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Ijtimoiy-gumanitar fanlarning dolzarb muammolari

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2025

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DOLZARB MUAMMOLARI**

№ 3 (5) – 2025

**АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО-
ГУМАНИТАРНЫХ НАУК**

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

TOSHKENT-2025

BOSH MUHARRIR:

Isanova Feruza Tulqinovna

TAHRIR HAY'ATI:

07.00.00- TARIX FANLARI:

Yuldashev Anvar Ergashevich – tarix fanlari doktori, siyosiy fanlar nomzodi, professor, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi;

Mavlanov Uktam Maxmasabirovich – tarix fanlari doktori, professor, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi;

Xazratkulov Abror – tarix fanlari doktori, dotsent, O'zbekiston davlat jahon tillari universiteti.

Tursunov Ravshan Normuratovich – tarix fanlari doktori, O'zbekiston Milliy Universiteti;

Xolikulov Axmadjon Boymahmatovich – tarix fanlari doktori, O'zbekiston Milliy Universiteti;

Gabrielyan Sofya Ivanovna – tarix fanlari doktori, dotsent, O'zbekiston Milliy Universiteti.

Saidov Sarvar Atabullo o'g'li – katta ilmiy xodim, Imom Termiziy xalqaro ilmiy-tadqiqot markazi, ilmiy tadqiqotlar bo'limi.

08.00.00- IQTISODIYOT FANLARI:

Karlibayeva Raya Xojabayevna – iqtisodiyot fanlari doktori, professor, Toshkent davlat iqtisodiyot universiteti;

Nasirxodjayeva Dilafruz Sabitxanovna – iqtisodiyot fanlari doktori, professor, Toshkent davlat iqtisodiyot universiteti;

Ostonokulov Azamat Abdukarimovich – iqtisodiyot fanlari doktori, professor, Toshkent moliya instituti;

Arabov Nurali Uralovich – iqtisodiyot fanlari doktori, professor, Samarqand davlat universiteti;

Xudoyqulov Sadirdin Karimovich – iqtisodiyot fanlari doktori, dotsent, Toshkent davlat iqtisodiyot universiteti;

Azizov Sherzod O'ktamovich – iqtisodiyot fanlari doktori, dotsent, O'zbekiston Respublikasi Bojxona instituti;

Xojayev Azizxon Saidaloxonovich – iqtisodiyot fanlari doktori, dotsent, Farg'ona politexnika instituti

Xolov Aktam Xatamovich – iqtisodiyot fanlari bo'yicha falsafa doktori (PhD), dotsent, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi;

Shadiyeva Dildora Xamidovna – iqtisodiyot fanlari bo'yicha falsafa doktori (PhD), dotsent v.b, Toshkent moliya instituti;

Shakarov Qulmat Ashirovich – iqtisodiyot fanlari

nomzodi, dotsent, Toshkent axborot texnologiyalari universiteti

09.00.00- FALSAFA FANLARI:

Hakimov Nazar Hakimovich – falsafa fanlari doktori, professor, Toshkent davlat iqtisodiyot universiteti;

Yaxshilikov Jo'raboy – falsafa fanlari doktori, professor, Samarqand davlat universiteti;

G'aybullayev Otabek Muhammadiyevich – falsafa fanlari doktori, professor, Samarqand davlat chet tillar instituti;

Saidova Kamola Uskanbayevna – falsafa fanlari doktori, "Tashkent International University of Education" xalqaro universiteti;

Hoshimxonov Mo'min – falsafa fanlari doktori, dotsent, Jizzax pedagogika instituti;

O'roqova Oysuluv Jamoliddinovna – falsafa fanlari doktori, dotsent, Andijon davlat tibbiyot instituti, Ijtimoiy-gumanitar fanlar kafedrasini mudiri;

Nosirxodjayeva Gulnora Abdukaxxarovna – falsafa fanlari nomzodi, dotsent, Toshkent davlat yuridik universiteti;

Turdiyev Bexruz Sobirovich – falsafa fanlari bo'yicha falsafa doktori (PhD), dotsent, Buxoro davlat universiteti.

10.00.00- FILOLOGIYA FANLARI:

Axmedov Oybek Saporbayevich – filologiya fanlari doktori, professor, O'zbekiston davlat jahon tillari universiteti;

Ko'chimov Shuxrat Norqizilovich – filologiya fanlari doktori, dotsent, Toshkent davlat yuridik universiteti;

Hasanov Shavkat Ahadovich – filologiya fanlari doktori, professor, Samarqand davlat universiteti;

Baxronova Dilrabo Keldiyorovna – filologiya fanlari doktori, professor, O'zbekiston davlat jahon tillari universiteti;

Mirsanov G'aybullo Qulmurodovich – filologiya fanlari doktori, professor, Samarqand davlat chet tillar instituti;

Salaxutdinova Musharraf Isamutdinovna – filologiya fanlari nomzodi, dotsent, Samarqand davlat universiteti;

Kuchkarov Raxman Urmanovich – filologiya fanlari nomzodi, dotsent v/b, Toshkent davlat yuridik universiteti;

Yunusov Mansur Abdullayevich – filologiya fanlari nomzodi, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi;

Saidov Ulugbek Aripovich – filologiya fanlari nomzodi, dotsent, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi.

12.00.00- YURIDIK FANLAR:

Axmedshayeva Mavlyuda Axatovna – yuridik fanlar doktori, professor, Toshkent davlat yuridik universiteti;

Muxitdinova Firyuza Abdurashidovna – yuridik fanlar doktori, professor, Toshkent davlat yuridik universiteti;

Esanova Zamira Normurotovna – yuridik fanlar doktori, professor, O'zbekiston Respublikasida xizmat ko'rsatgan yurist, Toshkent davlat yuridik universiteti;

Hamroqulov Bahodir Mamasharifovich – yuridik fanlar doktori, professor v.b., Jahon iqtisodiyoti va diplomatiya universiteti;

Zulfiqorov Sherzod Xurramovich – yuridik fanlar doktori, professor, O'zbekiston Respublikasi Jamoat xavfsizligi universiteti;

Xayitov Xushvaqt Saparbayevich – yuridik fanlar doktori, professor, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi;

Asadov Shavkat G'aybullayevich – yuridik fanlar doktori, dotsent, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi;

Ergashev Ikrom Abdurasulovich – yuridik fanlari doktori, professor, Toshkent davlat yuridik universiteti;

Utemuratov Maxmut Ajimuratovich – yuridik fanlar nomzodi, professor, Toshkent davlat yuridik universiteti;

Saydullayev Shaxzod Alixanovich – yuridik fanlar nomzodi, professor, Toshkent davlat yuridik universiteti;

Hakimov Komil Baxtiyarovich – yuridik fanlar doktori, dotsent, Toshkent davlat yuridik universiteti;

Yusupov Sardorbek Baxodirovich – yuridik fanlar doktori, dotsent, Toshkent davlat yuridik universiteti;

Amirov Zafar Aktamovich – yuridik fanlar doktori (PhD), O'zbekiston Respublikasi Sudyalari oliy kengashi huzuridagi Sudyalari oliy maktabi;

Jo'rayev Sherzod Yuldashevich – yuridik fanlar nomzodi, dotsent, Toshkent davlat yuridik universiteti;

Babadjanov Atabek Davronbekovich – yuridik fanlar nomzodi, dotsent, Toshkent davlat yuridik universiteti;

Normatov Bekzod Akrom o'g'li — yuridik fanlar bo'yicha falsafa doktori, Toshkent davlat yuridik universiteti;

Rahmatov Elyor Jumaboyevich — yuridik fanlar nomzodi, Toshkent davlat yuridik universiteti;

13.00.00- PEDAGOGIKA FANLARI:

Xashimova Dildarxon Urinboyevna – pedagogika fanlari doktori, professor, Toshkent davlat yuridik universiteti;

Ibragimova Gulnora Xavazmatovna – pedagogika fanlari doktori, professor, Toshkent davlat iqtisodiyot universiteti;

Zakirova Feruza Maxmudovna – pedagogika fanlari doktori, Toshkent axborot texnologiyalari universiteti huzuridagi pedagogik kadrlarni qayta tayyorlash va ularning malakasini oshirish tarmoq markazi;

Kayumova Nasiba Ashurovna – pedagogika fanlari doktori, professor, Qarshi davlat universiteti;

Taylanova Shoxida Zayniyevna – pedagogika fanlari doktori, dotsent;

Jumaniyozova Muhayyo Tojiyevna – pedagogika fanlari doktori, dotsent, O'zbekiston davlat jahon tillari universiteti;

Ibraximov Sanjar Urunbayevich – pedagogika fanlari doktori, Iqtisodiyot va pedagogika universiteti;

Javliyeva Shaxnoza Baxodirovna – pedagogika fanlari bo'yicha falsafa doktori (PhD), Samarqand davlat universiteti;

Bobomurotova Latofat Elmurodovna — pedagogika fanlari bo'yicha falsafa doktori (PhD), Samarqand davlat universiteti.

19.00.00- PSIXOLOGIYA FANLARI:

Karimova Vasila Mamanosirovna – psixologiya fanlari doktori, professor, Nizomiy nomidagi Toshkent davlat pedagogika universiteti;

Hayitov Oybek Eshboyevich – Jismoniy tarbiya va sport bo'yicha mutaxassislarni qayta tayyorlash va malakasini oshirish instituti, psixologiya fanlari doktori, professor

Umarova Navbahor Shokirovna– psixologiya fanlari doktori, dotsent, Nizomiy nomidagi Toshkent davlat pedagogika universiteti, Amaliy psixologiyasi kafedrasi mudiri;

Atabayeva Nargis Batirovna – psixologiya fanlari doktori, dotsent, Nizomiy nomidagi Toshkent davlat pedagogika universiteti;

Shamshetova Anjim Karamaddinovna – psixologiya fanlari doktori, dotsent, O'zbekiston davlat jahon tillari universiteti;

Qodirov Obid Safarovich – psixologiya fanlari doktori (PhD), Samarkand viloyat IIB Tibbiyot bo'limi psixologik xizmat boshlig'i.

22.00.00- SOTSILOGIYA FANLARI:

Latipova Nodira Muxtarjanovna – sotsiologiya fanlari doktori, professor, O'zbekiston milliy universiteti kafedra mudiri;

Seitov Azamat Po'latovich – sotsiologiya fanlari doktori, professor, O'zbekiston milliy universiteti;

Sodiqova Shohida Marxaboyevna – sotsiologiya fanlari doktori, professor, O'zbekiston xalqaro islom akademiyasi.

23.00.00- SIYOSIY FANLAR

Nazarov Nasriddin Ataqulovich –siyosiy fanlar doktori, falsafa fanlari doktori, professor, Toshkent arxitektura qurilish instituti;

Bo'tayev Usmonjon Xayrullayevich –siyosiy fanlar doktori, dotsent, O'zbekiston milliy universiteti kafedra mudiri.

OAK Ro'yxati

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Tahririyat manzili:

100070. Toshkent shahri, Yakkasaroy tumani, Kichik Beshyog'och ko'chasi, 70/10-uy. Elektron manzil:

scienceproblems.uz@gmail.com

Bog'lanish uchun telefon:

(99) 602-09-84 (telegram).

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12.00.00 - YURIDIK FANLAR

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USING WIKI-TECHNOLOGY TO IMPROVE STUDENTS' WRITING COMPETENCE

Nuriddinova Madina Raim qizi

PhD student at Gulistan State University

Nuriddinov Muhridin Muhridin oglu

Teacher at Gulistan State Pedagogical Institute,

Abstract. This article explores the effectiveness of wiki-technology in enhancing students' writing competence in higher education. Through a combination of theoretical analysis and empirical research, the study examines how collaborative wiki-based writing activities promote peer feedback, revision processes, and critical thinking skills. The findings reveal significant improvements in students' writing quality, organization, grammatical accuracy, and lexical diversity.

Keywords: wiki-technology, collaborative writing, writing competence, feedback, peer review, higher education, language learning.

TALABALARNING YOZUV KOMPETENSIYASINI TAKOMILLASHTIRISH UCHUN WIKI-TEXNOLOGIYASIDAN FOYDALANISH

Nuriddinova Madina Raim qizi

Guliston davlat universiteti tayanch doktoranti

Nuriddinov Muxriddin Muhiddin o'g'li

Guliston davlat pedagogika instituti o'qituvchisi

Annotatsiya. Ushbu maqola oliy ta'limda wiki-texnologiyalarning talabalarning yozish kompetensiyasini oshirishdagi samaradorligini o'rganadi. Nazariy tahlil va empirik tadqiqot orqali, ushbu tadqiqot hamkorlikdagi wiki-asosli yozish faoliyatlari qanday qilib tengdoshlar fikr-mulohazasi, qayta ko'rib chiqish jarayonlari va tanqidiy fikrlash ko'nikmalarini rivojlantirishini o'rganadi. Natijalar talabalarning yozish sifati, tashkil etish, grammatik aniqlik va leksik xilma-xillikda sezilarli yaxshilanishlarni ko'rsatadi.

Kalit so'zlar: wiki-texnologiya, hamkorlikdagi yozish, yozish kompetensiyasi, fikr-mulohaza, tengdoshlar baholashi, oliy ta'lim, til o'rganish.

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1. Introduction

The rapid development of information and communication technologies has dramatically transformed educational practices worldwide. Within this technological revolution, wiki-technology has emerged as a powerful tool for enhancing collaborative learning, particularly in developing writing competence. As a web-based platform that allows multiple users to create, edit, and organize content collectively, wikis provide unique opportunities for students to engage in collaborative writing processes, receive immediate feedback, and develop critical thinking skills through peer review activities.

Writing competence remains a fundamental skill in academic and professional settings, yet many students continue to struggle with various aspects of the writing process, including organization, coherence, argumentation, and linguistic accuracy. Traditional writing instruction often focuses on individual composition, limiting opportunities for collaborative learning and peer feedback. However, research suggests that a social constructivist approach to writing, where knowledge is co-constructed through interaction, can significantly enhance students' writing development (Vygotsky, 1978; Wenger, 1998).

This study investigates the effectiveness of wiki-technology in improving students' writing competence in higher education. Specifically, it examines how collaborative wiki-based writing activities influence students' writing quality, their attitudes toward collaborative writing, and the development of critical thinking skills. By exploring both the pedagogical implications and practical applications of wiki-technology in writing instruction, this research aims to contribute to the growing body of knowledge on technology-enhanced language learning and provide educators with effective strategies for implementing wiki-based writing activities in their classrooms.

The subsequent sections of this article will provide a comprehensive literature review on wiki-technology and writing development, outline the methodology employed in this study, present and analyze the research findings, discuss the implications for educational practice, and address potential challenges and limitations.

2. Literature Review

2.1 Theoretical Framework: Social Constructivism and Collaborative Writing

The theoretical foundation for using wiki-technology in writing instruction is rooted in social constructivist learning theory, which emphasizes the social and collaborative nature of knowledge construction (Vygotsky, 1978). According to this perspective, learning occurs through social interaction, with language serving as a mediating tool that facilitates cognitive development. Lantolf and Thorne (2006) extended Vygotsky's concepts to second language acquisition, arguing that language learning is fundamentally a social process that occurs through meaningful interaction and collaborative problem-solving.

Collaborative writing, defined as "the joint production or the coauthoring of a text by two or more writers" (Storch, 2013, p. 2), aligns with social constructivist principles by emphasizing the co-construction of knowledge through dialogue and negotiation. Research has demonstrated that collaborative writing activities can enhance students' awareness of audience, improve their ability to identify and resolve problems in their writing, and promote deeper reflection on language use (Storch, 2005; Wigglesworth & Storch, 2012).

2.2 Wiki-Technology in Educational Contexts

Wiki-technology, first developed by Ward Cunningham in 1995, has evolved from a simple tool for collaborative documentation to a versatile platform with significant educational applications. Wikis are characterized by several key features that make them particularly suitable for collaborative writing:

1. **Asynchronous editing:** Multiple users can modify content at different times, allowing for flexible participation.
2. **Version control:** All changes are tracked and archived, enabling users to review the evolution of a document and revert to previous versions if necessary.

3. **Discussion features:** Most wikis include discussion pages or comment functions that facilitate communication among collaborators.
4. **Hyperlinking capabilities:** Users can easily create connections between different pages or external resources, promoting nonlinear thinking and intertextuality.

Studies have documented the use of wikis across various educational levels and disciplines, including language learning (Li, 2012), teacher education (Nami et al., 2016), and content-area subjects (Reich et al., 2012). These studies generally report positive outcomes in terms of student engagement, collaboration, and knowledge construction.

2.3 Wiki-Technology and Writing Development

Research specifically examining the impact of wiki-technology on writing development has yielded promising results. Kessler and Bikowski (2010) found that wiki-based collaborative writing activities encouraged students to take greater responsibility for their learning and increased their attention to meaning-focused revisions. Similarly, Aydin and Yildiz (2014) reported that wiki-based collaborative writing led to more focus on grammatical accuracy and lexical complexity compared to traditional writing assignments.

Several mechanisms have been proposed to explain how wikis enhance writing development:

1. **Scaffolding:** Through interaction with more capable peers, students receive guidance and support that helps them achieve higher levels of performance than they could independently (Li & Zhu, 2013).
2. **Peer feedback:** The collaborative nature of wikis encourages students to provide constructive feedback on each other's contributions, leading to more thoughtful revisions (Alharbi, 2019).
3. **Increased audience awareness:** Knowing that their writing will be read by peers rather than just the instructor motivates students to communicate more clearly and effectively (Kuteeva, 2011).
4. **Transparency of the writing process:** The version history feature of wikis makes the writing process visible, allowing students to observe how texts evolve through multiple revisions (Li & Zhu, 2017).

Despite these benefits, challenges have also been identified, including unequal participation among group members (Arnold et al., 2012), reluctance to edit others' work (Kessler, 2009), technical difficulties (Elola & Oskoz, 2010), and concerns about the quality of peer feedback (Gielen et al., 2010).

2.4 Gap in the Literature

While existing research has provided valuable insights into the potential of wiki-technology for enhancing writing competence, several gaps remain in the literature. First, many studies have focused on short-term interventions, limiting our understanding of how sustained engagement with wiki-based activities influences writing development over time. Second, there is a need for more research examining the specific features of wiki-technology that contribute most significantly to writing improvement. Finally, additional investigation is warranted to explore effective pedagogical approaches for integrating wikis into writing instruction and addressing the challenges identified in previous studies.

The present study aims to address these gaps by investigating the long-term effects of wiki-based collaborative writing on students' writing competence and identifying effective strategies for implementing wiki-technology in writing instruction.

3. Methodology

3.1 Research Design

This study employed a mixed-methods approach, combining quantitative and qualitative data to provide a comprehensive understanding of how wiki-technology influences students' writing competence. A quasi-experimental design was used, with participants divided into an experimental group (wiki-based collaborative writing) and a control group (traditional individual writing).

3.2 Participants and Setting

The study was conducted at a large public university in Uzbekistan. Participants included 60 undergraduate students (32 females and 28 males) enrolled in advanced English writing courses. The students were primarily second and third-year students majoring in English language teaching, linguistics, and translation studies. Participants were randomly assigned to either the experimental group (n=30) or the control group (n=30), ensuring comparable distribution of gender, academic major, and prior English proficiency based on institutional records.

3.3 Instruments and Data Collection

Multiple instruments were used to collect data:

1. **Pre- and post-intervention writing assessments:** All participants completed a 60-minute timed essay at the beginning and end of the semester. Essays were evaluated using an analytic rubric that assessed five dimensions of writing: content, organization, vocabulary, language use, and mechanics.
2. **Wiki interaction data:** For the experimental group, quantitative data on wiki participation (number of edits, additions, deletions, and comments) were collected through the wiki platform's tracking features.
3. **Reflection journals:** Throughout the semester, participants in both groups maintained bi-weekly reflection journals documenting their experiences with the writing process.
4. **Semi-structured interviews:** A subset of participants (8 from each group) participated in individual interviews at the conclusion of the study to provide deeper insights into their experiences.
5. **Focus group discussions:** Two focus group sessions (one for each group) were conducted mid-semester to explore participants' perceptions and experiences.

3.4 Procedure

The study was conducted over one academic semester (16 weeks), with both groups receiving the same amount of instructional time (3 hours per week) and completing the same number of major writing assignments (4 essays in different genres: descriptive, narrative, argumentative, and research-based).

The experimental group used a secure wiki platform (PBworks) for all writing assignments, following a structured process:

1. Initial planning and drafting (collaborative, on the wiki)
2. Peer review and feedback (using the wiki's comment feature)

3. Revision based on peer feedback
4. Teacher feedback and further revision
5. Final editing and submission

The control group followed a similar process but completed their assignments individually and submitted their work directly to the instructor, receiving only teacher feedback.

Both groups received identical instruction on essay structure, rhetorical strategies, grammar, and mechanics. The experimental group received additional training on wiki usage and effective peer feedback strategies.

3.5 Data Analysis

Quantitative data from the pre- and post-intervention writing assessments were analyzed using descriptive statistics and inferential tests (paired t-tests and ANCOVA) to determine statistically significant differences between and within groups. Wiki interaction data were analyzed using correlation analyses to identify relationships between levels of wiki participation and writing improvement.

Qualitative data from reflection journals, interviews, and focus group discussions were analyzed using thematic content analysis. This involved coding the data, identifying recurring patterns, and grouping these patterns into themes that addressed the research questions.

4. Results

4.1 Quantitative Results

4.1.1 Pre- and Post-Intervention Writing Assessment Scores

Analysis of the pre-intervention writing assessments revealed no significant differences between the experimental and control groups ($p = 0.78$), confirming the equivalence of the groups at the outset of the study. However, post-intervention assessments showed statistically significant differences in favor of the experimental group.

Table 1 presents the mean scores of both groups on the five dimensions of writing assessed:

Table 1: Mean Scores on Post-Intervention Writing Assessment

Dimension	Experimental Group	Control Group	p-value
Content	4.27	3.82	0.012*
Organization	4.35	3.76	0.008*
Vocabulary	4.12	3.91	0.032*
Language Use	3.94	3.65	0.041*
Mechanics	4.18	4.02	0.097
Overall	4.17	3.83	0.014*

*Statistically significant at $p < 0.05$

These results indicate that the experimental group outperformed the control group in all dimensions except mechanics, with particularly pronounced differences in organization and content.

4.1.2 Wiki Participation and Writing Improvement

Analysis of wiki interaction data revealed significant positive correlations between the frequency of meaningful wiki contributions and improvements in writing quality. Specifically, the number of substantive revisions (those involving content or organization changes rather than superficial edits) correlated strongly with improvements in the content dimension ($r = 0.68$, $p < 0.01$) and organization dimension ($r = 0.72$, $p < 0.01$).

Additionally, students who engaged more frequently in providing peer feedback showed greater improvements in their own writing, suggesting that the process of critically evaluating others' work enhanced their metacognitive awareness of effective writing strategies.

4.2 Qualitative Results

Thematic analysis of qualitative data revealed several key themes related to students' experiences with wiki-based collaborative writing.

4.2.1 Enhanced Audience Awareness

Students in the experimental group consistently reported increased awareness of audience in their writing process. As one student explained:

"When I write on the wiki, I'm always thinking about how my groupmates will understand my ideas. It makes me more careful about explaining things clearly and organizing my thoughts in a logical way. In traditional writing, I just focus on what the teacher wants."

This heightened audience awareness appeared to contribute to improvements in content development and organizational structure, as students made conscious efforts to communicate their ideas effectively to peers.

4.2.2 Development of Critical Evaluation Skills

Participants in the experimental group described how engaging in peer review activities on the wiki platform enhanced their ability to critically evaluate writing, including their own. Comments such as the following were common:

"After reviewing my classmates' essays several times, I started to automatically look for the same issues in my own writing. I became more critical of my work and could identify problems that I couldn't see before."

Control group participants, who did not engage in structured peer review, did not report similar developments in their critical evaluation skills.

4.2.3 Benefits of Visible Revision History

The wiki's version tracking feature emerged as particularly valuable for students' writing development. Experimental group participants appreciated being able to view the evolution of their texts and identify specific changes that improved their writing:

"I could see how our essay changed from the first draft to the final version. This helped me understand what good revision looks like—not just correcting grammar but rethinking ideas and reorganizing paragraphs."

This transparency of the revision process appeared to enhance students' understanding of writing as an iterative process rather than a one-time event.

4.2.4 Challenges and Concerns

Despite the overall positive experiences, several challenges were identified by participants in the experimental group:

1. **Initial discomfort with collaborative writing:** Some students expressed initial anxiety about sharing unfinished writing with peers and having their work critiqued publicly.
2. **Uneven participation:** Despite efforts to ensure equal contribution, some group members participated more actively than others, creating occasional frustration.
3. **Quality of peer feedback:** Some participants questioned the value of peer feedback, expressing concerns about their classmates' ability to provide accurate and helpful suggestions.
4. **Technical challenges:** While most students quickly adapted to the wiki platform, some reported occasional technical difficulties that disrupted their writing process.

5. Discussion

The findings of this study provide compelling evidence for the effectiveness of wiki-technology in enhancing students' writing competence. Both quantitative and qualitative results indicate that collaborative wiki-based writing activities offer significant advantages over traditional individual writing approaches.

5.1 Impact on Writing Quality

The superior performance of the experimental group on post-intervention writing assessments suggests that wiki-based collaborative writing positively influences multiple dimensions of writing quality. The most substantial improvements were observed in content and organization, which aligns with previous research highlighting the benefits of collaborative writing for developing higher-order writing skills (Storch, 2005; Wigglesworth & Storch, 2012).

Several factors may explain these improvements. First, the collaborative planning process likely exposed students to diverse perspectives and ideas, enriching the content of their writing. Second, the peer review component encouraged students to carefully consider the logical structure and coherence of their texts, enhancing organizational quality. Third, the public nature of wiki writing may have motivated students to invest more effort in their work, knowing it would be viewed by peers rather than just the instructor.

The smaller but still significant improvements in vocabulary and language use suggest that wiki-based activities also support the development of linguistic aspects of writing. This may result from students' exposure to their peers' linguistic resources and the explicit focus on language during peer review sessions.

5.2 Pedagogical Implications

Based on the findings of this study, several pedagogical implications can be identified for effectively implementing wiki-technology in writing instruction:

1. **Structured collaboration:** Providing clear guidelines for collaboration, including specific roles and responsibilities, helps address concerns about uneven participation and clarifies expectations for engagement.
2. **Training in peer feedback:** Explicit instruction in providing constructive and specific feedback enhances the quality of peer review and increases students' confidence in evaluating others' work.

3. **Integration of multiple drafts:** Encouraging multiple revisions based on peer and instructor feedback maximizes the benefits of the wiki's version tracking capabilities and reinforces the concept of writing as a process.
4. **Reflection on the collaborative process:** Regular opportunities for reflection, such as the journal entries used in this study, help students articulate their learning and develop metacognitive awareness of effective writing and revision strategies.
5. **Balance of individual and collaborative assessment:** While collaborative writing offers numerous benefits, maintaining some individual writing assignments ensures that all students develop independence and receive personalized feedback on their specific strengths and weaknesses.

5.3 Addressing Challenges

The challenges identified by participants suggest several strategies for addressing potential obstacles to successful wiki implementation:

1. **Gradual introduction:** Beginning with smaller, low-stakes collaborative activities before progressing to full-scale collaborative essays can help students adjust to the public nature of wiki writing.
2. **Clear assessment criteria:** Transparent evaluation procedures that value both individual contributions and group outcomes can motivate more equal participation and reduce concerns about fairness.
3. **Structured peer review guidelines:** Providing specific criteria and question prompts for peer review can improve the quality and consistency of feedback.
4. **Technical support:** Adequate technical orientation and ongoing support are essential for minimizing disruptions caused by technological issues.

6. Conclusion

This study has demonstrated that wiki-technology, when thoughtfully implemented, can significantly enhance students' writing competence in higher education contexts. The collaborative nature of wiki-based writing activities promotes peer learning, critical thinking, and audience awareness, leading to improvements in multiple dimensions of writing quality. The transparency of the writing process facilitated by the wiki's version tracking features helps students develop a deeper understanding of effective revision strategies and reinforces the conceptualization of writing as an iterative process.

While challenges exist in implementing wiki-based collaborative writing, these can be addressed through careful instructional design, including structured collaboration, explicit training in peer feedback, and appropriate technical support. Future research should explore the long-term effects of wiki-based writing instruction, investigate optimal grouping strategies for maximizing collaborative benefits, and examine the transferability of skills developed through wiki collaboration to individual writing contexts.

As educational technology continues to evolve, wiki-technology represents a valuable tool for writing instructors seeking to create more interactive, engaging, and effective learning environments. By harnessing the collaborative potential of wikis, educators can support students in developing the complex writing competencies required for academic and professional success in the 21st century.

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SCIENCEPROBLEMS.UZ

IJTIMOYIY-GUMANITAR FANLARNING DOLZARB MUAMMOLARI

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АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО- ГУМАНИТАРНЫХ НАУК

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

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Muassis: “SCIENCEPROBLEMS TEAM”
mas'uliyati cheklangan jamiyati

Tahririyat manzili:

100070. Toshkent shahri, Yakkasaroy tumani, Kichik Beshyog'och ko'chasi, 70/10-uy. Elektron manzil:

scienceproblems.uz@gmail.com

Bog'lanish uchun telefon:

(99) 602-09-84 (telegram).