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DEVELOPMENT OF STUDENTS WRITING SKILLS USING THE ACTION RESEARCH METHOD

Abstract. This study explores the effectiveness of the action research method in developing students' writing skills. As writing is a fundamental component of language learning, enhancing students' ability to express their thoughts coherently and accurately is essential. The research was conducted in a classroom setting, where the teacher implemented a cyclical process of planning, acting, observing, and reflecting to address common writing challenges faced by students. Through

targeted interventions, including peer reviews, structured writing exercises, and continuous feedback, students demonstrated noticeable improvement in grammar usage, coherence, vocabulary, and overall writing fluency. Data were collected through pre- and post-writing assessments, student reflections, and teacher observations. The results indicate that action research not only improves students' writing skills but also encourages active participation, critical thinking, and learner autonomy. This study supports the integration of action research into language teaching practices as an effective strategy to enhance writing competence and foster a more engaging learning environment.

Key words: action research, writing skills, foreign language, reflective teaching, writing improvement, language learning.

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СТУДЕНТТЕРДІҢ ЖАЗУ ДАҒДЫЛАРЫН ӘРЕКЕТТІ ЗЕРТТЕУ ӘДІСІ АРҚЫЛЫ ДАМЫТУ

Аңдатпа. Мақалада студенттердің жазу дағдыларын дамытуда әрекетті зерттеу (action research) әдісінің тиімділігі қарастырылады. Жазу тілі — тіл үйренудің маңызды құрамдас бөлігі болғандықтан, студенттердің өз ойларын нақты әрі қисынды жеткізе білу қабілетін жетілдіру аса маңызды. Зерттеу сынып жағдайында жүргізіліп, мұғалім студенттер жиі кездесетін жазу қиындықтарын шешу үшін жоспарлау, әрекет ету, бақылау және рефлексия жасау циклдерін қолданды. Арнайы ұйымдастырылған тапсырмалар, өзара тексеру, құрылымдалған жазу жаттығулары және үздіксіз кері байланыс арқылы студенттердің грамматикалық сауаттылығы, байланыстылық, сөздік қоры және жалпы жазу еркіндігі айтарлықтай жақсарды. Мәліметтер жазу алдындағы және кейінгі тапсырмалар, студенттердің рефлексиялары мен мұғалімнің бақылаулары арқылы жиналды. Нәтижесінде әрекетті зерттеу әдісі тек жазу дағдыларын дамытып қана қоймай, белсенділік, сыни ойлау мен дербестікті де арттыратыны анықталды. Бұл зерттеу әрекетті зерттеу әдісін тіл үйрету процесіне енгізудің тиімді тәсіл екенін көрсетеді.

Тірек сөздер: әрекетті зерттеу, жазу дағдылары, рефлексиялық оқыту, жазу шеберлігін жетілдіру, тілді үйрену

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РАЗВИТИЕ НАВЫКОВ ПИСЬМА СТУДЕНТОВ С ИСПОЛЬЗОВАНИЕМ МЕТОДА ДЕЙСТВИЯ

Аннотация. В данном исследовании рассматривается эффективность метода педагогического действия (action research) в развитии навыков письма у студентов. Письменная речь является важной составляющей изучения языка, поэтому улучшение способности студентов ясно и логично выражать свои мысли имеет большое значение. Исследование проводилось в условиях учебного класса, где преподаватель применял

цикличный процесс планирования, действий, наблюдения и рефлексии для устранения распространённых трудностей в письменной речи. Посредством целевых вмешательств — взаимопроверки, структурированных письменных заданий и постоянной обратной связи — у студентов наблюдалось значительное улучшение в грамматике, связности, словарном запасе и общей беглости письма. Данные собирались через письменные задания до и после, студенческие размышления и наблюдения преподавателя. Результаты показывают, что метод действия способствует не только развитию письменных навыков, но и активному участию, критическому мышлению и самостоятельности студентов. Исследование подтверждает, что внедрение данного метода в преподавание языка — эффективная стратегия для повышения письменной компетенции.

Ключевые слова: педагогическое действие, навыки письма, рефлексивное обучение, улучшение письма, изучение языка

Relevance. The new era of globalization has brought many trends and novelties to our world. Currently, leading teachers and learners appreciate Action Research. Interaction in the lesson occupies an important place in the methodology of language teaching. The Action Research is relevant , since many innovations used in the education system, special attention is paid to technologies in which the teacher is not a source of learning information, but an organizer and coordinator of the creative learning process, which directs students' actions in the right direction, and takes into account the individual abilities of each student.

Purpose. The aim of the research is to develop communicative skills of learners using interaction in the lesson.

Methodology. Observative method, method of comparison, transformation techniques, linguistic assessment.

Results. The results demonstrate the importance of the technology of interaction. This technology highlites the development and expectations for improving the quality of education. The features of interaction in the lesson shows the improvement of quality speaking skills.

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Conclusions. Its practical significance for language teachers methodological and professional development lies in creating a positive image of Action Research and using modern technologies in teaching. In this sudy, the authors defined the strategic model as well as tactical purpose and determined methods of Action Research in the language teaching.The research component, which is one of the basic strategies of interaction during the lesson, was studied. The authors dwelt upon the the term language teaching methods in the modern world. Forms of interaction were studied how students improve their knowledge, competencies and language skills.

In recent decades, interest in teaching of foreign languages has noticeably increased. The study of the richest teaching material closely related to such fundamental issues of general linguistics and methodology. The relationship between language, thinking and objective reality, the nature of the linguistic sign, the problem of the word and its boundaries, motivation, system and norm are the content of study. Nevertheless, among students there is a great need for knowledge of Kazakh and foreign languages, which is caused, first of all, byintegration of Kazakhstani higher education in the world educational space. W. von Humboldt attached extremely great importance to the study of the form of a language, since it allows you to establish in what way the worldview of the people expressed, and to distinguish one language from another. Important in Humboldt's doctrine of the internal form of language is that he determined the place of the internal form of language in a number of other categories of meaning and, to a certain extent, characterized its nature: the internal form not only organizes the substance, but, in essence, the organization of the external structure depends on it. Different languages have, according to Humboldt, a different language form, which reflects not only the typological and structural features of the language, morphological, syntactic structures, but also the way the objective world represented. Language is a

set of ways and methods of transmission with the help of linguistic signs of linguistic content. One of the key issues in the general education system is the creation of new educational content that contributes to the new thinking of the younger generation, the formation of a worldview, and mastering the basics of skills. The effectiveness of learning a foreign language depends on the quality of teaching the subject. In recent years, the study of a foreign language has become quite definite. The role of this subject is very high not only in education, but also in the upbringing of the individual. Today it has become one of the most popular and needed items. Today, the combination of various teaching methods and tools and their effective use improves the quality of lessons and stimulates students' interest in a foreign language. The study of a foreign language, the expansion of its scope is an urgent problem within the framework of the tripartite policy of the country, as well as during the period of strengthening international relations in the country. In our practice, students often have limited vocabulary. Low level of communication and even an inability to express themselves. This is due to the students' speaking skills. We believe that this is due to the lack of interest of students in the subject. The students' conversational skills are not yet fully developed. For this reason, communicative methods considered in the current educational process in the study. This method considered as a didactic category of a joint, interconnected technology of interaction between a teacher and a student. We consider it is important to use Action research in English lessons. Interaction not only increases students' interest in the subject, but also teaches them to express their thoughts, opinions, attitudes, listen to the answer of another person, supplement it, and talk about their achievements and shortcomings. The teacher applies the new technology sufficiently. The method is fundamental in teaching in terms of practicality, learning and development. At a time when a country gains independence, becomes an independent state, lives according to the laws of market relations and is on an equal footing with foreign countries, the education system develops and becomes more complex. This, in turn, contributes to a high level of setting the main goals and objectives of the educational process in the field of language teaching today. One of the key issues of improving the quality of student learning in the education system is the resolution of long-standing contradictions between science and practice. The most important of these issues is the inconsistency of the content of methods and forms of teaching in the educational process.

Each lesson of a future teacher of a foreign language filled with kindness to the child from beginning to the end. In this regard, every lesson at school should be a gift from a teacher to a student. The conversation of each student with the teacher should bring joy and enthusiasm to the child for life. That is why every English lesson begins with arousing interest and reflection. One of the main problems of the state educational standard: regulatory, cognitive, ethical, evaluative orientation of language teaching. Students are acquainted with the culture, literature, economy, and politics of different countries, develop a deep understanding of the language, culture and literature of the people and their country. A foreign language is a large educational range. At the beginning of training, the student easily learns the language material, which gradually becomes more difficult for the student due to the complexity of the material. Teachers cannot help in time: for this, the student, together with the teacher, must learn the conditions and rules of study

Therefore, there is objective need to apply foreign experience in developing writing skills of learners. However, despite significant number of scientific works devoted to problems of education, questions of developing writing skills related to interaction in the classroom.

Consequently, within the work, the authors of the research organized the workshops for study of characteristics of Action Research method as a part of communicative competence which in its modern sense provides for the formation of the capacity for interaction. This research will form theoretical basis about the interaction in the lesson and give practical knowledge for implementing. At the first stage of research the authors formed in future teachers of English and Kazakh languages ability to use the method of interaction in developing of writing skills. The subject of the research was methods of developing writing skills based on student centered communicative approach. Here is the recognition of the need for rapid development of language pedagogy with a multicultural orientation, as well as identification of the most effective methodological ways of forming writing
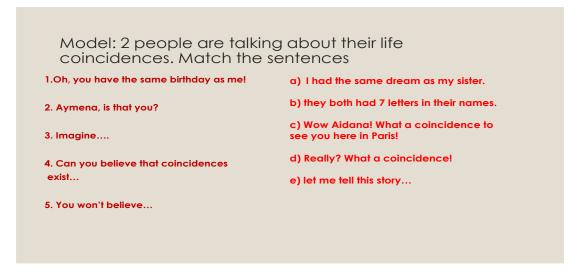
skills in a modern person when studying languages at school and university. At this stage students were divided into small groups, the task of the first group is to find forms of interaction in the classroom. The second group had to find ways to implement interaction in writing process. At the end of the work the groups presented research results in round table discussion.

At the second stage, the authors of this research formed in future teachers' interactive methods in writing. The problem of creating a situation close to real interaction in the classroom remains one of the central problems in the method of strengthening speech. One of the ways to stimulate natural foreign language interaction in a group is to present stories about coincidences and famous people in written form, where the last remark is not only witty, but also a logical solution to a small problematic situation. Here is one of the stories:

Useful language

◦ **There are number of strange coincidences….**
◦ **Both of them….**
◦ **Can you believe that coincidences exist…**
◦ **Really? What a coincidence!**
◦ **they both had 7 letters in their names**
◦ **Imagine….**

Learner's are talking about other life coincidents. Match the sentences:

Model: 2 people are talking about their life coincidences. Match the sentences

1. Oh, you have the same birthday as me!

2. Aymena, is that you?

3. Imagine….

4. Can you believe that coincidences exist…

5. You won't believe…

a) I had the same dream as my sister.

b) they both had 7 letters in their names.

c) Wow Aidana! What a coincidence to see you here in Paris!

d) Really? What a coincidence!

e) let me tell this story…

Learners get a task individually make notes about top coincidences. In small groups they work together and tell top 3 coincidences. The discussion question is:

What is the most interesting coincidence story you have heard?

When working with suchinteresting tasks, the answers are ingenious, original, and simple. The authors ask the group to work in small groups with two or three learners and analyze results.

At the third stage the authors ask learners to work in two groups and write the invitation card. The relevance of studying scientific and methodological foundations for the development of students writing skills using the action research method is determined by insufficient study of thi issue. Using interaction in the second language teaching is developing and it allows increasing number of actions.The content of the textbooks is aimed at developing personal qualities necessary for successful implementation of written communication in intercultural communicative situations.

Arai's invitation to her party

1. Hi Kate! How are you?

2. I am planning a party **in** Almaty to celebrate the end of the course on the 15th of August at 7 pm, on Saturday. Would you like to come?

3. I'd be happy to see you and your family. I will cook beshbarmak and plov for you all. We have a big house, you can stay at my place.

4. Lot's of people from our group are coming. You know- Askar, Botagoz, Christanna and Asemgul.

5. Please let me know if you would like to join us.

Looking forward to seeing you there!

Love,

Arailym

Learners discussed in small groups how to write an invitation. They learned imortant points and paid attention to the structure of the invitation.

Arai's invitation to her party

1. Hi Kate! How are you?

2. I am planning a party **in** Almaty to celebrate the end of the course on the 15th of August at 7 pm, on Saturday. Would you like to come?

3. I'd be happy to see you and your family. I will cook beshbarmak and plov for you all. We have a big house, you can stay at my place.

4. Lot's of people from our group are coming. You know- Askar, Botagoz, Christanna and Asemgul.

5. Please let me know if you would like to join us.

Looking forward to seeing you there!

Love,

Arailym

Read Arailym's email to Kate again. In which paragraph does she...?

a) invite Kate

b) ask how she is

c) ask her to reply

d) give the reason for her message

e) talk about where to stay

f) give details of dates

g) talks about the group

Important points are: to invite Kate, to ask how she is, to ask her to reply, to give the reason for the message, to write about where to stay and to give details of dates.Learners investigated writing for practical use of knowledge in studied foreign language as a means of communication with native speakers. Motivation to learning foreign language increased when the learners work together in small groups and independently express their thougts outside the classroom. Learners had an opprtunity to compare invitations. The written language has to seek means to compensate for what it lacks. Therefore the written utterance will inevitably be more diffuse, more explanatory. In other words, it has to produce an enlarged representation of the communication in order to be explicit enough. The forms of the written language replace those of the spoken language when dissemination of ideas is the purpose in view.

Compare Arailym's emails
Underline phrases that are different.

Arailym's email to Kate	Arailym's email to Christanna
1. Hi Kate! How are you? **2.** I am planning a party **in** Almaty to celebrate the end of the course on the 15th of August at 7 pm, on Saturday. Would you like to come? **3.** I'd be happy to see you and your family. I will cook beshbarmak and plov for you all. We have a big house, you can stay at my place. **4.** Lot's of people from our group are coming. You know- Askar, Botagoz, Christanna and Asemgul. **5.** Please let me know if you would like to join us. Looking forward to seeing you there! Love, Arailym	**1.**Hi Christanna! How are things? **2.** Hope you like your new job. **3.** In August I'm organizing a party and our group is planning to meet in Alamty. We are there from Saturday 15 to Monday 17 August. The party starts at 7 in the evening. **4.** Can you join us? I hope you can, as it would be great to see you! **5.** I have a big house so you can stay at my place. Hope you can make it! Love, Arailym

The study of development of students writing skills using the Action Research method confirmed the fact that the strategy of using pair and group activities in the classroom involves process participants in active interaction.

Put the words in the correct order

1. things/are/How?
2. you/see/to/be/It/would/great.
3. Hope/it/can/you/make.
4. to/I'd/you/love/see.
5. are/you/How?
6. I/can/come/you/Hope.

For example: How are things?

It is the written variety of language with its careful organization and deliberate choice of words and constructions that can have political, cultural and educational influence on a wide and scattered public.

In the long process of its functioning, the written language has acquired its own characteristic features emanating from the need to amplify the utterance, which is an essential point in the written language. The last task was the anser of the invited person, which was written in pair work:

Who can come and can not come to a party?

Hi Arailym,
thanks for the invitation.
I'd love to come.
I'm really looking forward to it.
Love,
Kate

Hi Arailym
thanks for the invitation.
I'm afraid I can't come. I'm going to visit my family in Africa.
I hope to see you soon.
Love,
Christanna

Underline phrases meaning :

1. I want to come
2. I can't come
3. Have a good time

For example: I want to come = yes, I'd love to come!

Students acquire speech independence and have the opportunity to practice using subject vocabulary in an environment in which they feel relaxed and confident. In practical classes, both traditional explanatory, illustrative, reproductive and active teaching methods brainstorming method, round table method, project method were used. The most important didactic teaching tool is the educational resource which includes a set of exercises, texts and assignments to them. The research in the framework of the forming experiment was carried out sequentially and continuously, in four inter-related stages: presentation stage, practice stage, production stage, assessment stage. The didactic goal of the first stage was to develop cognitive component of the subject second language competence.

The objectives of this stage were to develop determined by the level of development of higher-order thinking skills such as analysis, synthesis, evaluation in the subjects under study, which is characterized by the ability to clearly express thoughts, argue and analyze the results, build evidence, express judgments, isolate parts of the whole and identify relationships between them, generalize, be able to distinguish the main and secondary information, evaluate and interpret phenomena.

At this stage we used several devices, and the first one was text circles. The aim of this activity was asking and answering questions; ordering words; getting new information; working in groups; for materials we provided sheets of paper for the prepared text extracts. The demo-subject was methods of development of students writing skills using the Action Research method, and the topic was the way to motivate inactive students at a language class. At the preparation stage we found a short text:

«When you go to a restaurant, you often think that the food you are ordering is good for you. However, many restaurants serve healthy food, like fish or salad, with sauce or dressing that uses a lot of oil, fat or sugar. The British food Standards Agency wants all restaurants to say in their menus exactly what is in each dish, how many calories, how much fat and what additives. They think that restaurants do not give their customers enough information, and this new plan could help people to have a healthy diet. However, chefs are not happy with the agency plan. One top chef said, people are not stupid. They know that many sauces have butter and cream in them. However, if we put on a menu, that a dish has 1,000 calories, nobody is going to order it. However many doctors agree with the plan. Bruce Ward, professor of university said, people know that cigarettes are bad for them, because it tells you on the packet. However, when they go to a restaurant they often have no idea if

the food is healthy or not. Food products that they have a lot calories, fat, and sugar need a health warning, exactly like cigarettes».

We divided the text into sections, making sure that each section broke in the middle of the sentence. We prepared enough parts for each student in a group to have one, typing the text in the parts, writing the number 1 next to the beginning and not writing any other numbers. Then we cut into slips four slips for one circle of four students and duplicated enough sets of five slips for the class. At class we wrote the text title on the board –and wrote up all difficult words or phrases from the text and give the definition.

We asked the students to listen and repeat some new vocabulary. After this we got them into circles of four and gave out the slips. We asked students to read their slips to each other and keep their own slips of paper. We told them that the student with slip number 1 had the beginning of the text and asked them to work out the correct order of the text and to stand in that order. The students who had the first part of the text read out their slips and then get the rest of the group to read their slips in their chosen order and to check that they were correct. Then we chose a group to read out their text in their chosen order and the whole class listened and checked. After this we took in the slips and gave out copies of the text, one for each student. Then the students sat down and each student wrote a question about the text. Taking their questions with them the students moved round the class asking and answering the questions.

The second activity we used was listening with key words and it was aimed tore-creating a text; understanding key words; listening for key words; practicing writing; working in groups. As materials we used colored paper.

At the preparation stage we selected a text which contained factual information to use it as a dictation later. We wrote a list of several key words and phrases from the text and photocopied enough copies for pairs or small groups of students. The task was:

1. Say 5 things that there are in your fridge
2. Say three healthy things that you eat or drink a lot of
3. Say three unhealthy things that you eat or drink a lot of

After this task we mounted the copies on different colored paper and then cut them up so there was one keyword or phrase on each slip. In class we put the students into groups of four, gave each group a set of the key words and phrases and told them these were taken from the text they were about to hear. We gave students time around ten minutes to read and help each other understand them. After this we told the students in each group to share out the slips, and while we read out the text they placed the key words in the order in which they heard them. The didactic goal of the second stage was to develop academic component of the subject competence in foreign languages.

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