



TEACHING WRITING AND READING TO HIGH SCHOOL STUDENTS THROUGH CONTEMPORARY METHODS AND TECHNOLOGIES

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Annotation: The paper analyzes modern methods and technologies applied in teaching writing and reading to high school students, with a focus on their application in Uzbekistan. The paper first outlines effective literacy pedagogy strategies, emphasizing technology-enhanced and student-centered ones. The paper also discusses the pedagogical diagnostics function in the development of written speech skills, solving the issue of individual needs in teaching. Considering the language characteristics of the Uzbek language, diagnostic solutions are provided to overcome issues in English literacy education. Comparative tables illustrate Uzbek-English contrasts in linguistics, and specific suggestions are presented to implement innovative approaches and diagnostics in Uzbekistan's secondary schools. The article concludes with results on literacy education improvement in Uzbekistan, based on recent pedagogical diagnostics research.

Keywords: new methods of instruction, pedagogical diagnostics, reading and writing proficiency, high school education.

Introduction

Teaching reading and writing to high school students requires new methods for generating interest and building literacy skills. New methods, complemented by technology, have shifted towards interactive, student-centered instruction. In Uzbekistan, where English language competence was declared a national priority following the 2012 presidential decree on foreign language learning, literacy instruction must be effective. Pedagogical diagnostics, the key topic of recent research, offers a structured approach to identifying and addressing students' learning needs. Alisher Rustamov, a well-known pedagogical diagnostics scholar, points out that "diagnostics enables teachers to identify specific learning barriers, ensuring targeted interventions" (Rustamov, A. A. (2024). A system of exercises and tasks for the development of written speech skills of high school students through pedagogical diagnostics. *International Word of Art*, 6, 9-13). This



article discusses the most effective ways of teaching reading and writing, the use of pedagogical diagnostics when teaching writing, and their appropriateness in Uzbekistan, taking into account the Uzbek language system.

Best Practices for Reading and Writing Instruction

Effective literacy instruction blends practices that build comprehension, critical thinking, and communication. In Jeremy Harmer's words, "communicative approaches which link reading and writing to actual tasks in real life make the students more motivated" (Harmer J. *The Practice of English Language Teaching*. 5th ed. London: Pearson Longman; 2015). Some of the most crucial practices are:

Task-Based Learning (TBL): TBL practices literacy skills by employing actual tasks, e.g., producing reports or analyzing texts. For reading, jigsaw reading promotes collaborative understanding (Richards JC. *Approaches and Methods in Language Teaching*. 3rd ed. Cambridge: Cambridge University Press; 2014).

Scaffolded Instruction: Scaffolding is a method of providing structured guidance, such as writing outlines or reading guides, to build ability in a linear process. H. Douglas Brown describes how scaffolding "bridges the gap between guided and independent practice" (Brown HD. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. 4th ed. New York: Pearson Education; 2015).

Technology-Enhanced Learning: Interactive learning and instant feedback are enabled by digital tools such as reading platforms (e.g., ReadTheory) and writing applications (e.g., Grammarly). Solikha Narzulloevna Allayarova mentions that "technology supports personalized learning in diverse classrooms" (Allayarova SN. *Use of Pedagogical Technologies in the Teaching Process of Higher Education*. *Scientific Bulletin of Namangan State University*. 2021;3:45-52).

Reciprocal Teaching: Students engage in peer-to-peer reading, for example, summarizing and questioning, to boost understanding (Sayfulin R. *Formation of Metacognitive Skills in Reading at the Initial Stage of Teaching a Foreign Language*. *Central Asian Journal of Education*. 2022;4:112-120).

Process Writing: In prioritizing the writing, revising, and editing, this method encourages students to revise their writings through ongoing feedback.

These approaches are focused on active learning and practical application to real life, and technology plays an important role in facilitating personalized instruction at scale.

Pedagogical Diagnostics in Teaching Written Speech Skills

Pedagogical diagnostics deals with systematically identifying students' learning needs to guide instruction. Alisher Abduhakimovich Rustamov



highlights that "diagnostics is important in determining linguistic and cognitive issues in writing, allowing targeted interventions" (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). Diagnostics can be particularly applied in writing classes, where it detects issues like grammatical errors or lack of coherence.

Diagnostic writing tools are:

Error Analysis: Educators examine written text for patterns, such as inappropriate uses of prepositions or verb conjugations. Dilnoza Kholmurodova writes that "error analysis highlights linguistic interference, guiding targeted corrections" (Kholmurodova DK. *An Analysis of Students' Speaking Ability on Specific Purpose of Learning*. *Central Asian Journal of Education*. 2023;5:89-97).

Writing Assignments: Diagnostic assignments, such as argumentative essays, screen baseline ability and track progress. Rubrics break down form, grammar, and vocabulary.

Portfolio Evaluations: Collecting writing samples year by year provokes improvement and repeating issues, allowing reflective learning.

Computer Programs: Computer programs like Write & Improve provide instant feedback in terms of grammar and style, to complement teacher judgments. Rustamov finds that "automated tools increase diagnostic efficiency, especially in large classes" (Rustamov AA. *Pedagogical Diagnostics in Improving Educational Achievements*. *Scienceweb Academic Papers Collection*. 2020;1:12-18).

They provide an opportunity to adjust the lesson to personal needs. For example, diagnostics of frequent article errors can initiate stringent exercises. Gairatjon Tajibayev also assures that "diagnostic feedback clarifies learning goals, boosting student motivation" (Tajibayev GS. *Investigating the Usefulness of Exercises in Textbooks for Teaching English in Primary Classrooms in Uzbekistan*. *Scientific Bulletin of Namangan State University*. 2022;4:78-85).

Application of Contemporary Methods and Diagnostics in Uzbekistan

Uzbekistan's educational system is confronted with issues including large class numbers, resource constriction, and linguistic interference induced by the Uzbek language, which is an agglutinative Turkic language. English is an Indo-European language with a different structure from the Uzbek language, making literacy instruction challenging to teach. O'razboyev Abdulla Durdibayevich accounts that "Uzbek students struggle with English articles and prepositions because they are not present in Uzbek" (O'razboyev AD. *Challenges of Teaching English as a Foreign Language to Uzbek Students*.



World Bulletin of Public Health. 2023;9:225-229). Table 1 introduces striking linguistic features compared to each other.

Table 1: Comparative Linguistic Features of Uzbek and English

Feature	Uzbek Language	English Language
Articles	No definite/indefinite articles	Uses “a,” “an,” “the”
Word Order	Subject-Object-Verb (SOV)	Subject-Verb-Object (SVO)
Morphology	Agglutinative (suffix-based)	Analytic (word order, prepositions)
Tense System	Suffixes indicate tense	Auxiliary verbs (e.g., “will,” “have”)
Prepositions	Limited; suffixes often replace	Extensive use (e.g., “in,” “on”)

They demand distinctive methods. Pedagogical diagnostics compromises on linguistic interference by identifying errors, such as omitting articles, and guiding remedial training. Rustamov advocates for "diagnostic-driven instruction to counteract Uzbek-English structural conflicts" (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.).

Modern methods like TBL and technology-enhanced learning are adaptive enough to implement in Uzbekistan. Online learning platforms like Google Classroom allow for interactive practice in urban schools, while scaffolded instruction and reciprocal teaching can be used in low-resource rural environments. Feruza Makhkamovna Rakhimova suggests that "blending traditional and contemporary approaches maximizes learning in limited contexts" (Rakhimova FM. Strategies for Improving English Language Teaching in Uzbekistan's Secondary Schools. Journal of Language and Education. 2020;6(4):132-140).

Practical Implementation in Uzbekistan

In order to implement innovative methods and pedagogical diagnostics in Uzbek secondary schools, the following practices can be used by teachers:

Diagnostic Writing Exercises: Apply writing exercises like narrative essays or reading summaries to evaluate writing and comprehension. Evaluate mistakes pertaining to Uzbek, i.e., missing articles, and provide accurate feedback.

Technology Integration: Utilize free technology like Google Docs for collaborative writing or Epic! for reading in urban schools. In rural schools, utilize printed materials with QR codes to access resources.

Scaffolded Reading Activities: Provide vocabulary lists and guided questions for comprehension, advancing to independent work as skill



progresses.

Error Analysis with Comparative Tables: Show students Table 1 to explain Uzbek-English contrasts, substantiating diagnostic results using exercises.

Teacher Training: Offer diagnostics and new approaches training, fulfilling Uzbekistan's requirement for professional training. Rustamov emphasizes that "teacher training in diagnostics is crucial for the effective implementation" (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).

They align with reforms in Uzbekistan's curriculum through communicative ability and learner autonomy.

Comparative Analysis of Instruction Tools				
Table 2 lists tools for the teaching of literacy in Uzbekistan.				
Table 2: Comparison of Teaching Tools for Literacy Instruction				
Tool	Description	Advantages	Challenges	Suitability for Uzbekistan
Task-Based Learning	Real-world tasks	Engages students	Requires training	High (flexible, low-cost)
Digital Platforms	Online tools	Interactive, scalable	Limited rural access	Moderate (urban-focused)
Error Analysis	Identifies error patterns	Targets linguistic issues	Time-intensive	High (addresses interference)
Reciprocal Teaching	Peer-led comprehension	Promotes active learning	Needs facilitation	High (low-cost, collaborative)

Error analysis and reciprocal teaching are the most suitable due to their language emphasis and low resource demand.

Conclusions
New technologies, new methodologies, and pedagogical diagnostics hold enormous promise for reading and writing instruction at Uzbekistan's secondary schools. Task-based learning, scaffolded instruction, and computer applications motivate students, whereas diagnostics adapts instruction to neutralize Uzbek-English linguistic differences, as comparative tables show. Alisher Abduhakimovich Rustamov's research is concerned with highlighting diagnostics as crucial to overcoming the obstacles of illiteracy and as such being the key to literacy teaching success (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.). These strategies comply with education reform in Uzbekistan, although teacher training and resources must be developed. Additional studies need to examine the scalability of technology-enhanced tests



and their long-term impact on literacy attainment. Through the implementation of these practices, Uzbekistan can enhance English literacy teaching and equip students to communicate worldwide.

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