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### **SCIENTIFIC AND METHODOLOGICAL FOUNDATIONS FOR DEVELOPING WRITING SKILLS OF LOW-PROFICIENCY ENGLISH LEARNERS IN VOCATIONAL COLLEGES**

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#### **Abstract**

This article analyzes the challenges of developing writing skills among vocational college students with low proficiency in English. It highlights the role of psycholinguistic approaches, communicative methods, and modern pedagogical technologies in the formation of written speech.

**Keywords:** Writing skills, English language, vocational college, communicative approach, individualized instruction, methodology.

#### **Introduction**

Today, learning foreign languages, especially English, is one of the priority areas of the education system. Particular attention is paid to developing language skills based on international standards such as the Common European Framework of Reference for Languages (CEFR).

Writing is one of the most complex language skills, as it simultaneously requires thinking ability, grammatical knowledge, and vocabulary competence. This process is particularly difficult for vocational college students with low English proficiency.



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### **1. Theoretical Foundations of Developing Writing Skills**

Writing is a psycholinguistic process. According to Lev Vygotsky, speech and thinking develop in close interrelation.

In addition, according to Stephen Krashen's Input Hypothesis, learners acquire language more effectively when they are exposed to input slightly above their current level.

Low-proficiency students often face the following challenges:

- limited vocabulary;
- frequent grammatical errors;
- inability to express ideas coherently;
- fear of writing (psychological barrier).

### **2. Methodological Approaches to Developing Writing Skills**

According to the communicative approach, language should be learned as a means of communication. Based on this:

- writing on real-life topics is effective;
- transitioning from dialogue to monologue improves skills.

In an individualized approach, each learner's level is taken into account:

- starting with simple sentences;
- using ready-made structures;
- gradually increasing complexity.

#### **Process writing method:**

- brainstorming ideas;
- drafting;
- editing;
- producing the final version.



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### **3. Practical Recommendations**

The following strategies are effective when working with low-proficiency students:

- scaffolding techniques;
- using sentence templates;
- writing based on visual materials;
- pair and group work;
- starting with short texts.

#### **Examples:**

- My name is...
- I like...
- I think that...

### **4. Use of Modern Technologies**

Digital tools play an important role in developing writing skills:

- automatic error correction;
- collaborative writing;
- online platforms and mobile applications.

These tools enhance students' independent learning skills and increase motivation.



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### Appendix A Stages and Techniques for Developing Writing Skills in Low-Proficiency Learners

Stage of Writing	Teacher's Role	Student Activity	Methods/Tools	Expected Outcome
Pre-writing (Brainstorming)	Provides topic, visuals, guiding questions	Generates ideas, discusses in pairs/groups	Pictures, questions, mind maps	Students produce basic ideas
Drafting	Gives sentence starters and templates	Writes simple sentences	Scaffolding, model sentences	First draft is created
Editing	Identifies common mistakes, gives feedback	Corrects errors	Peer review, checklists	Improved accuracy
Revising	Encourages improvement of content and structure	Rewrites text	Teacher feedback, examples	More coherent text
Final Writing	Evaluates and supports	Writes final version	Digital tools, notebooks	Completed written task

### Conclusion

In conclusion, developing writing skills of low-proficiency English learners in vocational colleges requires a комплекс approach. Effective use of psycholinguistic theories, communicative and individualized approaches, as well as modern technologies, can lead to significant improvements.



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