DEVELOPING ACADEMIC WRITING SKILLS OF PRE-SERVICE ENGLISH TEACHERS THROUGH INNOVATIVE APPROACHES

РАЗВИТИЕ НАВЫКОВ АКАДЕМИЧЕСКОГО ПИСЬМА У БУДУЩИХ ПРЕПОДАВАТЕЛЕЙ АНГЛИЙСКОГО ЯЗЫКА НА ОСНОВЕ ИННОВАЦИОННЫХ ПОДХОДОВ

BO'LAJAK INGLIZ TILI O'QITUVCHILARINING AKADEMIK YOZUV KO'NIKMALARINI INNOVATSION YONDASHUVLAR ASOSIDA SHAKLLANTIRISH

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ANNOTATION: This article explores innovative pedagogical approaches to developing academic writing skills among pre-service English language teachers. The study emphasizes the integration of digital technologies, reflective practices, and artificial intelligence tools as effective methods to enhance research literacy, critical thinking, and writing competence. The analysis draws on contemporary theories of constructivist learning, 21st-century skills, and communicative language teaching to identify the most efficient strategies for academic writing instruction in teacher education programs.

Keywords: academic writing, pre-service teachers, innovative pedagogy, digital literacy, reflective learning, AI tools.

АННОТАЦИЯ:В статье рассматриваются инновационные педагогические подходы к развитию навыков академического письма у будущих преподавателей английского языка. Особое внимание уделяется интеграции цифровых технологий, рефлексивных методов обучения и инструментов искусственного интеллекта, способствующих формированию исследовательской грамотности, критического мышления и письменной компетенции. Анализ основан на современных теориях конструктивистского обучения, навыках XXI века и коммуникативном подходе к преподаванию иностранных языков.

Ключевые слова: академическое письмо, будущие преподаватели, инновационная педагогика, цифровая грамотность, рефлексивное обучение, искусственный интеллект.

ANNOTATSIYA: Ushbu maqolada bo'lajak ingliz tili o'qituvchilarining akademik yozuv (academic writing) ko'nikmalarini rivojlantirishda innovatsion yondashuvlarning o'rni tahlil qilinadi. Xususan, raqamli texnologiyalar, reflektiv ta'lim metodlari hamda sun'iy intellekt vositalarining integratsiyasi orqali tadqiqotchilik savodxonligi, tanqidiy fikrlash va yozma nutq kompetensiyalarini rivojlantirish imkoniyatlari ochib beriladi. Maqolada konstruktivizm nazariyasi, XXI asr ko'nikmalari konsepsiyasi hamda kommunikativ yondashuv asosida samarali metodlar tahlil qilinadi.

Kalit so'zlar: akademik yozuv, bo'lajak o'qituvchilar, innovatsion pedagogika, raqamli savodxonlik, reflektiv ta'lim, sun'iy intellekt.

Academic writing remains one of the fundamental competencies that determine the professional readiness of pre-service English language teachers. As teacher education increasingly aligns with global academic standards, the ability to produce coherent, well-structured, and research-informed written work becomes a key indicator of both linguistic and intellectual maturity. According to Hyland (2016), academic writing is not merely a linguistic skill but a form of social practice involving discipline-specific conventions and cognitive strategies.

Recent pedagogical transformations, especially within the framework of innovative education, have changed how writing is taught and perceived. The introduction of digital technologies, interactive online platforms, and artificial intelligence (AI) tools has opened new opportunities for personalized feedback, linguistic accuracy, and independent learning. Researchers such as Warschauer (2018) and Kessler (2020) argue that technology-enhanced writing instruction encourages students to become autonomous, reflective, and research-oriented learners.

From a pedagogical-psychological perspective, the development of academic writing involves not only language proficiency but also higher-order cognitive and metacognitive skills. Future teachers must be capable of critical reading, source synthesis, argument construction, and reflective evaluation of their own writing (Flower & Hayes, 1981). These skills contribute to professional identity formation, enabling teachers to think and act as researchers rather than mere language practitioners.

1. **Blended and Flipped Learning Models.**Blended learning allows teacher educators to combine traditional instruction with digital writing platforms (e.g., Google Classroom, Turnitin Feedback Studio, Grammarly). Flipped classrooms provide students with access to video lectures and interactive writing tasks before class, enabling more practice-based discussions during face-to-face sessions (Bishop & Verleger, 2019).
2. **Project-Based and Inquiry-Based Learning.**By engaging students in small-scale research projects, pre-service teachers learn to apply theoretical knowledge in authentic academic contexts. This process develops both writing and inquiry competence. According to Beckett and Slater (2020), project-based academic writing enhances creativity, motivation, and ownership of learning.
3. **AI-Supported Feedback Systems.**Artificial intelligence tools such as Grammarly, Writefull, and ChatGPT assist students in identifying syntactic and stylistic errors, improving coherence and lexical variety. However, as Godwin-Jones (2022) notes, human mediation remains essential to guide students in understanding the reasoning behind AI-generated feedback, thus fostering reflective learning.
4. **Reflective Portfolios.**Reflective writing encourages students to track their progress and set academic goals. Digital portfolios serve as a metacognitive tool, enabling pre-service teachers to document learning evidence, self-assess development, and receive targeted feedback from mentors (Farrell, 2019).
5. **Collaborative Writing Platforms.**Collaborative writing encourages peer feedback and co-construction of knowledge. Platforms like Google Docs or Overleaf foster interaction, revision, and negotiation of meaning among students, replicating authentic research collaboration processes (Storch, 2019).

Despite these advances, several challenges remain. Many pre-service teachers face linguistic anxiety and low confidence in their academic English. Limited exposure to research genres, insufficient mentorship, and overreliance on templates hinder creative thinking and originality.

Therefore, innovative approaches must be supported by institutional policies that integrate research literacy across teacher training curricula.

Moreover, integrating AI and digital tools requires a shift in teacher educators' professional mindset—from content transmission to facilitation, mentoring, and design of interactive learning environments. As Siemens (2014) emphasizes in the theory of *connectivism*, knowledge emerges through networks of human and technological interaction, and teacher education must reflect this paradigm shift.

Developing academic writing skills among pre-service English teachers through innovative approaches represents both a pedagogical necessity and a psychological process of identity formation. It requires integrating digital technologies, AI tools, reflective learning, and research-based instruction within teacher education programs. Such holistic integration promotes autonomy, creativity, and academic rigor—qualities essential for future educators in the global knowledge economy.

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