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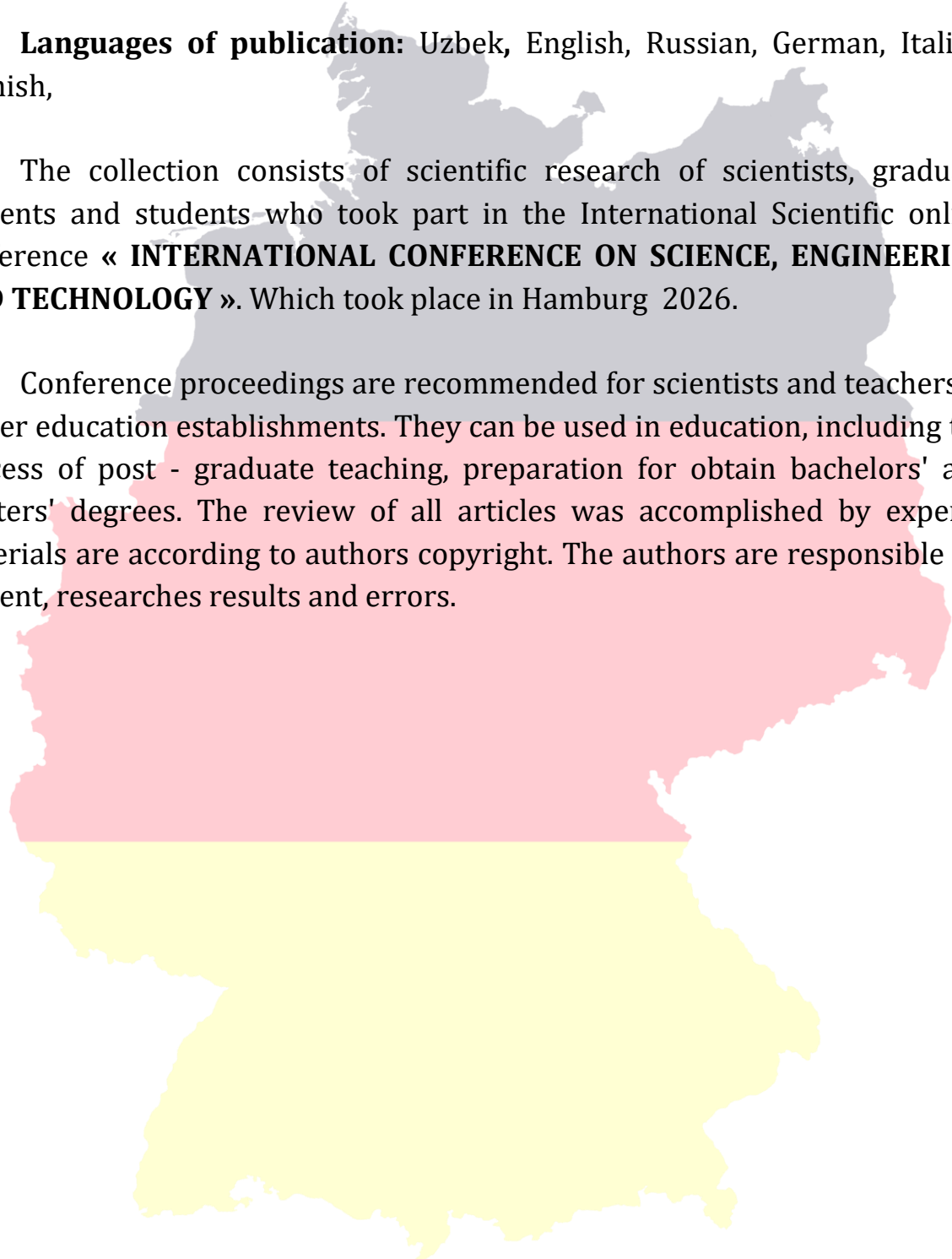


INTERNATIONAL CONFERENCE ON SCIENCE, ENGINEERING AND TECHNOLOGY:
a collection scientific works of the International scientific conference –
Hamburg, Germany, 2026 Issue 5

Languages of publication: Uzbek, English, Russian, German, Italian,
Spanish,

The collection consists of scientific research of scientists, graduate students and students who took part in the International Scientific online conference « **INTERNATIONAL CONFERENCE ON SCIENCE, ENGINEERING AND TECHNOLOGY** ». Which took place in Hamburg 2026.

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Developing Writing Skills in Line with CEFR Requirements: Practical Methodology for Teachers

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Abstract: This article explores practical ways of developing students' writing skills in accordance with CEFR standards. Writing is often considered one of the most difficult skills for language learners, particularly at B1 and B2 levels. Based on classroom experience and methodological analysis, the paper discusses common learner difficulties and suggests effective teaching strategies. Special attention is given to process-based writing, structured feedback, and the gradual development of coherence and vocabulary. The study concludes that systematic practice combined with teacher guidance leads to noticeable improvement in students' written performance.

Keywords: CEFR, writing development, methodology, B1 level, B2 level, formative feedback

Introduction

In modern language education, writing plays a central role in assessing students' overall proficiency. According to the Council of Europe, the CEFR framework provides clear descriptors that define what learners are able to do at each level, from A1 to C2. These descriptors help teachers organize instruction and assess progress objectively.

However, in real classroom settings, many students struggle with writing tasks. Even learners who perform well in reading and listening often find it difficult to organize their ideas, use linking devices correctly, or develop arguments logically. This shows that writing requires not only language knowledge but also critical thinking and structural awareness.

CEFR describes writing development as a gradual process. At lower levels, students produce simple sentences. At B1 level, they are expected to write connected texts on familiar topics. At B2 level, they should be able to present clear arguments and support opinions with relevant examples.

From teaching practice, it can be observed that B1 students usually face problems with paragraph structure and idea expansion. They may write grammatically correct sentences, but their texts often lack logical flow. B2 students, on the other hand, may have better organization but still struggle with lexical variety and complex grammar. Therefore, methodology should focus not only on correcting mistakes but also on building structured thinking.

One of the most effective ways to teach writing is the process-oriented approach. Instead of asking students to write a complete essay immediately, teachers guide them through several stages:

- brainstorming ideas;
- creating a short plan;



writing the first draft;
revising content;
editing language mistakes;

In practice, students show more confidence when they understand that writing is a process. When they are allowed to revise their drafts, the quality of their work improves significantly.

Teaching essay structure explicitly is also important. Many students need clear models before they can write independently. Providing sample introductions, topic sentences, and conclusions helps them internalize academic structure.

One common weakness in CEFR-based writing exams is poor coherence. Students often list ideas without connecting them logically. To solve this problem, teachers can:

practice paragraph writing separately before full essays;
teach linking words in context;
analyze model texts together;

Vocabulary development should also be systematic. Instead of memorizing isolated words, students should learn topic-related lexical sets and practice using them in sentences.

Feedback is one of the most powerful tools in writing instruction. However, overcorrection can discourage learners. It is more effective to focus on patterns of errors and give clear, manageable recommendations. Peer feedback can also be useful. When students evaluate each other's work using simple criteria, they become more aware of structure and organization.

Digital tools such as grammar checkers and online writing platforms can support independent practice. They provide instant corrections and allow students to edit their texts multiple times. Nevertheless, technology should not replace teacher guidance. Writing involves creativity and argumentation, which require human interaction and discussion.

Conclusion

Teaching writing according to CEFR standards requires patience, structure, and continuous practice. Students improve when they clearly understand assessment criteria and receive consistent feedback. A balanced combination of methodological guidance, structured practice, and supportive feedback creates the most effective learning environment. Ultimately, writing development is not a quick process but a gradual transformation that reflects both linguistic competence and intellectual growth.



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