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ANJUMANLAR PLATFORMASI

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AMALIY KONFERENSIYASI**

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INNOVATSION G'OYA
VA YECHIMLAR**

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DIALOGIC PEDAGOGY IN ESL WRITING: THE ROLE OF SOCRATIC SEMINARS

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Annotation. This study examines the integration of Socratic seminars into ESL writing classes as a pedagogical approach to improving students' writing skills. ESL learners often experience difficulties in generating clear ideas, organizing arguments logically, and maintaining accuracy and appropriate vocabulary use. To address these challenges, the study explores how Socratic seminars promote critical thinking and collaborative discourse in support of writing development. Using a mixed-methods design, the research involved 25 university freshmen with intermediate English proficiency. Semi-structured interviews were conducted to identify common writing challenges, and student essays were assessed using analytic rubrics focusing on coherence, cohesion, task achievement, and language accuracy. The findings indicate that participation in Socratic seminars positively influences students' ability to develop ideas, integrate supporting details, and maintain logical organization in their writing. Peer review activities further contributed to improved accuracy and clarity. While practical challenges such as time constraints and class size remain, the results suggest that Socratic seminars represent an effective instructional strategy for enhancing ESL writing and fostering critical thinking and collaborative communication skills.

Keywords: socratic seminars, critical thinking, composition writing, task achievement, coherence, cohesion.

ESL YOZISHDA DIALOGIK PEDAGOGIKA: SOKRATIK SEMINARLARNING ROLI

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Annotatsiya Ushbu tadqiqotda Sokratik seminarlarning ESL yozish darslariga talabalarning yozish ko'nikmalarini oshirishga pedagogik yondashuv sifatida integratsiyalashuvi o'rganiladi. ESL o'rganuvchilari ko'pincha aniq g'oyalarni shakllantirishda, argumentlarni mantiqiy ravishda tashkil qilishda, aniqlik va so'z boyligidan to'g'ri foydalanishda qiyinchiliklarga duch kelishadi. Ushbu qiyinchiliklarni hal qilish uchun tadqiqotda Sokratik seminarlar yozishni rivojlantirishni qo'llab-quvvatlash uchun tanqidiy fikrlash va hamkorlikdagi munozarani qanday rivojlantirishi o'rganiladi. Aralash usullar dizaynidan foydalangan holda, tadqiqotda ingliz tilini o'rtacha darajada biladigan 25 nafar universitet birinchi kurs talabalari ishtirok etdi. Yozishda keng tarqalgan qiyinchiliklarni aniqlash uchun yarim tuzilgan suhbatlar o'tkazildi va talabalarning insholari izchillik, uyg'unlik, vazifalarni bajarish va til aniqligiga qaratilgan analitik rubrikalar yordamida baholandi. Tadqiqot natijalari shuni ko'rsatadiki, Sokratik seminarlarda ishtirok etish talabalarning g'oyalarni rivojlantirish, qo'llab-quvvatlovchi tafsilotlarni birlashtirish va yozuvlarida mantiqiy tartibni saqlash qobiliyatiga ijobiy ta'sir ko'rsatadi. Tengdoshlarni baholash tadbirlari aniqlik va ravshanlikni oshirishga qo'shimcha hissa qo'shdi. Vaqt cheklovlari va sinflar soni kabi amaliy qiyinchiliklar saqlanib qolsa-da, natijalar Sokratik seminarlar ESL yozishni yaxshilash va tanqidiy fikrlash va hamkorlikdagi muloqot ko'nikmalarini rivojlantirish uchun samarali o'quv strategiyasini ifodalaydi, degan xulosaga kelish mumkin.

Kalit so'zlar: sokratik seminarlar, tanqidiy fikrlash, insho yozish, vazifalarni bajarish, izchillik, birdamlik.

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Introduction:

Acquiring proficient writing skills in language classes is a complex task for ESL students. They often struggle with developing clear ideas, organizing thoughts logically, and avoiding

accuracy and vocabulary usage problems. Recognizing the connection between cognitive growth and writing competence, educators have increasingly turned to integrating cognitive skill development, including critical thinking, into ESL writing instruction. Strategies like Socratic seminars provide a dynamic platform for ESL students to engage in meaningful discussions, fostering the cognitive skills necessary to address writing challenges and refine their expressive writing abilities. This article explores how integrating Socratic seminars, with a focus thinking and collaborative discussion, can help ESL students overcome these writing hurdles.[1; B.67].

A Literature Review:

Socratic seminars, rooted in Socratic philosophy, are student-centered instructional practices based on structured, open-ended dialogue. These discussions encourage learners to explore complex ideas, articulate multiple perspectives, and collaboratively construct meaning (Echevarria & Short, 2004). Typically centered on engaging texts, Socratic seminars provide opportunities for students to ask questions, evaluate concepts, and participate in purposeful dialogue, thereby strengthening both critical thinking and academic communication skills. [2; B.79].

Beyond language acquisition, Socratic seminars contribute to the development of higher-order thinking skills that are essential for effective ESL writing (Wang & Tang, 2019). By formulating probing questions and justifying their viewpoints, learners practice analyzing information, evaluating arguments, and synthesizing ideas—cognitive processes directly related to idea generation, organization, and argumentation in writing. As a result, students are better prepared to transfer orally developed ideas into coherent written texts.

Previous studies also highlight the role of Socratic seminars in increasing student participation and motivation (Nguyen & Gu, 2020). The interactive and collaborative nature of these discussions promotes peer engagement and creates a supportive learning environment in which learners take greater ownership of their ideas. This increased engagement can lead to improved clarity and depth in both written and spoken communication. [3; B.88].

Despite these advantages, the use of Socratic seminars in ESL contexts has raised certain concerns. Scholars note potential challenges related to cultural expectations of classroom interaction, as norms for discussion and teacher–student roles vary across contexts (Nguyen & Gu, 2020). Additionally, differences in language proficiency may result in uneven participation, which can discourage lower-level learners if not carefully scaffolded (Liu & Wang, 2016). These considerations underline the importance of thoughtful implementation when integrating Socratic seminars into ESL writing instruction.

Methodology

This study adopts a mixed-methods approach to examine the impact of integrating Socratic seminars into ESL writing instruction. The participants were 25 university freshman students with intermediate English proficiency. The intervention was conducted over one academic semester as part of regular ESL writing classes.

The study addressed three research questions:

1. Why do teachers believe students require additional support to improve their writing skills?
2. To what extent does collaborative discourse during Socratic seminars enhance ESL students' writing abilities?

3. How do ESL students perceive the role of Socratic seminars in addressing challenges related to idea generation and organization in writing?

Data collection began with semi-structured interviews aimed at identifying students' perceived writing difficulties. The interviews were transcribed and thematically analyzed to identify recurring challenges related to idea development, organization, and overall writing performance.

Socratic seminars were implemented once every two weeks in a whole-class format. Depending on the lesson objectives, seminars were conducted either as pre-writing activities to support idea generation or as post-writing activities to encourage reflection and revision. In some sessions, guiding questions were provided by the instructor, while in others students generated their own questions to lead the discussion, allowing for varying levels of learner autonomy.

To assess writing performance, students completed essay-writing tasks on assigned topics without prior preparation. Essays were evaluated by EFL instructors using analytic rubrics measuring task achievement, coherence, cohesion, vocabulary use, and language accuracy. In addition, peer review activities were incorporated to support revision and reflection. Comparative analysis of student writing indicated that difficulties were more prominent in idea generation and organization than in surface-level language accuracy.

Results and Analysis:

The research findings demonstrate the effectiveness of integrating Socratic seminars into ESL writing classes. During the designed lessons, students engage in discussions and activities aimed at addressing their cognitive challenges in writing. The lessons focus on equipping intermediate ESL students with the skills to compose well-structured argumentative essays through Socratic seminars. [4; B.97].

Students begin by sharing their initial opinions on a given topic, sparking debates that encourage critical thinking and the exchange of ideas. Following this, they analyze texts related to the topic in small groups during Socratic seminar discussions. These discussions help students refine their analytical and critical thinking skills.

Subsequently, students work in smaller groups to create outlines for their essays, fostering collaboration and effective idea generation. They present their outlines to their peers, further enhancing their communication skills. This collaborative approach continues with peer reviews of their essays, helping students improve their writing through feedback and constructive criticism.

The integration of Socratic seminars has a noticeable positive impact on the quality of essays produced by the students. Many students effectively incorporate details into their essays, justify their arguments with supportive ideas, and maintain a clear and logical flow of ideas. Peer review plays a pivotal role in enhancing essay accuracy and clarity.

However, it's important to acknowledge the potential drawbacks of Socratic seminars, including time constraints and challenges posed by large class sizes. These issues must be considered when implementing Socratic seminars in ESL writing classes.

Conclusion:

In conclusion, the integration of Socratic seminars into ESL writing classes positively impacts students' writing skills by promoting critical thinking, collaborative discourse, and effective communication. Socratic seminars contribute to improved idea integration,

coherence, and cohesion in students' writing, addressing common challenges in ESL writing classes.

These seminars also enhance students' organizational skills, leading to logically structured essays. Peer review further improves language accuracy and clarity. The interactive and collaborative nature of Socratic seminars enriches students' content and idea generation, resulting in more compelling and insightful written compositions.

Given these positive outcomes, it is strongly recommended to incorporate Socratic seminars into ESL writing classes as a valuable approach to enhancing students' writing skills. These seminars not only empower students in their academic journey but also equip them with essential lifelong skills, such as critical thinking, collaborative discourse, and effective communication.

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