

LINGUO-PEDAGOGICAL FOUNDATIONS OF DEVELOPING ARGUMENTATIVE WRITING IN ENGLISH

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Annotatsiya: Maqolada ingliz tilida argumentativ yozma nutqni shakllantirishning lingvopedagogik asoslari tahlil qilinadi. Tadqiqotda yozma nutqni rivojlantirishda tilshunoslik, pedagogika va psixologiya omillarining o‘zaro bog‘liqligi yoritilgan. Argumentativ yozuvni o‘rgatish jarayonida o‘quvchilarda tanqidiy fikrlash, mantiqiy izchillik va dalillash ko‘nikmalarini shakllantirishning samarali yondashuvlari tahlil etilgan. Maqola yakunida ingliz tili o‘qituvchilari uchun amaliy tavsiyalar ishlab chiqilgan.

Kalit so‘zlar: argumentativ yozma nutq, lingvopedagogika, tanqidiy fikrlash, mantiqiy izchillik, kommunikativ kompetensiya.

Аннотация: В статье рассматриваются лингвопедагогические основы формирования аргументативного письма на английском языке. Анализируется взаимосвязь лингвистических, педагогических и когнитивных факторов в процессе развития письменной речи. Представлены эффективные подходы к обучению аргументативному письму, направленные на формирование у учащихся критического мышления, логической последовательности и аргументации.

Ключевые слова: аргументативное письмо, лингвопедагогика, критическое мышление, логическая связность, коммуникативная компетенция.

Annotation: This article explores the linguo-pedagogical foundations of developing argumentative writing in English. It analyzes the interrelation of linguistic, pedagogical, and cognitive factors that influence the acquisition of argumentative writing skills. The study emphasizes how linguo-pedagogical principles can foster critical thinking, logical coherence, and reasoning among learners. Based on theoretical and empirical insights, practical recommendations are provided for English language teachers to enhance students’ argumentative writing competence.

Keywords: argumentative writing, linguo-pedagogy, critical thinking, coherence, communicative competence.

Introduction. In recent years, argumentative writing has gained growing importance in English language education as a means of developing critical and analytical thinking ¹⁰. In Uzbekistan, the focus on improving foreign language

¹⁰ **Erkaboyeva, N. (2023).** *Ingliz tilida yozma nutqni rivojlantirishda izchillik va mantiqiylik tamoyillari.* Filologiya masalalari jurnali, 2, 45–52.

instruction has emphasized the need for linguo-pedagogical approaches that connect language learning with cognitive development ¹¹.

The purpose of this article is to explore the linguo-pedagogical principles underlying argumentative writing instruction in English and to propose effective methodological strategies for high school education in Uzbekistan.

Methods. This research employs a qualitative-descriptive approach to analyze the linguistic and pedagogical principles of teaching argumentative writing ¹². The study is grounded in modern linguo-pedagogical theories that integrate cognitive and communicative approaches ¹³. A series of lessons were observed in three Namangan region high schools, focusing on the development of argumentative writing through activities such as debate, problem-solving, and peer feedback ¹⁴.

Data were collected from classroom tasks, written assignments, and teacher interviews. Analysis focused on three key aspects: linguistic features (connectors, cohesion), pedagogical strategies (feedback, collaboration), and cognitive engagement (idea organization, reasoning).

Result and discussion. The study found that a linguo-pedagogical approach effectively promotes students' argumentative writing competence in several dimensions¹⁵ :

1. **Linguistic development:** When teachers emphasized cohesion and academic vocabulary, students produced more logically structured and coherent essays. Similar findings were noted in Erkaboyeva's research on textual consistency in English writing.

2. **Cognitive and critical thinking skills:** Integrating debate and problem-solving fostered students' ability to reason, justify opinions, and construct counterarguments. This aligns with Nasirova's conclusion that task-based methods enhance argumentative competence¹⁶.

3. **Pedagogical interaction:** Peer review sessions increased students' self-reflection and awareness of writing quality. According to Xoliyorova, interactive methods stimulate motivation and active participation in writing lessons.

4. **Integration of linguo-pedagogical components:** To'xtayeva and Shermamatova highlight that combining linguistic, pedagogical, and cognitive strategies ensures sustainable development of writing competence. These findings correspond to Hyland's assertion that writing should be viewed as a socially situated process involving interaction, purpose, and audience ¹⁷.

¹¹ Nasirova, X. (2025). Writing Problems of Uzbek School Students and How to Solve Them. *Tanqidiy nazar, tahliliy tafakkur va innovatsion g'oyalar*

¹² Rahmonova, G. X. (2022). Opinion Essay Tips and Tricks. *Innovative Development in Educational Activities*.

¹³ Xoliyorova, D. (2021). Yozma nutqni rivojlantirishda interfaol metodlarning roli. *Til va adabiyot ta'limi jurnali*, 4(3), 112–118.

¹⁴ To'xtayeva, M. (2024). Lingvopedagogik yondashuvlar asosida yozma nutq kompetensiyasini shakllantirish. *Filologiya va ta'lim innovatsiyalari jurnali*, 3(2), 66–74.

¹⁵ Shermamatova, S. (2023). O'quvchilarda yozma nutq malakasini rivojlantirishda metodik yondashuvlar. *Zamonaviy ta'lim va metodika*, 1(5), 85–91.

¹⁶ Weigle, S. C. (2014). *Assessing Writing*. Cambridge University Press.

¹⁷ Hyland, K. (2022). *Second Language Writing*. Cambridge University Press.

In general, the integration of linguistics and pedagogy within writing instruction contributes not only to language proficiency but also to the development of analytical and critical thinking, essential for academic success and professional communication.

Conclusion and Recommendations. The findings of this study demonstrate that the linguo-pedagogical approach is an effective framework for developing argumentative writing in English¹⁸. It encourages teachers to move beyond grammar-based teaching and to focus on reasoning, organization, and discourse construction.

Practical recommendations:

1. Integrate debate and problem-solving activities to stimulate reasoning and engagement.
2. Teach cohesive devices and discourse markers systematically.
3. Encourage peer review to develop reflective and autonomous writing skills.
4. Provide scaffolding for argument structure through outlines and modeling.
5. Organize professional workshops for teachers on linguo-pedagogical writing instruction.

By applying these strategies, English teachers can significantly enhance students' ability to express ideas logically, coherently, and persuasively—meeting the communicative needs of the 21st century.

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