

THE USE OF WRITTEN ARGUMENTATIVE TEXTS IN ENGLISH LANGUAGE
LESSONS

ИСПОЛЬЗОВАНИЕ ПИСЬМЕННЫХ АРГУМЕНТАТИВНЫХ ТЕКСТОВ НА
УРОКАХ АНГЛИЙСКОГО ЯЗЫКА

INGLIZ TILI DARSLARIDA YOZMA ARGUMENTATIV MATNLARDAN
FOYDALANISH

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Abstract: *The article discusses the importance and methodology of using written argumentative texts in English language teaching. It emphasizes that argumentative writing helps students develop not only linguistic competence but also critical thinking, analytical reasoning, and the ability to express and justify personal opinions logically. The paper outlines key stages of teaching argumentative writing, common learner difficulties, and effective strategies to overcome them. Several classroom techniques are presented to increase learners' motivation and engagement.*

Keywords: *argumentative writing, critical thinking, written communication, communicative competence, English language teaching methodology.*

Аннотация: *В статье рассматривается значение и методика использования письменных аргументативных текстов в процессе обучения английскому языку. Автор подчёркивает, что аргументативное письмо развивает у учащихся не только языковые навыки, но и критическое мышление, умение анализировать информацию, формулировать собственное мнение и логично его обосновывать. Раскрываются основные этапы обучения аргументативному письму, типичные трудности учащихся и пути их преодоления. Приводятся примеры методических приёмов, повышающих мотивацию и вовлечённость студентов.*

Ключевые слова: *аргументативное письмо, критическое мышление, письменная речь, коммуникативная компетенция, методика преподавания английского языка.*

Annotatsiya: *Maqolada ingliz tili darslarida yozma argumentativ matnlarni qo'llashning ahamiyati va metodikasi yoritilgan. Muallif argumentativ yozuv nafaqat til ko'nikmalarini, balki tanqidiy fikrlash, ma'lumotni tahlil qilish, shaxsiy fikrni ifodalash va uni mantiqan asoslash qobiliyatini rivojlantirishini ta'kidlaydi. Argumentativ yozuvni o'rgatish bosqichlari, o'quvchilarning uchraydigan qiyinchiliklari hamda ularni yengish yo'llari bayon etilgan. Shuningdek, o'quvchilarni dars jarayoniga faol jalb etuvchi samarali metodik usullar keltirilgan.*

Kalit so'zlar: *argumentativ yozuv, tanqidiy fikrlash, yozma nutq, kommunikativ kompetensiya, ingliz tili o'qitish metodikasi.*

Developing written communication plays a key role in English language learning. Among all types of written assignments, argumentative texts—texts in which students express their opinions and support them with arguments—are particularly important. In today's school and university environments, this type of writing helps develop students' ability to reason, analyze, defend their point of view, and draw logical conclusions.

Argumentative writing fosters critical thinking by requiring a conscious choice of position, analysis of opposing viewpoints, and construction of a logical argument. This process encourages students to reflect on the content of their statements, seek evidence, and cite examples from life or literature, which develops not only language skills but also intellectual abilities. When a student writes an essay on the topic “Should social media be limited for teenagers?” or “Do exams show real knowledge?”, they learn not just to use words but to reason, develop a logical line, and develop arguments. Thus, writing transforms from a mechanical exercise into a form of reflection in a foreign language.

Effective teaching of argumentative writing should be systematic and step-by-step. In the first stage, students are introduced to the structure of the text: introduction, main body, and conclusion. It is important to teach them how to formulate a thesis—the central idea to be proven. Next, they work on arguments: students learn to distinguish fact from opinion and provide logical arguments and examples. The teacher should show examples of well-written texts. Analyzing examples helps students see how arguments are constructed, what linguistic devices are used to express opinions, and how conclusions are reached. It is also useful to provide exercises on rearranging parts of the text, filling in missing arguments, and working with synonyms and introductory words (“on the one hand,” “however,” “as a result,” etc.). To make the learning process more interesting, discussions and debates can be used. First, students discuss the topic orally, expressing different opinions, and then formulate their thoughts in writing. For example, after an oral discussion of the topic “Should homework be banned?”, students write a short essay outlining their arguments.

Another technique is working with visual diagrams. The teacher offers a table with "pros" and "cons" columns and asks students to fill it out before writing. This helps organize their thoughts and avoid repetition. It's also helpful to use the "peer review" method, where students exchange work and give each other feedback. This practice not only develops writing but also fosters a sense of responsibility and the ability to critically read others' texts. The teacher acts not simply as an evaluator, but as a mentor and moderator of the process. They help students develop ideas, refine their wording, and expand their vocabulary. It's crucial to provide positive feedback: highlighting the strengths of the text, not just the errors.

During the teaching process, teachers should use a step-by-step approach: from collaborative writing to individual work. Initially, students can write collaboratively with the teacher, discussing the structure and choosing appropriate expressions. Then, assignments become increasingly independent. Furthermore, it's important to adapt topics to students' interests. If the topic is familiar and understandable, motivation to write increases. For example, teenagers can be offered topics related to social media, music,

technology, and environmental awareness. For college students, topics related to education, careers, and cultural differences can be considered.

A common problem is a lack of logic and repetitive arguments. To avoid this, it's helpful to brainstorm before writing. Students share ideas and discuss which arguments are stronger. Another challenge is a limited vocabulary. Flashcards with useful phrases, topic-specific glossaries, and rephrase exercises can help. Some students are afraid to express their own opinions, believing their English is not strong enough. In this case, it's important to create a supportive atmosphere and demonstrate that the main thing is the idea, not perfect grammar. Errors can be corrected later, but thinking independently and logically is a key skill.

Argumentative writing can be integrated not only into the "Writing" section, but also into reading, speaking, and listening. For example, after reading an article, students can write a short, argumentative response. After listening to a podcast, they can write a mini-essay expressing agreement or disagreement with the author. This approach makes learning holistic and connects all types of speaking activities. Argumentative writing can also be used as a progress assessment tool. Instead of taking tests, students write essays demonstrating not only their knowledge of grammar and vocabulary but also their ability to think in English. This is especially effective when preparing for international exams such as IELTS or TOEFL.

Using written argumentative texts in English lessons promotes the development of a well-rounded linguistic personality, capable of reasoning, analyzing, and expressing opinions. It develops not only written language but also thinking, communication skills, and self-confidence. Successful implementation of argumentative writing requires a systematic approach, teacher support, and a creative atmosphere in the classroom. When students understand that their opinions matter and learn to express them effectively, they begin to view English not just as a subject but as a means of self-expression and communication with the world.

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