



IMPROVING WRITTEN DISCURSIVE COMPETENCE OF FUTURE ENGLISH LANGUAGE TEACHERS

Xomutova Shahrizoda Turdiqulova

Master student of Samarkand State Institute of Foreign Languages

shahrizodaxomutova@gmail.com

Abstract: The development of written discursive competence is an important component of the professional preparation of future English language teachers. Prospective teachers are expected to produce coherent, well-organized and contextually appropriate texts in their academic and professional activities. Therefore, writing instruction should extend beyond grammatical accuracy and vocabulary development and focus on students' ability to organize ideas, establish logical connections and adapt their writing to different communicative purposes. This paper discusses several pedagogical approaches to improving the written discursive competence of future English language teachers, including genre-based instruction, process writing, argumentative tasks, feedback and reflective activities. The paper argues that systematic writing practice combined with meaningful feedback can contribute to the development of students' coherence, cohesion, genre awareness and overall communicative effectiveness.

Keywords: written discursive competence, future English language teachers, writing skills, discourse, genre-based instruction.

Writing competence is an essential part of the professional development of future English language teachers. During their university education, prospective teachers are required to write essays, reports, research papers, reflective texts and other academic and professional materials. Therefore, they need to develop not only grammatical and lexical accuracy but also the ability to construct logically organized and meaningful written discourse. Written discursive competence can be understood as the ability to produce coherent and cohesive texts that correspond to a particular communicative purpose, genre and context. It involves the organization of ideas, appropriate use of cohesive devices, genre awareness and the ability to communicate meaning effectively. For future English language teachers, the development of this competence is particularly important because they will later be expected to teach writing skills to their own students. One effective way of improving written discursive competence is the genre-based approach. This approach familiarizes students with the structure, language and communicative purposes of different genres. For example, students can analyze argumentative essays to identify thesis



statements, supporting arguments, examples and conclusions before producing their own texts. Such activities help learners understand that effective writing requires purposeful organization rather than simply grammatically correct sentences. Another useful approach is process writing. Writing can be organized into several stages, including planning, drafting, revising and editing. This process encourages students to reconsider the organization of their ideas and improve the coherence of their texts. It also helps them understand that revision is an essential part of successful writing. Argumentative and discursive writing tasks can further contribute to the development of written discursive competence. Future English language teachers can be asked to express and justify their opinions on educational, social or professional issues. Such tasks require learners to establish relationships between claims, reasons and supporting examples. As a result, students have opportunities to practice logical argumentation and the organization of extended written discourse. Teacher and peer feedback should also be incorporated into writing instruction. Feedback should not focus exclusively on grammatical errors. It should address the organization of ideas, coherence, cohesion, vocabulary, grammatical accuracy and the appropriateness of the text to its intended audience. Peer review can additionally help students develop the ability to evaluate written discourse critically. Another important component is reflective writing. After completing a writing task, students can evaluate their own texts by considering whether their main idea is clear, whether arguments are logically connected and whether the text fulfils its communicative purpose. Such reflection can promote learner autonomy and encourage students to take greater responsibility for improving their writing. Based on these approaches, the development of written discursive competence can be organized into five interconnected stages:

Diagnosis → Modelling → Guided Practice → Independent Writing

→ Reflection and Revision

At the diagnostic stage, students' existing writing abilities are identified. During modelling, learners analyse examples of effective written discourse. Guided practice provides structured support, while independent writing allows students to apply the acquired knowledge to their own texts. Finally, reflection and revision enable learners to identify weaknesses and improve their written products.

Improving written discursive competence should be an important component of the preparation of future English language teachers. Effective writing requires more than grammatical accuracy. Prospective teachers need to develop the ability to organize ideas coherently, establish cohesion, understand



different genres and adapt their texts to specific communicative purposes. The integration of genre-based instruction, process writing, argumentative tasks, feedback and reflective activities can provide a systematic approach to developing these abilities. In particular, the five-stage framework of diagnosis, modelling, guided practice, independent writing, and reflection and revision can help students gradually become more confident and effective writers. Developing this competence is also important for their future professional practice, as competent teachers need to be able to demonstrate and teach effective written communication.

REFERENCES

1. Arslan, R. Ş. (2013). An integrated approach to enhancing prospective English language teachers' writing skills. *Journal of Language and Linguistic Studies*, 9(2).
2. Yarmakeev, I. E., Abdrafikova, A. R., Pimenova, T. S., & Sharafieva, A. M. (2016). Formation of discursive competence in EFL class. *Journal of Language and Literature*, 7(2), 185–189.
3. Kismetova, G., & Muldasheva, A. (2025). Forms and methods of developing discursive competence in teaching a foreign language. *Bulletin of West Kazakhstan University*, 2(98).
4. Fozilova, D. K. (2025). Method of forming discursive competence in students in the process of teaching a foreign language. *International Journal of Pedagogics*, 5(3), 183–185.
5. Turaeva, G. (2025). Technologies of using rubrics for improving the written skills of pre-service English teachers aligning with the CEFR program requirements. *Foreign Linguistics and Linguodidactics*.