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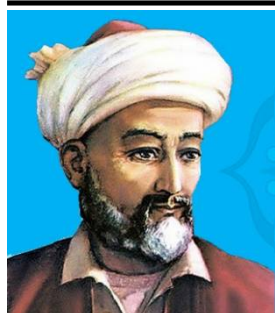
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A SYSTEM OF EXERCISES AND TASKS FOR THE DEVELOPMENT OF WRITTEN SPEECH SKILLS OF HIGH SCHOOL STUDENTS THROUGH PEDAGOGICAL DIAGNOSTICS

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ABSTRACT

The article aims to present how the pedagogical diagnostics could be used to provide individualized instruction to high school students for developing skills of written speech. The pedagogical diagnostics enable the instructors to identify the strong and weak points that their students have in order to create exercises for eliminating the weaknesses. Students expand their written expression skills through a mix of exercises, including peer review assignments, creative writing challenges, and grammar drills. This paper not only presents the benefits of diagnostics-based instruction but also offers practical ideas on how to implement them in high school.

Key words: writing skills, education in high school, Pedagogical diagnostics, writing progress, grammar drills, formative evaluation, personalized guidance, written communication abilities

Alisher Rustamov Abduhakimovich.

Samarqand davlat chet tillar instituti
Ingliz tilini o'qitish metodikasi kafedrasida o'qituvchisi

ANNOTATSIYA

Ushbu maqolaning maqsadi - o'rta maktab yuqori sinf o'quvchilarining yozma nutq ko'nikmalarini rivojlantirish uchun pedagogik diagnostikadan qanday foydalanish mumkinligini ko'rsatishdir. Pedagogik diagnostika o'qituvchilarga o'quvchilarning kuchli va zaif tomonlarini aniqlash imkonini beradi, ularning zaif tomonlarini bartaraf etadigan mashqlarni ishlab chiqish imkonini beradi. Talabalar o'zlarining yozma ko'nikmalarini mashqlar aralashmasi, jumladan, tengdoshlarini o'zaro tekshirish topshiriqlari, ijodiy yozish muammolari va grammatik mashqlar orqali kengaytiradilar. Maqola nafaqat diagnostikaga asoslangan ta'limning afzalliklarini bayon qiladi, balki o'rta maktablar uchun amaliy g'oyalarni ham taklif qiladi.

Kalit so'zlar: yozish ko'nikmalari, o'rta maktabda ta'lim, Pedagogik diagnostika, yozish jarayoni, grammatik mashqlar, formativ baholash, individual yondashuv, yozma muloqot qobiliyatlari

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АННОТАЦИЯ

Цель данной статьи — продемонстрировать, как педагогическая диагностика может быть использована для индивидуализации обучения учащихся старших классов с целью развития навыков письменной речи. Педагогическая диагностика позволяет преподавателям выявлять сильные и слабые стороны учащихся, что позволяет им разрабатывать упражнения, направленные на устранение их слабых сторон. Учащиеся развивают свои навыки письменной речи с помощью комплекса упражнений, включающих задания по взаимной оценке, творческие задания по письму и грамматические упражнения. В статье не только излагаются преимущества обучения на основе диагностики, но и предлагаются практические идеи по его внедрению в средние школы.

Ключевые слова: навыки письма, образование в средней школе, Педагогическая диагностика, прогресс письма, грамматические упражнения, формативное оценивание, индивидуальное руководство, навыки письменной коммуникации

Introduction.

Written speech skills are important for high school students as they affect academics directly, and they help develop a good communication approach. Though these are essential, a lot of children struggle with vocabulary, organization and grammar. So, the answer is pedagogical diagnostics, which allows educators to develop exercises or activities directly focused as per the needs of students by providing them with specific insights into what students will need. The article presents a series of activities aimed at improving the written speech skills by means of pedagogical diagnostics, and emphasizes the importance of individualized instruction within student development.

The Value of Written Speech Instruction in High School

Written speech skills means the ability to express ideas in writing clearly and exactly. It is these skills that enable learners to construct sound arguments, critically evaluate texts and express ideas confidently — all critical capabilities for success in all subjects. Besides being a channel of communication, writing is also described by Harmer that it can be used as a tool for learning and think critically. School involves a lot of independent writing assignments – think research papers and essays. Nevertheless, many students have difficulties in mastering written speech due to their moments of grammar knowledge, poor vocabulary or organizing their ideas. Your solutions demand a systematic approach, which employs pedagogical diagnostic so that the training provided is catered according to the individual needs of each learner.

Pedagogical Diagnostics: A Foundation for Personalization in Instruction

Assessment of students' ability to provide specific feedback and to teach can be done through pedagogical diagnostics. In this approach, the written work of students is studied with the aim of bringing into view the strong and weak areas. According to Black and Wiliam, diagnostic assessment can determine precisely where the student is in the process of learning while developing treatments appropriate to such needs.

Pedagogical Diagnostic for written SPS may be done through various methods such as formative assessment, writing samples, and rubrics. To use a specific example, when a teacher grades an essay prepared by a student, she does so using a rubric that emphasizes grammar, coherence, and style. Through the use of such a diagnostic exercise, the creation of exercises targeting a particular weakness may be informed.

Developing an Exercise Program for Written Speech Competency

In this way, the system of improving the skills of a written speech should include a variety of assignments in order to be able to create their specific complexes that allow the most effective intensification of various components: grammar, vocabulary, coherence, and creativity. In such a way, teachers can prepare the assignments on the basis of revealing the diagnostics insights.

Grammar Exercises

Grammar forms the foundation of good and readable writing. Exercises that focus on grammar can be used to give students activities that strengthen their sentences, punctuation, and subject-verb agreement. Teachers can use sentence correction exercises, for instance, where grammatical errors in

given sentences need to be identified and corrected. The diagnostic results can guide such activities to differentiate them in targeting specific grammar issues.

The students possessing good vocabulary are able to express their thoughts in a more articulate and imaginative way. Some of the examples of the vocabulary exercises are word associations, sentence constructing in context, and matching synonyms and antonyms. As research added, writing strengthens memory and application of new words learned when used in proper situations.

Coherence and cohesion. A succession of ideas in a text is what is referred to as exertion, while the transition words and phrases that connect ideas are what is termed as cohesiveness. The rearranging of paragraphs assignments, summarizing of sections, and preparation of essay outlines student's assignments may endow the students with these skills. In these assignments, students will be able to engage in logical thought sequencing of ideas that shall enhance the flow of the entire writing.

Creative Writing Prompts

Creative writing assignments permit exploration of various styles and genres that will aid one in finding one's voice in writing. The creation of a particular scenario through guided writing exercises, for example, like "Write a story about a turning point in your life" or "Describe a place that brings you inner tranquility," are the assignments that let your students be a lot more inventive and communicative in their ability to write. Such assignments encourage creativity and, at the same time, help students use their vocabulary and grammar knowledge in more interesting situations.

Peer Review and Feedback Sessions

Peer review serves as a great way to promote collective learning and to reflect. Students review their peers' work and provide constructive comments on the basis of a developed criterion. By doing this, students are in a position to find out about their points of strength and weaknesses in their writing and enhance their critical thinking ability (Topping 2009). Tutors can train the students to offer feedback to ensure that the review procedures are attentive and helpful to all parties involved.

Implementation of Diagnostic-Based System in School

A diagnostic-based exercise system should be well-planned and flexible in its implementation. Instructors should start off by undertaking a preliminary diagnostic test that acts as a benchmark for students to benchmark themselves against their writing proficiency. This shall include a comprehensive writing assignment that is assessed against a full rubric pertaining to lexis, grammar, coherence, and style.

After the diagnostic stage, the teacher will be able to collectively organize activities and group the students according to similar needs. For instance, the students who have problems with sentence structure can work on grammar exercises, and the ones that need to practice their imagination could write short stories. Assessment of progress should be done through formative assessment on regular basis. Its examples include short assignments of writing, tests, and peer reviews. Specific and useful feedback of these tests should be provided to the students to counsel them about how to do even better. (Brown, 2007).

Designing an Exercise and Assignment System

A well-structured system of exercises and tasks for developing written speech skills should be comprehensive, adaptive, and in line with pedagogical diagnostics. It is possible to structure this system in three key components: diagnostic assessments, formative exercises, and summative tasks.

1. Diagnostic Assessments

Diagnostic assessments that are meant to determine the current level of writing of the students initiate the system. Assessments can be in the form of essays, journals, or short-answer questions depending on what has been set as learning objectives. Evaluations will be done by using rubrics, as advised by Heidi Andrade, for uniformity and fairness, providing criteria in regard to content, organization, use of language, and mechanics. Diagnostic data provide a clear vision of the student's starting points and thus allow teachers to tailor instruction to their particular needs. For example, if the students are struggling with sentence structure in the diagnostic assessment, then syntactic complexity and variety can be emphasized in further exercises. Also, if it is found that the students

have limited vocabulary, lexical enrichment activities can be incorporated into the curriculum. This focused approach will make instruction efficient and effective.

2. Formative Exercises

Formative exercises, in turn, need to target those specific issues as diagnosed. They need to be diverse and interactive in nature so as to engage the student in the various dimensions of the writing process. For example, graphic organizers may help students with coherence difficulties because they help students to see how their writing will look and be organized. As the employment of visual tools enables students to plan and then make logical links among ideas.

Collaborative writing activities, such as peer reviews and group projects, can also be very helpful in the development of critical thinking and self-reflection. Merrill Swain emphasizes that collaborative dialogue is at the core of language learning since it enhances students articulating their ideas, negotiating meaning, and learning from their peers. Furthermore, technology, such as online writing platforms and grammar-checking tools, can provide immediate feedback and support students' independent learning.

3. Summative Tasks

The last part of the system is the summative tasks, where students will be able to show their progress and apply their skills in real contexts. These may include research papers, creative writing, or argumentative essays, depending on the curriculum goals. Summative assessments should be accompanied by clear criteria and opportunities for revision since, as feedback is a very important factor which helps students refine their writing.

This stage includes self-assessment and reflection as key parts to push students to take charge of their learning. Students will then be able to compare their initial diagnostic results with their summative performance, identifying areas for improvement and setting goals for future development. This practice of looking inward matches what Carol Dweck calls a growth mindset where hard work and not giving up matter most on the road to getting good at something.

Pedagogical Diagnostics as the Foundation of Improvement

Pedagogical diagnostics is a continuous practice, not a one-off event, that shapes teaching throughout the learning process. Teachers can keep track of progress, tweak their teaching methods, and step in when needed by gathering and examining data on how students are doing. Let's say quick checks show that students still find it hard to come up with a good thesis. In this case, teachers can bring in extra practice and short lessons to help with this problem.

What's more pedagogical diagnostics creates a culture where everyone keeps getting better. It works by making students think about how they learn and choose their own targets. Josué Tenesaca points out that tools like writing portfolios and self-assessment checklists give students the power to take charge of their education. This approach, which puts students at the center, doesn't just make their writing better. It also helps them understand how they think and learn, which is key to learning throughout life.

Case Study: Using a Diagnostic-Oriented Program

In a high school English class, students showed variable competencies in grammar and coherence, as an initial diagnostic test revealed. Based on the outcome, the instructor was able to design and implement a three-month writing program that integrated regular weekly grammar drills, creative writing assignments, and peer reviews. Indeed, the post-program assessment showed significant improvement in the writing competence of students. This case study has very clearly demarcated how diagnostic-based approaches can respond to the multidimensional needs of students and inform development as a writer.

In summary

Developing the skills of written speech is one of the main tasks of high school education. Hence, the application of pedagogical diagnostics with respect to the main shortcomings would allow a qualitative improvement in the level of students' written speech. After finding out what each student specifically needs and developing certain exercises targeted specifically at his or her needs, the teachers will be able to provide relevant teaching aimed at helping the students with their problems in writing. This makes diagnostics-based instruction a possible route to developing the written

communication skills of high school students, provided schools continue their strong emphasis on reading.

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