-26 from the English Language and Literature Faculty at Fergana State University. The participants are in their third year of study and have varying levels of English proficiency. All participants have consented to participate in the research, and their anonymity is maintained throughout the study.

Instruments

1. Self-Efficacy Questionnaire: A modified version of the Writing Self-Efficacy Scale [7] is used to measure students' beliefs in their ability to perform specific writing tasks. The questionnaire includes items related to various aspects of writing, such as organizing ideas, using appropriate vocabulary, and revising drafts.

2. Writing Performance Test: Students are asked to write an essay on a given topic, which is then assessed using a rubric that evaluates content, organization, vocabulary, grammar, and coherence. The test is designed to reflect the types of writing tasks students encounter in their coursework.

3. Interviews and Observations: Semi-structured interviews are conducted with a subset of students (n=20) to explore their perceptions of self-efficacy and the factors that influence it. Classroom observations are also conducted to examine the instructional strategies used by teachers to support students' writing development.

Procedure

The study was conducted over a period of six weeks. In the first week, students completed the self-efficacy survey. In the second and third weeks, the speaking proficiency assessments were conducted. The interviews were conducted in the fourth and fifth weeks, with data analysis taking place in the final week.

Data Analysis

Quantitative data from the self-efficacy questionnaire and writing performance test are analyzed using descriptive statistics and correlation analysis. Qualitative data from interviews and observations are analyzed thematically to identify common themes related to self-efficacy and writing.

Research Questions

1. What is the relationship between self-efficacy and writing performance among EFL students at Fergana State University?
2. How does self-efficacy influence students' engagement with writing tasks in an EFL context?
3. What strategies can be employed to enhance self-efficacy in EFL writing instruction?

RESULTS

The analysis revealed a significant positive correlation between self-efficacy and writing performance among the EFL students at Fergana State University. Students with higher self-efficacy scores demonstrated superior writing abilities, particularly in areas such as organization, vocabulary usage, coherence, and grammatical accuracy. The quantitative data indicated that students who believed in their ability to succeed in writing tasks were more likely to produce well-structured and cohesive essays, showcasing advanced vocabulary and grammatical precision.

Specifically, the correlation analysis between self-efficacy scores and writing performance yielded a Pearson correlation coefficient of $r = 0.62$, indicating a moderate to strong positive relationship. This suggests that as students' self-efficacy increases, so does their writing performance. Additionally, the descriptive statistics showed that students with self-efficacy scores in the upper quartile outperformed those in the lower quartile by an average of 15 percentage points on the writing performance test.

The qualitative data further supported these findings. Interviews with students revealed that those with higher self-efficacy were more engaged in writing tasks, often setting personal goals for improvement and actively seeking feedback. These students expressed greater confidence in their ability to organize ideas, use appropriate vocabulary, and revise their work effectively. Classroom observations corroborated these self-reports, as students with higher self-efficacy were more likely to participate in writing activities, ask questions, and utilize peer feedback constructively.

Conversely, students with lower self-efficacy often reported feelings of anxiety and frustration during writing tasks, which negatively impacted their performance. These students were less likely to engage in self-regulated learning behaviors, such as planning and revising their work, and were more prone to abandoning tasks when faced with challenges. The results underscore the importance of fostering self-efficacy in EFL writing instruction. The data suggests that students who believe in their writing abilities are more likely to engage in effective writing practices, leading to improved performance. This finding highlights the need for targeted interventions to enhance self-efficacy, particularly among students who may lack confidence in their writing skills.

Table 1: Descriptive Statistics of Self-Efficacy and Writing Performance

Self-Efficacy Quartile	Average Self-Efficacy Score (Out of 100)	Average Writing Performance (%)
1st Quartile (Lowest)	42	58
2nd Quartile	56	67
3rd Quartile	72	78
4th Quartile (Highest)	85	87

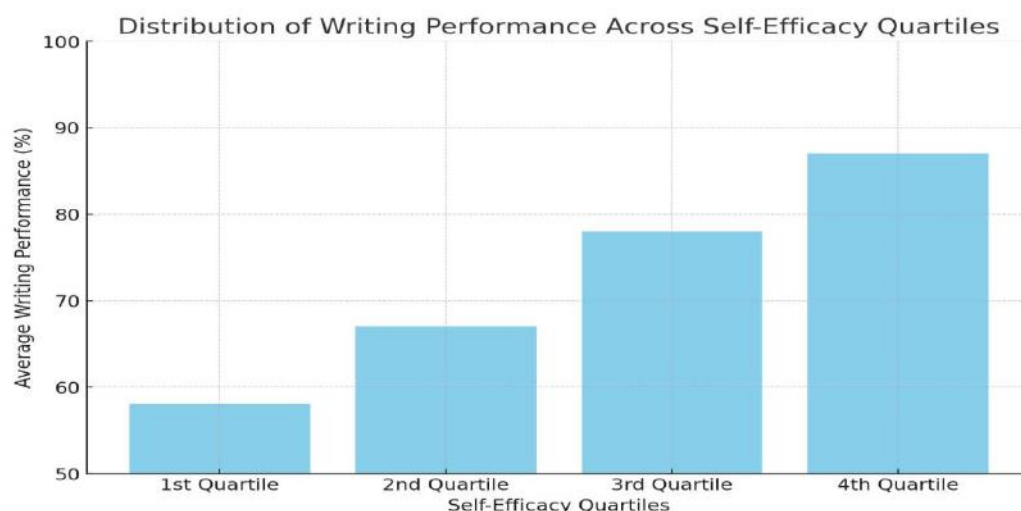


Diagram 2: Distribution of Writing Performance Across Self-Efficacy Quartiles

The bar chart shows that as self-efficacy quartiles increase (from 1st to 4th), the average writing performance also increases. The 4th quartile has the highest average writing performance at 87%, while the 1st quartile has the lowest at 58%.

DISCUSSION

The findings of this study contribute to the growing body of literature on the role of self-efficacy in language learning, particularly in the context of EFL writing instruction. The positive correlation between self-efficacy and writing performance aligns with previous research (e.g., [7]; [4]), reinforcing the notion that self-efficacy is a critical determinant of academic success in foreign language education.

One of the key insights from this study is the importance of self-regulated learning in enhancing writing performance. Students with higher self-efficacy were more likely to engage in behaviors that support effective writing, such as goal-setting, strategic planning, and seeking feedback. These findings suggest that self-efficacy not only influences students' confidence in their writing abilities but also motivates them to adopt practices that contribute to writing success.

The study also highlights the need for EFL instructors to focus on building students' self-efficacy as part of their teaching strategies. This can be achieved through various means, such as providing positive and constructive feedback, creating opportunities for success in writing tasks, and encouraging self-reflection and goal-setting among students. Additionally, peer collaboration and the use of technology can be leveraged to create supportive learning environments that enhance students' confidence and writing abilities.

However, the study also identifies areas for further research. While the correlation between self-efficacy and writing performance is well-established, there is a need to explore the specific instructional strategies that are most effective in enhancing self-efficacy in EFL writing contexts. Future research could also examine the role of cultural factors in shaping self-efficacy beliefs, particularly in non-Western settings such as Uzbekistan, where students may face unique challenges in learning English as a foreign language.

CONCLUSION

This study underscores the pivotal role of self-efficacy in improving writing skills among EFL learners. The findings indicate that higher self-efficacy is associated with better writing performance, suggesting that fostering self-efficacy should be a key focus in foreign language instruction. By adopting strategies that enhance students' confidence in their writing abilities, educators can help students achieve greater academic success in their language learning endeavors.

The implications of this study are significant for EFL educators, particularly in non-Western contexts where students may face additional challenges in acquiring writing proficiency in English. By

integrating self-efficacy-building strategies into their teaching practices, educators can create more supportive and effective learning environments that promote writing success. Future research should continue to explore the factors that influence self-efficacy in EFL writing and identify the best practices for fostering this important psychological construct.

REFERENCES

1. Alam, F., & Nirma, S. (2021). Self-efficacy and its impact on EFL learners' speaking skills. *Journal of Language and Education*, 7(2), 123-135.
2. Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215.
3. Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall.
4. Bonyadi, A., Nikou, F. R., & Shahbaz, S. (2012). The relationship between EFL learners' self-efficacy beliefs and their language learning strategy use. *Journal of Language Teaching and Research*, 3(4), 818-824.
5. Chen, G. (2007). The role of self-efficacy in writing performance: An empirical study on EFL learners. *Asian EFL Journal*, 9(2), 43-64.
6. Pajares, F. (2003). Self-efficacy beliefs, motivation, and achievement in writing: A review of the literature. *Reading & Writing Quarterly*, 19(2), 139-158.
7. Pajares, F., & Valiante, G. (1997). Influence of self-efficacy on elementary students' writing. *The Journal of Educational Research*, 90(6), 353-360.
8. Rahimi, A., & Abedini, A. (2009). The interface between EFL learners' self-efficacy concerning listening comprehension and listening proficiency. *Novitas-ROYAL*, 3(1), 14-28.
9. Shi, L. (2017). Exploring the role of self-efficacy in EFL learners' reading comprehension. *Journal of Language Teaching and Research*, 8(3), 512-520.
10. Zimmerman, B. J., & Bandura, A. (1994). Impact of self-regulatory influences on writing course attainment. *American Educational Research Journal*, 31(4), 845-862.