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APPLYING PROBLEM-SOLVING STRATEGIES IN DEVELOPING EFL LEARNERS' WRITING SKILLS

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Abstract. Despite its many benefits, writing is the most difficult of the four language skills for the use of a foreign language. In educational process, writing, which has been neglected in traditional practice of foreign language teaching process, is also one of the most serious skills to be acquired. It is not just words, but meaningful communication. There are various ways, strategies and techniques for teachers to choose from to design their writing class. Therefore, teachers need to use their creativity to find solutions to these problems and should choose the most effective one to form learners' writing skills. This paper discusses past and present writing approaches. In addition, it applies the problem solving strategies to develop EFL students' writing skills at the International University of Tourism and Hospitality in Turkestan, Kazakhstan. The purpose of the proposed article is to review some existing approaches and strategies towards teaching writing and offer some practical recommendations for the application of problem solving strategies. The main concern is to enable students to acquire writing skills relying on strategies through working towards the solution of the problem where they are provided with models to follow. The methodical part of the study is devoted to the experiment that we conducted with the students of the International University of Tourism and Hospitality in Turkestan. The study results show the effectiveness of problem-solving approach in the formation of EFL learners' writing skills.

Keywords: learning goal, written communication, approaches to writing, writing skills, problem-solving strategies, teaching writing, educational process, writing class

Introduction

Writing plays a supporting role in developing writing skills. When students engage in writing activities – from simple copying to more creative tasks – they create the conditions necessary for effective memorization. Without using writing as a tool, it becomes difficult for learners to retain vocabulary and grammar in long-term memory. Written language helps preserve both linguistic and factual knowledge, acts as a reliable instrument of thought, and serves as a model for speaking, listening and reading in foreign language. When the objectives of teaching writing are clearly defined, its role in developing other language skills is considered, and exercises are chosen and performed at appropriate stages of learning, oral speech gradually becomes more structured, fluent and logical.

Written language is viewed as a creative and communicative skill – an ability to express one's thoughts through writing. To master it, learners must acquire spelling and handwriting skills, know how to organize and structure a written text developed from inner speech, and be able to select appropriate lexical and grammatical forms.

Writing is a complex activity. Understanding this complexity is the key to effective teaching of writing [1]. Teaching someone to write requires a combination of skill-building, encouragement, and providing the right tools. The educational process in modern universities is a complex multifaceted activity. It includes not only the transfer of knowledge, but also the tasks of education and social adaptation of students [2]. Teachers who create opportunities for students to write about topics that they care about, for varied audiences, and for a range of purposes help provide students with practice they need. To Hillocks, frequent writing not only builds familiarity and comfort, but contributes to fluency in generating and revising ideas as well. Frequent writing practice for a range of audiences and purposes builds a foundation of knowledge about the expectations for written products. Moreover, it encourages students to make better decisions about how to approach new writing tasks. However, our students seem to be writing for the same audience all the time, and having the same goal in mind: to please the teacher so as to have a good mark.

Writing is not an easy process as it involves brain process to organize ideas to write, “stimulate thinking, compels students to concentrate and organize their ideas, cultivates their abilities to summarize, analyze and criticize [3, p. 61]. The incorporation of teaching writing skills in schools is compulsory since teaching writing is a systematic process involving going through stages to deliver a final product [4]. Analysis on the previous literature showed that the biggest challenge that L2 learners face is the lack of proficiency in the English language since the completion of any writing task requires them to master vocabulary, proper use of grammar and acquire the ability to structure good sentences. In addition to linguistic ones, Normazidah Che Musa, Yew Lie and Hazita Azman point out cultural issues as another complicated problem that all ESL learner encounter with [5]. On the contrary, the studies of M. Yunus and H.C. Chan highlight the lack of pedagogical knowledge of teachers in writing and incorrect choice of the right strategy of teach writing as another factor that contributes to the formation of incompetent writers among EFL students [6]. Consequently, all this causes to the gradual demotivation of students to writing and makes teaching writing overwhelming for ESL educators.

Writing approaches plays a vital role in every writing lesson. ESL teacher must identify the most suitable approach for each lesson for several reasons. Selecting the correct approach is essential to achieve effective learning outcomes. Using an unsuitable method can make classes overwhelming for students and discouraging for teachers despite the effort invested in planning and instruction. In other words, it can demotivate both learners and teachers. Furthermore, the choice of approach should align with specific goals of the lesson. For example, beginners with limited language proficiencies benefit from a product-based

approach as they require models or example to guide their initial writing efforts. Without a clear approach, writing lessons may lack directions, making it difficult to achieve the intended objectives. Therefore, using appropriate writing approaches is crucial for accomplishing the goals of writing instructions. It is also important to note that writing approaches for first language users differ from those for second language learners. Over time, researchers have developed various theories and methodologies to address specific writing needs of EFL learners. These approaches have evolved significantly to help second language learners become more effective and confident writers.

Approaches to teaching writing L2 learners of secondary and higher education have changed many times. To begin with, the free approach, which was introduced by Raimes, was based on the audio-lingual method dominating in the second half of the 1950s and early the 1960s, focused on the reinforcement or the test of grammar use and makes emphasis on accuracy rather than fluency. The free writing approach supported by Byrne was based on the principle of generation of vast amounts of writing flowing free, abundantly with minimal error correction. The models approach that was adapted from the writing class for native speakers highlighted the use of outline headings and subheadings. However, it was criticized by Meade and Ellis and others for its inhibiting learners' creativity. A new direction called the process approach emerged in teaching writing in the 1970s. it is a complex process that focuses on the reallocation of writing resources towards the process rather than the product. At the same time, it provides confidence for learners with less focus on accuracy and grammatical forms [7]. The emergence of different viewpoints among researches of the past decades emphasized the important variances between teaching writing in L1 and L2. Ferris [8] argued that applying first language (L1) writing theories and practices in second-language (L2) writing classes can be misleading, as L2 learners have different learning needs. Furthermore, several L2 experts have pointed out that insufficient grammatical and lexical instruction disadvantages L2 students.

To address these limitations, Problem-Solving Approach (PSA) was later introduced, incorporating several instructional modifications to the PBL model. The PSA is grounded in social cognitive learning theory [10], which posits that collaborative problem-solving and teacher-facilitated discussion monitoring promote effective language knowledge construction. In essence, PSA emphasizes social learning and cognitive engagement, fostering an effective language-learning environment through meaningful interaction and collaboration in authentic contexts. Within this framework, teachers guide language acquisition by assigning grammar and vocabulary-focused tasks that support communicative competence.

The problem-solving strategies approach involves creating problem situations and guiding students through understanding, accepting and resolving these situations in collaboration with the teacher. In this approach, students work with a degree of independence, while the teacher provides overall guidance and support. Problem-solving strategies connect the teaching process with perception,

inquiry, and creative thinking. Thus, in this approach, teachers act as facilitators, listeners, and observers rather than as authorities, who provide ready-made answers. The focus shifts from the teacher to the student, who becomes an active participant in the learning process. The defining feature of the problem-solving strategies approach is the presence of a problem situation that drives learning and critical engagement.

Materials and methods

This study employed a mixed-methods research design combining theoretical analysis and empirical investigation to examine the effectiveness of the Problem-Solving Approach (PSA) in teaching writing to L2 learners. The research included three components: theoretical analysis of existing writing approaches, an instructional intervention using PSA, and qualitative and quantitative assessment of student's writing performances.

A systematic review of scholarship on L1 and L2 writing instruction was conducted to identify established approaches and their pedagogical implications. The review included the free writing approach, the model-based approach, the process approach, problem-based learning, and the PSA. Through analysis, comparison, and synthesis of theoretical sources, we identified the limitations of earlier approaches and established the conceptual rationale for implementing the PSA. Findings from literature review were organized and synthesized to generate the set of criteria for selecting writing instruction methods appropriate for L2 learners. These criteria guided the design of the PSA-based intervention.

Participants were higher-education L2 learners enrolled in writing-focused English course at the International University of Tourism and Hospitality. The experimental study was conducted over a three month period and included two experimental groups (n=29) and two control groups (n=27), for a total of 56 participants. All participants were EFL learners with low to pre-intermediate proficiency levels. Students were recruited from intact classes and assigned to experimental or control conditions based on their existing group enrollment. No participants were excluded from the study.

Instructional materials included PSA-based writing tasks, IELTS-style writing prompts, signaling words, vocabulary supports, peer-review guides, and problem situations designed to elicit collaborative problem-solving. Writing assessments followed standardized rubrics measuring accuracy, coherence, lexical resource, and task achievement.

The instructional intervention followed five stages consistent with the principles of social cognitive learning theory. In stage 1, students produced multiple versions of their writing tasks. This procedure provided repeated opportunities for reading, peer comment, and revision, enabling longitudinal analysis of progress. In stage 2, PSA-focused instruction explicitly integrated PSA strategies with writing skill development. Lesson materials emphasized structured analysis, lexical and grammatical support, and guided application of problem-solving principles. In stage 3, students were divided into four groups and assigned writing-related problem situations. Teachers acted as facilitators,

while students worked collaboratively to develop solutions. Participant quality contributed to students' grades for two essays, ensuring measurement engagement. In stage 4, students reviewed their solutions and revised their written texts to improve organization, coherence, and language accuracy. These writing tasks were supplemented with digital tools when appropriate to support feedback and revision. In stage 5, learners completed a structured written reflection describing their experience with PSA, challenges encountered and perceived learning gains. These reflections were included in the qualitative data set.

Multiple empirical methods were used to ensure triangulation:

- *Observation*: Structure observations documented student engagement, interaction patterns, and strategy use.

- *Testing and assessment*: Students completed pre- and post-tests, along with two formally graded essays.

- *Questioning*: guided questioning in reflection sheets elicited students' perceptions.

- *Expert evaluation*: Independent specialists assessed writing samples reliability.

- *Ranking and task-performance Analysis*: Students' contributions during PSA activities were ranked and analyzed to identify performance patterns.

For data analysis, a combined qualitative and quantitative analysis approach was used. Quantitative data from writing assessments were analyzed using descriptive statistics and comparison of pre- and post-intervention results. Qualitative data from discussions, reflections, and observations were analyzed using thematic coding procedures to identify patterns related to learners' engagement, strategy use, and perceive benefits of the PSA.

Results and discussion

An experimental study examining the efficiency of applying problem-solving strategies in teaching writing to EFL learners was conducted at the International University of Tourism and Hospitality. The experiment was carried out over a three-month period and involved two experimental groups and two control groups. All participants demonstrated low to pre-intermediate levels of language proficiency.

In defining an initial condition of writing skills in English instruction, we based our approach on the idea that interest in learning English fosters continued education, self-education, personal development, and the cultivation of essential qualities. Therefore, we carried out a questionnaire, which is designed to reveal the reasons of enhancing writing skills. Research and a thorough analysis of the collected data revealed that the main motivation for learning English among nearly all surveyed students is the desire to improve their writing skills in order to pass the IELTS exam and gain an opportunity to study abroad through the university's academic mobility program.

To determine the overall level of writing skill development in English language instruction, four criteria were identified to characterize the degree of

writing proficiency formation. These criteria corresponded to four qualitative levels: low, average, required and high.

Having analyzed the questionnaire results, we witnessed that learners' writing skills were at a low and average levels. Table 1 displays the initial level of students' writing skills (Table 1).

Table 1. Initial level of students' writing skills

Levels	Number of learners in percentage	
	Control group (%)	Experimental group (%)
Low	73,6	71,2
Average	26,4	28,8
Required	-	-
High	-	-

The table shows that in the control group, 73,6% of students demonstrated a low level of writing skills and 26,4% an average level, while in the experimental group, 71,2% had a low level and 28,8% an average level. These results indicate that students with low and average writing proficiency struggle to adapt quickly and, consequently, face with difficulties in achieving success in their learning activities. Therefore, the experiment revealed that the generally low level of writing skills among students learning English highlights the need to organize and conduct experimental work aimed at developing these skills in order to evaluate effectiveness of proposed problem-solving approach.

From the outset, we made a great effort to create an environment conducive to writing and sharing, while also ensuring that all students understood the complexities of writing process. In the first stage, the learners were encouraged to submit multiple versions to provide extra opportunities not only to the students, but also to the teacher as well to read and comment texts. The vast majority of students demonstrated strong motivation to participate in this process. This was reflected by several course evaluation questionnaires, in which the students expressed strong interest in ongoing writing activities. The students appeared to recognize that the teacher's commitment to reading multiple drafts motivated them progressively. They interpreted the teacher's effort as a clear indication of dedication to their writing development. In theory, personal writing warm-ups were considered a foundational stage for tracking more demanding tasks later. From the students' perspective, this phase was crucial for:

1. The establishment of positive attitudes towards writing and provision of practice in writing;
2. Planning and designing a well-structured texts;
3. Building trust and effective relationships, encouraging them to share their works;
4. Motivating revision, giving practice in text-, paragraph-, and sentence level improvements.

Upon the completion of the first stage of developing writing skills in English teaching, the results of discussions, surveys, and expert evaluation assessing writing skill levels of experimental and control groups are presented in Table 2 and Figure 1.

Table 2. Results of the first stage of developing writing skills based on problem-solving strategies

Levels	Number of learners in percentage	
	Control group (%)	Experimental group (%)
Low	63	53,1
Average	37	46,9
Required	-	-
High	-	-

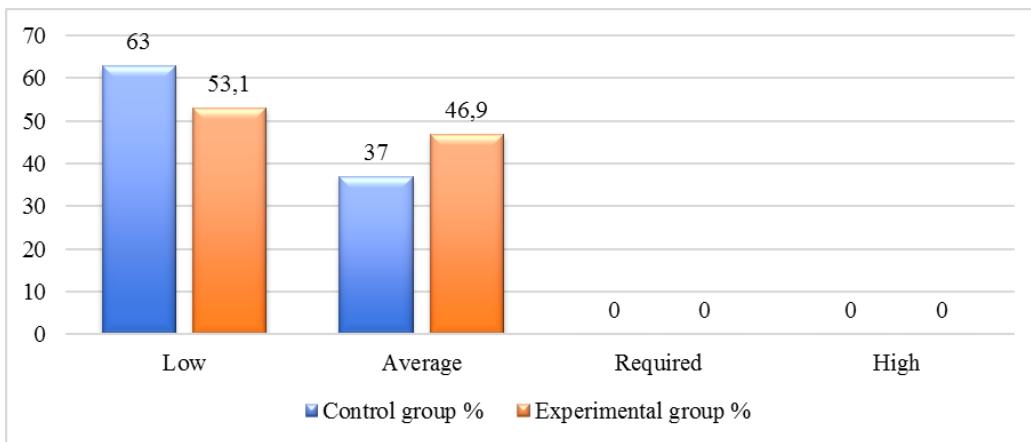


Figure 1 - Results of the first stage of developing writing skills based on problem-solving strategies

Table 2 and the corresponding diagram show that in the experimental group, the proportion of students with average level of writing skills increased significantly to 53.1%, while those at a low level decreased to 46,9%. However, there were still no students achieving the required or high levels of writing proficiency, which we attribute to the fact that the students' engagement with English learning had not been deep enough.

At the same time, analysis of questionnaires, interviews, and expert evaluations indicated that students' interest in learning English was driven not only by a desire to master the language, but also by the recognition of its practical relevance and complexity. The students demonstrated a clear understanding of the main features and importance of English for their future activities, as well as the necessity of solid preparation and development of their writing skills.

Since the goal of the second stage was to enhance writing skills as the foundation of writing competence, providing students with comprehensive preparation for the IELTS examination, problem-solving approach was

subsequently integrated into the writing class. According to this approach, the students of the experimental group were introduced with the specific aspects and requirements of writing an essay. The essay question was presented as a problem they should solve in written form. At the same time, a particular emphasis was placed on learning specialized vocabulary and expressions to enable students to recognize, accurately understand, and respond appropriately to language differences in communication with multilingual partners.

Right from the very beginning of the experiment, it was observed that many learners loathed or avoided writing. Majority of students did not understand how to complete a particular task or the end outcome of a specific assignment. This accounts for their repeated frustration. Therefore, specific lessons were designed to address the emotional challenges and barriers associated with writing, aiming at reducing students' confusion. There were four major factors that contributed to the students' unrealistic expectations and negative perceptions of themselves as writers:

- Inability to understand and apply appropriate strategies when composing a text;
- Misunderstanding of the writing process;
- Confusion about the assignment requirements (e.g., difficulty in deconstructing a prompt);
- Lack of familiarity with characteristics of the assigned genre.

All of these were specifically addressed in the experiment.

When presented with a writing task, many students in the experimental group experienced a writer's block. Their stress levels were greatly alleviated when they were provided with guideline for stating and completing the assignment. When writing on demand, these blocks were partially overcome through activities such as brainstorming and speedwriting, as well as explicit instructions, writing prompts and planning strategies. Many students overcame their fear and writer's block by working in groups and sharing their drafts throughout the writing process. They were able to showcase strong sentences, phrases, and complete pieces of writing. These served as models in a product-based writing approach. However, in this case, the models were attainable because they were created by the students themselves. This proved to be very effective. When we had the students share the best sentences, they were still drafting and revising. The students received an extraordinary boost, while the others gained ideas that they adapted to their compositions.

Overall, the students were accustomed to general essay writing, which provided valuable experience and served as an engaging step in developing their ability to write in English. They were motivated to share personal experiences and insights, express their own opinions, challenge norms, and have a voice in their voice.

Upon completing stage 2, we conducted the second assessment to determining the level of writing skills development in the English teaching process, as shown in Table 3 and Figure 2.

Table 3. The results of the second stage of developing writing skills based on problem-solving strategies

Levels	Number of learners in percentage	
	Control group (%)	Experimental group (%)
Low	56,7	41,3
Average	43,3	45,6
Required	-	13,1
High	-	-

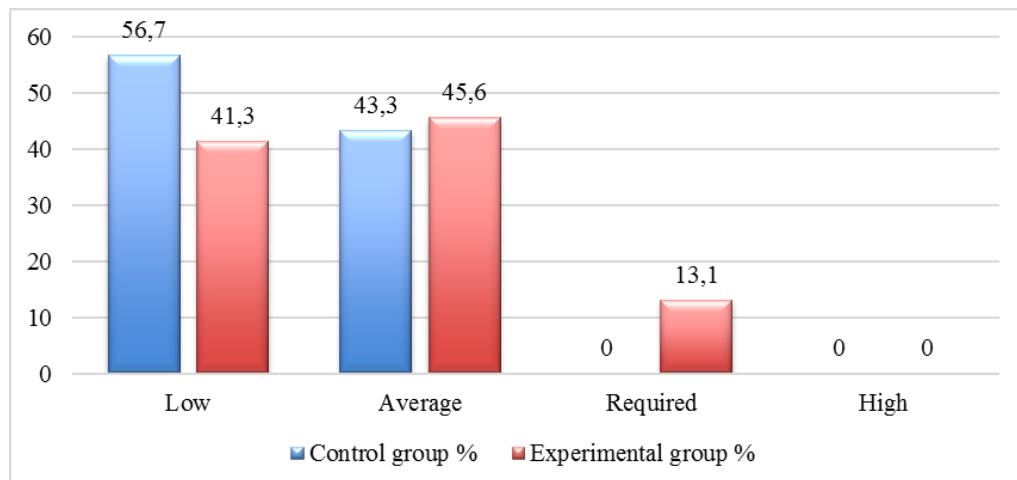


Figure 2 - The results of the second stage of developing writing skills based on problem-solving strategies

The results above demonstrate the effectiveness of applying problem-solving approach strategies to develop writing skills in the English teaching process, as reflected in the progress of skill levels within the experimental group. However, we believe that the small percentage of students (13,1%) reaching required level, and the absence of students at a high level, can be explained by the fact that the writing skills acquired were not fully integrated into a complete system, limiting the development of their practical and communicative abilities.

In this regard, in the third stage, we presented the course “Problem-solving strategies and writing skills” to the students’ attention of the experimental group. The importance of this course in developing writing skills lies in its focus on providing students with fundamental concepts and practical experience in studying writing. The students highly valued the course as it enabled them systemize previously fragmented knowledge gained from the subject “Foreign language (B2)”, recognize its significance, and identify its key principles in improving their writing skills.

In this stage, the students were divided into four groups to solve problems following the problem-solving strategies approach principles. To motivate active participation in discussion groups, the teacher informed the students that their grades for the two essays would depend on the quality of their discussions. Since

the class had not previously engaged in collaborative problem-solving activities in their writing lessons, the teacher provided scaffolding by analyzing examples, texts and highlighting ineffective solutions. For instance, suggesting the placement of additional “No smoking” signs around campus would not effectively address the issue as such signs alone do not prevent students from smoking.

As the group explored alternative solutions to the given problem, the teacher monitored their discussions and offered guidance when necessary. After the discussion period, the students were instructed to create an outline and then write an individual essay based on the ideas developed during the group work.

Almost all performances concluded with lively and engaging discussions. The students actively participated and presented reports on various relevant issues related to writing, particularly focusing on the challenges they faced when developing outlines and composing essays. The results obtained demonstrated the effectiveness of the proposed problem-solving strategies in developing and enhancing writing skills in the English teaching process (Table 4, Figure 3).

Table 4. The results of the third stage of developing writing skills based on problem-solving strategies

Levels	Number of learners in percentage	
	Control group (%)	Experimental group (%)
Low	47	21,7
Average	43	50,1
Required	8	28,2
High	-	-

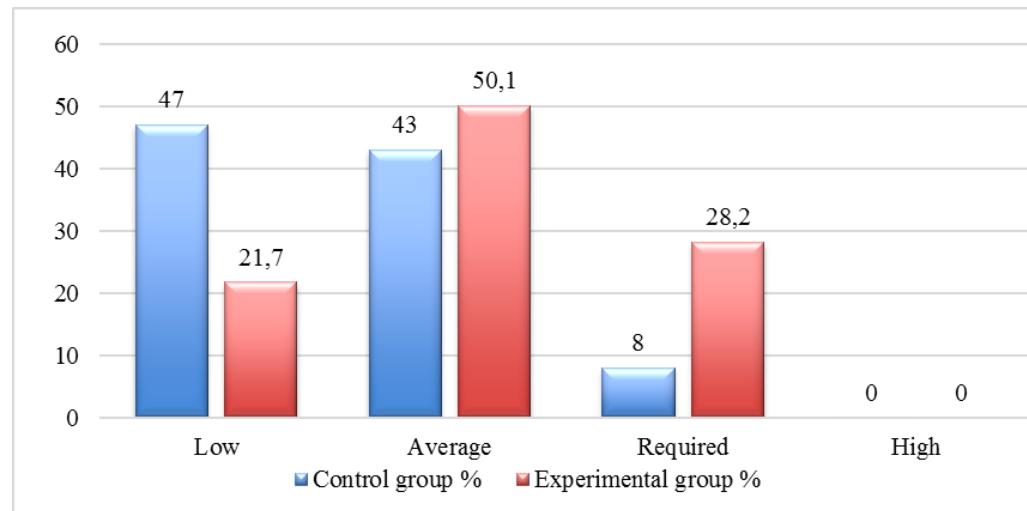


Figure 3 - The results of the third stage of developing writing skills based on problem-solving strategies

The analysis of the results of the experimental group shows a significant increase in the number of students achieving average (50,1%) and required

(28,2%) levels of writing skills, along with a decrease in the number of students at the low level (21,7%). This demonstrates the effectiveness of the proposed course based on the problem-solving strategies. Similar changes were also observed in the control group, where the percentage of students at the low level decreased and a small proportion (8%) reached the required level of writing skills. At the same time, the analysis of the experimental group's results indicated underdeveloped communicative abilities in several students, which contributed to uncertainty and created a distinct psychological barrier to writing. Therefore, we organized the fourth stage of the experiment – correcting the task, which was further development and correction of mainly writing skills. The tasks we developed, based on the use of various technologies in English teaching, generally promoted the development of students' writing skills. We achieved productive outcomes in the experiment by creating tasks designed to improve writing skills through the use of IELTS signaling words and required expressions in essay writing. As shown in the data presented in Figure 4, 10,1% of students in the experimental group reached a high level of writing skills. Additionally, the number of students achieving the required level nearly doubled, reaching 40,9%. These results provide strong evidence of the effectiveness of the proposed technique, highlighting the importance of applying problem-solving approach in teaching writing.

Table 5. The results of the fourth stage of developing writing skills based on problem-solving strategies

Levels	Number of learners in percentage	
	Control group (%)	Experimental group (%)
Low	43	9,6
Average	41	39,4
Required	16	40,9
High	-	10,1

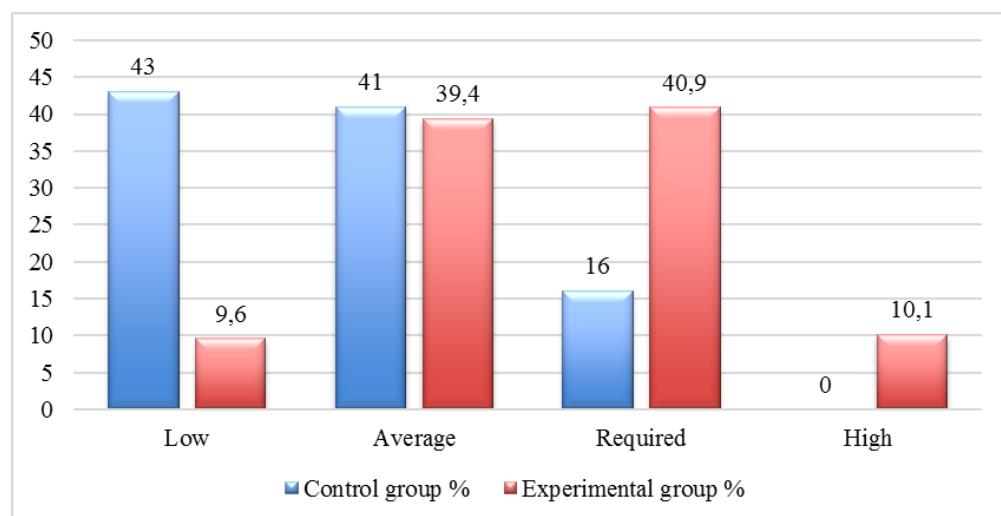


Figure 4 - The results of the fourth stage of developing writing skills based on problem-solving strategies

The class was also given a reflection sheet to obtain their perceptions to the PSA essay-writing lesson. The qualitative data were collected to describe the students' experiences and reactions to the PSA in their writing class. The group discussion seemed to have a positive effect on the first stage of writing – getting ideas. The students often complained that they were unable to generate good ideas in English while some had difficulties in finding the right vocabulary items. While the class discussion for the first essay was lively, many of the generated ideas by the class was rather inadequate in nature depending on which side of the gender fence the student decided to be on. Some of these responses included men getting angry very quickly while women were emotionally volatile. A few indicated that women make better nurses because they are mothers and, therefore, automatically more able to nurture. Even after the discussion on the weakness, the students persisted on including them in their writing.

Group discussions on the two essays allowed students collaboratively generate and evaluate ideas. In one group, students enthusiastically listed potential ideas in Kazakh and then translated into English using a dictionary. Another group went off-topic, suggesting ways to help a smoker quit, such as distributing leaflets about nicotine patches and herbal remedies. The teacher clarified that the problem focused on preventing students from smoking on a non-smoking campus. When the group appeared stuck, the teacher suggested consulting a nearby group that had generated some viable ideas.

During the first problem discussion, the teacher frequently reminded students to focus on generating solutions relevant to the given problem. Students were then required to write their outlines and essays individually based on the ideas discussed in their groups. This was necessary because some groups had initially the most proficient student to write the outline while the others remained passive.

The second problem-solving discussion showed improvement: students understood that each member was responsible for their own writing, eliminating “free riders”. Participation increased, and the ideas generated were of higher quality. These observations align with previous research, which indicates that group discussions of ill-structured problem enhance not only student's problem-solving skills, but also critical thinking and collaborative knowledge construction. Reflection worksheets showed a generally positive response to the group problem-solving activities, with only two negative responses, likely due to the selection of a problem that was not fully relevant to those learners, as effective problem-solving strategies require contextually meaningful problems.

In short, the group discussion indicated that collaborative work had a positive effect on content and vocabulary. Generally, anxiety was lower and some of the younger students were observed to benefit from learning with older students, especially with content. The students were able to write a better outline with ideas generated by their group members. No evidence of plagiarism was evident in their essays and the students followed the outline quite closely. Organization and content of the essays improved significantly. While grammatical accuracy also improved slightly, it was still a problem as the essays were written individually.

Common errors such as subject-verb agreement and missing article were still evident in the students' writings.

The observations in group discussions and drafting essays would seem to indicate that although the problem-solving strategies helped students' writings in terms of content and organization of ideas, they still relied on the teacher for grammar accuracy as they perceived themselves to be inadequate in that area. Thus, the teacher was seen as an "expert" that they needed to obtain language accuracy.

Based on the experiment results, the following recommendations can be proposed:

1. Integration of problem-solving activities into writing instruction. Teachers should design writing tasks that require students address real world or meaningful problems. By framing writing as a problem-solving process, students can engage in deeper thinking, apply linguistic knowledge purposefully, and develop their ability to organize and express ideas coherently.

2. Provision of writing models and guided practice. Instructors should incorporate model texts that demonstrate effective writing strategies and structures. Analyzing these texts can help students how ideas are developed, organized and connected. Guided practice – where learners imitate or adapt these models before attempting independent writing – supports gradual skill formation and builds learners' confidence.

3. Encouragement of teacher creativity and strategy adaptation. Since no single approach fits all learning contexts, teachers should creatively combine various writing strategies to suit students' needs and proficiency level. By experimenting with different techniques (e.g., collaborative writing, brainstorming, peer feedback), teachers can identify the most effective methods for fostering their learners' writing competence and motivation.

Conclusion

This study presents the findings of an experimental treatment called the Problem-solving strategies approach in a writing class for the EFL students enrolled in the IELTS course at the International University of Tourism and Hospitality. This approach focuses on language learning and knowledge construction through collaborative group problem-solving activities. Although still at a preliminary stage, the results suggest that this approach can serve as a viable supplement to traditional writing instruction for EFL learners. Consequently, the experiment's objective – to determine whether the approach could effectively improve writing in terms of content, grammar and organization of ideas – appears to have been successfully achieved. In conclusion, problem-solving strategies activities offer valuable opportunities for extended writing practice. They are motivating and provide a meaningful context for language use. Implementing these activities enhances both cooperation and healthy competition in the classroom, while also stimulating students' interest in the learning process.

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АҒЫЛШЫН ТІЛІН ШЕТЕЛ ТІЛІ РЕТИНДЕ ҮЙРЕНУШІЛЕРДІҢ ЖАЗУ Дағдыларын дамытуда мәселеңі шешу Стратегияларын қолдану

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Түркістан Қазақстан

Андратпа. Қөптеген артықшылықтарына қарамастан, жазу еркін тілді қолдану кезінде төрт тілдік дағдылардың ішіндегі менгеруге ең қыын дағды болып табылады. Оку үдерісінде шетел тілін оқыту процесінің дәстүрлі тәжрибесінде назардан тыс қалған жазу менгерілетін ең маңызды даңды болып табылады. Жазу – жәй сөздер ғана емес, мағыналы қарым-қатынас құралы. Оқытушылар білімгерлердің жазу дағдысын қалыптастыру мақсатында жазу сабағын жобалаудың әртүрлі заманауи тәсілдерін, стратегияларын және әдістерін таңдай алады. Сондықтан да оқытушыларосы мәселелердің шешімін табу үшін өздерінің шығармашылық шеберліктерін

қолдану керек және де білімгерлердің жазу дағдысын қалыптастыру үшін ең тиімді әдісті дұрыс таңдай білуі керек. Бұл мақалада жазу дағдыларын қалыптастыруға негізделген бұрынғы және қазіргі әдістері мен тәсілдері талқыланады. Сонымен қатар, мақалада Түркістан қаласында орналасқан (Қазақстан) Халықаралық туризм және меймандостық университетінде ағылшын тілін шетел тілі ретінде оқытын білімгерлердің жазу дағдысын дамыту үшін мәселені шешу стратегиялары тәсілінің қолданысы қарастырылады. Ұсынылып отырған мақаланың мақсаты – жазу дағдыларын қалыптастырудың кейбір қолданыстағы тәсілдері мен стратегияларын қарастыру және мәселені шешу стратегияларын қолдану бойынша практикалық ұсыныстар жасау болып табылады. Негізгі мәселе – білімгерлерге мәселені шешуге бағытталған жұмыс арқылы стратегияларға сүйене отырып, олардың жазу дағдыларын менгеруге мүмкіндік жасау. Зерттеудің әдістемелік бөлігі Халықаралық туризм және меймандостық университетінің студенттерімен жүргізілген эксперимент нәтижелеріне арналған. Зерттеу нәтижесі ағылшын тілін шетел тілі ретінде оқытын білімгерлердің жазу дағдыларын қалыптастырудағы мәселені шешу стратегиялары тәсілінің тиімділігін көрсетеді.

Тірек сөздер: оқу мақсаты, жазбаша қарым-қатынас, жазу тәсілдері, жазу дағдысы, мәселені шешу стратегиялары, жазуды үйрету, оқу үдерісі, жазу сабағы

ПРИМЕНЕНИЕ СТРАТЕГИЙ РЕШЕНИЯ ПРОБЛЕМ В РАЗВИТИИ НАВЫКОВ ПИСЬМА У ИЗУЧАЮЩИХ АНГЛИЙСКИЙ ЯЗЫК КАК ИНОСТРАННЫЙ

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Аннотация. Несмотря на многочисленные преимущества, письмо является одним из наиболее сложных из четырех языковых навыков в обучении иностранному языку. В учебном процессе письмо, которому в традиционной практике обучения иностранных языков уделялось мало внимания, является одним из наиболее трудно развиваемых навыков, которые необходимо приобрести. Это не просто набор слов, а осмысленное общение. Преподаватели могут сами выбирать подходящие им способы, стратегии и техники организации занятий по письменной речи. Поэтому преподавателям необходимо использовать свой креативный потенциал в поиске решений этих проблем и выбрать наиболее эффективный способ формирования навыков письма у обучающихся. В этой статье рассматриваются прошлые и современные подходы к написанию текстов. Кроме того, применяется подход «Стратегии решения проблем» для развития навыков письма у обучающихся, изучающих английский

как иностранный язык в международном университете туризма и гостеприимства в Туркестане. Цель данной статьи рассмотреть некоторые существующие подходы и стратегии к обучению письма и предложить некоторые практические рекомендации по применению стратегий решения проблем. Основная задача состоит в том, чтобы дать возможность обучающимся приобрести навыки письма, опираясь на стратегии решения проблем, где им предоставляются образцы для подражания. Методическая часть исследования посвящена результатам эксперимента, проведенного с обучающимися международного университета туризма и гостеприимства в Туркестане. Результаты исследования показывают эффективность подхода, обоснованного на решении проблем в формировании навыков письма у обучающихся, изучающих английский язык как иностранный.

Ключевые слова: цель обучения, письменная коммуникация, современные подход, навыки письма, стратегии решения проблем, обучение письму, образовательный процесс, занятия по письму

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