

**AN ANALYTICAL STUDY OF CHALLENGES IN TEACHING ENGLISH WRITING
SKILLS AT THE SECONDARY SCHOOL LEVEL**

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Abstract. Writing skills are a crucial component of English language proficiency and a key objective of foreign language education in secondary schools. However, teaching writing in English as a foreign language (EFL) remains challenging due to students' difficulties in idea organization, grammatical accuracy, and coherence, as well as teachers' methodological constraints. This study analyzes the problems of teaching English writing skills in secondary schools using a mixed-methods approach that includes text analysis, teacher questionnaires, classroom observation, and literature review. The findings indicate that product-oriented instruction, limited feedback, and restricted exposure to authentic English negatively affect writing development. The study recommends adopting process-based and communicative approaches in line with CEFR standards.

Key words: English as a Foreign Language (EFL); writing skills; secondary school education; writing instruction; teaching methodology; communicative competence; process-based writing

Introduction. In the era of globalization and rapid technological development, English has become the dominant language of international communication, science, education, and professional interaction. As a result, the effective teaching of English as a foreign language (EFL) has become one of the key priorities of modern educational systems. Secondary school education plays a particularly important role in this process, as it lays the foundation for learners' linguistic competence, academic literacy, and future professional development. Among the four fundamental language skills—listening, speaking, reading, and writing—**writing is widely regarded as the most complex and cognitively demanding skill**, especially for learners studying English in non-native environments.¹

Writing competence is essential not only for academic success but also for the development of critical thinking, logical reasoning, and the ability to express ideas coherently in written form. In secondary schools, writing skills enable students to participate effectively in academic discourse, complete written assignments, and prepare for further stages of education.

Background. From a theoretical perspective, writing in a foreign language is regarded as a complex, multifaceted, and recursive process that involves several interrelated stages, including planning, drafting, revising, and editing.² This process requires the integration of linguistic knowledge, cognitive strategies, and communicative awareness in order to produce coherent and meaningful written texts. According to cognitive theories of writing, learners are required to manage multiple processes simultaneously, such as idea generation, logical

¹ Hyland K. *Second Language Writing*. – 3rd ed. – Cambridge: Cambridge University Press, 2019. – 320 p.

² Flower L., Hayes J.R. A cognitive process theory of writing // *College Composition and Communication*. – 1981. – Vol. 32, No. 4. – P. 365–387.

organization of content, grammatical accuracy, and appropriate lexical choice.³ These processes impose a substantial cognitive load on learners' working memory, which makes writing particularly challenging for secondary school students who are still developing both foreign language proficiency and higher-order thinking skills.

International educational frameworks strongly emphasize the importance of writing skills in foreign language education. The **Common European Framework of Reference for Languages (CEFR)** identifies writing as a core productive skill and associates writing proficiency with overall communicative competence. According to CEFR descriptors, secondary school learners are expected to produce coherent texts, express ideas clearly, and adapt written communication to different contexts, purposes, and audiences.⁴ These principles have also influenced recent reforms in foreign language education in Uzbekistan, where aligning national curricula with international standards has become a strategic goal.

Research problem. Despite the recognized importance of writing skills, significant problems persist in the teaching of English writing in secondary schools. In many EFL contexts, writing instruction remains predominantly product-oriented, focusing mainly on grammatical accuracy and final written outcomes rather than on the writing process itself.⁵ Such approaches often neglect essential stages of writing, including pre-writing, drafting, feedback, and revision.⁶ As a result, students frequently experience difficulties in organizing ideas logically, maintaining coherence and cohesion, and using appropriate grammatical and lexical structures in written texts.⁷

Uzbek scholars have also highlighted these challenges in the national educational context. In particular, the works of Mekhriniso Rakhmatova Musinovna emphasize the role of conceptual and semantic structures in language learning.⁸ Rakhmatova argues that effective language instruction should integrate linguistic form with conceptual thinking and meaning construction, which is especially important for the development of coherent written discourse.⁹ Other Uzbek researchers similarly note that traditional teaching practices, limited instructional time, and insufficient exposure to authentic English input contribute to persistent writing difficulties among secondary school learners.¹⁰

Objectives. The **main objective of this study** is to analyze the problems associated with teaching English writing skills in secondary schools and to identify the pedagogical,

³ Kellogg R.T. Training writing skills: A cognitive developmental perspective // *Journal of Writing Research*. – 2008. – Vol. 1, No. 1. – P. 1–26.

⁴ Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume. – Strasbourg: Council of Europe, 2020. – 235 p.

⁵ Harmer J. *How to Teach Writing*. – London: Pearson Education, 2015. – 180 p.

⁶ Tribble C. *Writing*. – Oxford: Oxford University Press, 1996. – 190 p.

⁷ Bitchener J., Ferris D.R. *Written Corrective Feedback in Second Language Acquisition and Writing*. – London: Routledge, 2012. – 240 p.

⁸ Рахматова М.М. Лингвистик ва педагогик ёндашувларда концептуал тузилмаларнинг ўрни // *Филология масалалари*. – 2021. – №3. – Б. 45–52.

⁹ Рахматова М.М., Иноятова Д.И. Лингвистик концептларнинг концептуал ва образли тузилиши // *Бухоро давлат университети илмий ахборотномаси*. – 2022. – №8(4). – Б. 58–61.

¹⁰ Қосимов А. Ўзбек EFL ўқувчиларида ёзма нутқни ўқитиш муаммолари // *Халқаро илмий-амалий конференция материаллари*. – Тошкент, 2024. – Б. 112–118.

methodological, and contextual factors that hinder the development of students' writing competence. The specific objectives of the research are:

- to identify common difficulties experienced by secondary school students in English written expression;
- to analyze teachers' instructional approaches to teaching writing;
- to examine the alignment of current writing instruction with international standards and national curriculum requirements;
- to develop pedagogical recommendations for improving the effectiveness of writing instruction in secondary education.

Methodology. To achieve these objectives, the study employs a **mixed-methods research approach**, combining both qualitative and quantitative methods. Data collection methods include the analysis of students' written works, teacher questionnaires, classroom observations, and a systematic review of relevant scholarly literature. This methodological framework enables a comprehensive examination of both theoretical perspectives and classroom practices related to the teaching of writing skills and ensures the reliability and validity of the research findings.¹¹

Outline. The thesis is structured as follows. **Chapter One** presents the theoretical and methodological foundations of teaching writing skills in English as a foreign language, drawing on both international and Uzbek scholarly perspectives. **Chapter Two** provides an empirical analysis of the problems encountered in teaching English writing in secondary schools, based on data collected from students and teachers. **Chapter Three** offers pedagogical recommendations and practical strategies aimed at enhancing the effectiveness of writing instruction and improving students' writing competence in English.¹²

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¹¹ Creswell J.W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. – 4th ed. – Thousand Oaks: SAGE, 2014. – 304 p.

¹² Weigle S.C. *Assessing Writing*. – Cambridge: Cambridge University Press, 2002. – 260 p.

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