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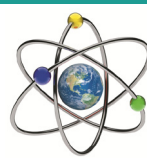
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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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TECHNOLOGY-INTEGRATED ENGLISH WRITING INSTRUCTION: A TPACK- BASED APPROACH TO COMPETENCE DEVELOPMENT

Omonova Maftuna Shermatovna

Guliston davlat universiteti mustaqil tadqiqotchisi,
pedagogika fanlari bo'yicha falsafa doktori (PhD)

Abstract: This article examines how multimedia platforms make it possible to integrate visual and auditory elements into writing activities, thereby developing learners' ability to produce coherent and well-structured texts. Research indicates that digital tools can enhance learners' motivation to engage in writing by providing immediate feedback and opportunities for multiple stages of revision and editing.

Key words: digital environments, writing skills, digital technologies, writing instruction, TPACK model.

Annotatsiya: Ushbu maqolada multimedia platformalari vizual va audiovizual elementlarni yozma faoliyatga integratsiya qilish imkonini berishi hamda shu orqali ta'lim oluvchilarning izchil va puxta tuzilgan matnlar yaratish qobiliyatini rivojlantirishi tahlil qilinadi. Tadqiqotlar shuni ko'rsatadiki, raqamli vositalar tezkor fikr-mulohaza bildirish va matnni qayta ko'rib chiqish hamda tahrirlashning bir necha bosqichlarini amalga oshirish imkoniyatini taqdim etish orqali ta'lim oluvchilarning yozma faoliyatga bo'lgan motivatsiyasini oshirishi mumkin.

Kalit so'zlar: raqamli muhit, yozish ko'nikmalari, raqamli texnologiyalar, yozma nutqni o'qitish, TPACK modeli.

Аннотация: В статье рассматривается, как мультимедийные платформы позволяют интегрировать визуальные и аудиальные элементы в письменную деятельность, тем самым развивая способность обучающихся создавать связные и хорошо структурированные тексты. Исследования показывают, что цифровые инструменты могут повышать мотивацию обучающихся к письменной деятельности, обеспечивая оперативную обратную связь и возможности для многократного редактирования и совершенствования текста на различных этапах его подготовки.

Ключевые слова: цифровая среда, навыки письма, цифровые технологии, обучение письменной речи, модель TPACK.

INTRODUCTION

The use of digital technologies in reading instruction contributes to the development of deeper and more conscious engagement with texts. Multimedia materials incorporating images, audio, and video activate multiple channels of perception, thereby enhancing learners' comprehension and retention of information. Interactive whiteboards and tablets enable learners to engage with texts in real time by highlighting key elements, creating annotations, visualizing textual structure, and monitoring the development of their comprehension. As Joseph and Khan observe, digital audiobooks have a positive impact on the development of phonemic awareness, expressive intonation, and reading fluency. They enable learners to correlate spoken language with its written representation, thereby facilitating the establishment of stable connections between the phonetic and orthographic levels of language ^[2].

Mobile applications designed to develop reading skills provide adaptive tasks aimed at expanding vocabulary, improving information-retrieval skills, and fostering critical analysis of texts. An important advantage of digital tools lies in their capacity to combine visual and auditory channels of information processing, which increases learner engagement and promotes a deeper understanding of instructional content. The development of writing competence also benefits considerably from the integration of digital technologies. Cloud-based services such as Google Docs provide opportunities for collaborative text editing, thereby contributing to the development of academic writing, argumentation, and critical analysis skills. Automated writing-support tools, including Grammarly and built-in proofreading and correction features, assist learners in identifying grammatical errors, improving sentence structure, and expanding their vocabulary. Digital environments that support translanguaging practices are of particular significance. The study conducted by Hoe Xin Yi and Mohamad ^[4]



demonstrates that digital tools enable learners to draw upon their first-language resources to achieve a deeper understanding of English-language texts and to produce written work. Such practices contribute to the development of cross-linguistic competence and facilitate more meaningful engagement with the target language.

LITERATURE REVIEW

The limitations of the proposed typology should be addressed separately. The classification of foreign language (FL) didactic tasks into four categories—communicative practice, grammar and vocabulary, writing, and assessment—is adopted in the present model as a working classification. Mediation, as conceptualized in the CEFR Companion Volume (2020), falls outside the scope of this classification, while listening is subsumed under the broader category of communicative practice. Such simplification is considered appropriate for a first-order theoretical model; however, the classification requires further refinement through empirical validation [23].

The model is constructed in three stages. Synthesis of conceptual frameworks. The first stage involves the integration of Davlatova-Speranskaya's operational model (the K1–K6 cognitive-process axis × three dimensions), the TPACK model, and the UNESCO AI Competency Framework for Teachers. The selection of these three frameworks is determined by their complementary functions: Davlatova-Speranskaya's model provides a cognitive progression, TPACK conceptualizes the interaction between subject-matter knowledge, pedagogy, and technology, while the UNESCO framework establishes the normative dimension of AI literacy.

Introduction of a fourth axis—the typology of foreign language didactic tasks. This axis comprises the following categories:

- (a) communicative practice (speaking/listening);
- (b) grammar and vocabulary;
- (c) writing (essays, business correspondence, and academic texts); and
- (d) assessment (assessment materials, rubrics, and feedback).

Illustrative application of the model. The third stage involves an illustrative application of the model through a retrospective analysis of the empirical data reported by M. N. Evstigneev and I. A. Evstigneeva, with the aim of interpreting differentiated learning outcomes through the analytical lens of the proposed model. It should be emphasized that this procedure serves an illustrative rather than fully verifiatory purpose: evidence drawn from a single empirical study does not provide a sufficient basis for generalizable conclusions.

Consequently, comprehensive validation of the proposed model constitutes the subject of a separate empirical research program.

RESEARCH METHODOLOGY

Digital technologies also create opportunities for personalized learning by enabling instructional activities to be adapted to learners' proficiency levels, individual needs, and learning preferences. They provide access to a broad range of authentic materials, thereby fostering the development of intercultural competence and critical thinking. The interactive nature of digital tools enhances learner engagement, while progress-monitoring functions make the learning process more transparent and manageable. Joseph and Khan emphasize that digital tools contribute to the development of learner autonomy by allowing students to independently select the pace and format of their learning activities. This is particularly important for the development of reading and writing skills, both of which require regular practice, continuous engagement, and systematic reflection [2].

Thus, digital tools not only expand teachers' pedagogical opportunities but also create favorable conditions for developing learners' sustained motivation to study English. Digital tools play a central role in contemporary English language education and exert a significant influence on the development of reading and writing skills. They provide multimodality, interactivity, and personalization, making the learning process more effective, engaging, and learner-centered. The findings reported by Joseph and Khan [2] indicate that digital technologies can improve text comprehension, facilitate vocabulary development, enhance grammatical accuracy, and contribute to the development of coherent written communication.

The effective integration of digital tools into the educational process requires a methodologically grounded approach informed by frameworks such as the Technological Pedagogical Content Knowledge (TPACK) model and social cognitive theory. Such an approach enables educators to exploit the pedagogical potential of digital technologies more systematically and effectively. In the context of the ongoing digital transformation of education, the integration of digital tools has become an essential component of developing learners' language competence and fostering academic literacy.



ANALYSIS AND RESULTS

The linguodidactic dimension, as a differentiating factor, is manifested in the fourth axis of the model—the type of foreign-language didactic task—which performs a function of subject-specific differentiation that is absent from universal models. Thus, speaking practice requires pragmatic and sociocultural contextualization of the prompt, including the specification of roles, register, and communicative situation, whereas grammar and vocabulary instruction require a high degree of linguistic precision in prompt formulation, including specification of the grammatical phenomenon, exercise type, and CEFR proficiency level ^[23].

Writing as a didactic task is the most genre-dependent type of activity. Accordingly, a prompt should specify the writing style, target audience, register, structural components of the text, and assessment criteria. The development of assessment materials requires the highest level of prompt competence, since it involves the integration of subject-matter knowledge (linguistics), pedagogical knowledge (assessment and testing theory), and technological knowledge (the capabilities and limitations of LLMs), thereby representing a comprehensive implementation of the TPACK framework.

The proposed model provides a basis for several practical implications for pre-service and in-service teacher education programmes. First, instruction in prompt engineering should be differentiated according to the types of didactic tasks; therefore, general-purpose courses should be supplemented with subject-specific modules. Second, the instructional sequence should follow the logic of the taxonomy, progressing from K1–K2 through K3–K4 to K5–K6. Third, for K5–K6 tasks, such as assessment and academic writing, training in advanced techniques is advisable, including chain-of-thought prompting (step-by-step reasoning incorporated into a prompt), tree-of-thought prompting (a branching exploration of alternative reasoning pathways), and meta-prompting. W. Lee et al. demonstrated ^[24] the effectiveness of few-shot prompting for the automatic generation of questions in English language teaching. However, evaluating the quality of generated questions requires progression to a higher cognitive level. The proposed model is consistent with several existing approaches, while differing fundamentally from them through the incorporation of a subject-specific dimension. A. R. Ismagilova introduced the concept of teachers' prompt competence but did not operationalize it through taxonomic categories ^[14]. Federyakin et al. conceptualized prompt engineering as a twenty-first-century skill within a general pedagogical context without differentiating it across academic disciplines ^[9]. The present model addresses this gap within the specific domain of linguodidactics.

At the same time, the model has several limitations. The four-category typology of didactic tasks simplifies the actual diversity of language activities. Furthermore, given that the CEFR Companion Volume (2020) ^[23] recognizes mediation as a distinct mode of communication, listening comprehension may require prompt strategies different from those employed for speaking. The concept of a “cognitive ceiling” explains empirical evidence derived from only one study and may therefore represent an artefact of a particular methodology or learner sample. Moreover, the model is synchronic in nature and does not describe trajectories of competence development over time. An alternative explanation for the findings reported by M. N. Evstigneev and I. A. Evstigneeva ^[8] could refer to the insufficient duration of the training course or inadequate subject-specific preparation of the participants rather than to cognitive mismatch. The present model cannot rule out these alternative explanations without a specifically designed experimental study.

Another important issue concerns the applicability of the model across different large language models (LLMs) and languages of instruction. The effectiveness of chain-of-thought prompting has been documented primarily for large-scale models; less powerful local models may exhibit different cognitive thresholds. Furthermore, the genre conventions governing assessment materials differ across educational systems and traditions, which may alter the level of complexity associated with a particular didactic task. It should also be emphasized that the applicability of Bloom's taxonomy as the sole cognitive framework for describing prompt competence is open to debate, since authentic learning activities frequently integrate several cognitive levels simultaneously. In this regard, the proposed model should be regarded as an initial conceptual approximation, open to critical revision in the course of empirical validation. Future research should focus primarily on the empirical validation of the proposed model.

The model gives rise to the following testable hypotheses:

- **H1.** Training in chain-of-thought prompting significantly improves the quality of AI-generated assessment materials compared with zero-shot prompting under controlled experimental conditions.
- **H2.** Incorporating genre-specific parameters into prompts for writing tasks significantly improves essay performance in terms of genre appropriateness.
- **H3.** A subject-specific prompt-engineering training module produces significantly greater gains in competence for K5–K6 tasks than a general-purpose course of equivalent duration. In addition, further research

should focus on developing diagnostic instruments for measuring prompt competence across each of the four dimensions, as well as conducting longitudinal studies to examine developmental trajectories of prompt competence over time.

Table 1: Fragment of the Four-Dimensional Foreign Language Teacher Prompt Competence Matrix (Cognitive Level × Type of Didactic Task)

Bloom's Taxonomy Level	Communicative Practice	Grammar and Vocabulary	Writing	Assessment (Assessment Materials)
K1 Remembering	Knows the commands used to generate dialogues	Knows the commands used to generate exercises for substitution practice	Knows the commands used to generate text templates	Knows the commands used to generate test items
K2 Understanding	Explains how prompt parameters influence the complexity of a dialogue	Classifies prompt strategies according to the type of grammar or linguistic phenomenon	Explains the relationship between genre parameters and prompt structure	Interprets the influence of prompt format on the type of task generated
K3 Applying	Generates a dialogue at a specified CEFR level (A2–C1) with assigned roles (zero-shot/few-shot)	Creates a series of exercises with increasing levels of complexity (few-shot)	Produces model texts indicating the genre and register	Generates specification-based assessment tasks (format, level, skill)
K4 Analyzing	Analyzes an AI-generated dialogue in terms of authenticity and grammatical accuracy	Identifies LLM errors in grammatical explanations (chain-of-thought)	Analyzes the extent to which a text conforms to genre conventions	Verifies the validity and reliability of AI-generated assessment materials
K5 Evaluating	Evaluates the pedagogical appropriateness of an AI-generated dialogue in comparison with authentic communicative practice	Evaluates the linguistic accuracy of AI-generated exercises according to established criteria	Evaluates an essay using a rubric and compares the AI-generated assessment with expert evaluation	Evaluates assessment materials according to psychometric parameters (validity and discrimination)
K6 Creating	Designs a set of AI-supported communicative tasks	Develops original prompt templates for new grammar topics	Develops genre-specific prompt protocols for writing instruction	Designs AI-based assessment systems with iterative feedback

CONCLUSION

Thus, this study develops a subject-specific model of foreign-language teachers' prompt competence, extending the operational framework proposed by Davlatova-Speranskaya through the incorporation of a linguo-didactic dimension. The introduction of the fourth axis—the typology of foreign-language didactic tasks—provides an explanation for the empirically observed asymmetry: tasks involving speaking practice and grammar (K2–K3) can be effectively addressed using basic prompting techniques, whereas the development of assessment materials and essays (K5–K6) requires advanced prompting strategies. The study has accomplished the objectives formulated by the authors and achieved its overall research aim. The findings may be of particular relevance to foreign-language teachers, teacher educators, curriculum and professional-development programme designers, as well as researchers working in linguodidactics and the educational applications of generative artificial intelligence.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



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Musahhih: Alibek Zokirov

Sahifalovchi va dizayner: Iskandar Islomov

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