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## DEVELOPMENT OF ACADEMIC WRITING SKILLS IN SCHOOLCHILDREN: A PRACTICE-ORIENTED PEDAGOGICAL STRUCTURE BASED ON LESSON STUDY

**Abstract.** Developing academic writing skills at the school level remains an important but challenging aspect of language education, as it is difficult for many students to organize text, reason, and adhere to the conventions of academic style. Although academic writing is widely used in higher education institutions, there is a constant shortage of practical educational structures that meet the specific cognitive, linguistic, and developmental needs of high school students. This work aims to address this gap by providing a practical and educational framework for the development of academic writing skills in a school environment based on modern writing pedagogy and enhanced using a classroom learning approach. Academic writing has been formulated as a reflexive action based on a process that includes planning, design, feedback, revision, and metacognition. Learning is used not as an experimental method, but as a reflexive and general mechanism through which teachers jointly develop written assignments, monitor students' writing processes, and refine learning strategies and assessment criteria. Special attention is paid to the initial stages of academic writing development in the ninth grade, when students begin to engage in analytical and reasoned genres. The article is based on recent international research to substantiate the educational solutions included in this framework and to show how cycles of reflective learning can improve the consistency of written instruction in a school environment. Rather than reporting empirical results, the study offers theoretically sound, experience-based methodological recommendations for teachers seeking to develop a culture of academic writing among students. By combining theory and classroom practice, the proposed framework contributes to the field of writing education and demonstrates the potential of teaching as a sustainable way to improve academic writing instruction in secondary schools.

**Keywords:** academic writing, secondary education, lesson study, practice-oriented pedagogical framework, formative assessment, assessment criteria, reflection.

### Introduction

The development of students' academic writing skills in the modern educational space is one of the strategically important directions of language education. Academic writing is considered a complex skill that determines not only the learner's language competence, but also his or her logical thinking, the ability to critical analysis, reasoned judgment, and the ability to systematically convey information [1]. In recent years, several studies have been conducted on issues related to academic

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writing, mainly in the context of higher education and teaching at the university level [2]. Academic writing in the context of Kazakhstan is formulated as a methodological basis for the publication of scientific texts, including essays, scientific articles and analytical works, with an emphasis on the development of academic literacy and participation in scientific discourse [3, 4]. However, relatively little attention was paid to the systematic study of academic writing in ordinary high schools, especially in higher grades such as ninth grade. The methodological foundations for the development of academic writing skills at this Kazakh language education remain insufficiently developed within the framework of the national research discourse [5]. From this point of view, the formation of a culture of academic writing is an important indicator of academic performance at the level of general secondary education. Especially in the senior classes of the secondary school, including the 9th grade, the cognitive development of students passes into a new level of quality. At this stage, they begin to master the skills of abstract thinking, establish causal relationships, argue their point of view, and work with complex textual structures. Moreover, in school practice, academic writing is often limited to a penchant for grammatical accuracy and volume of text, and the structural, style and meta-recognizing aspects of writing are not sufficiently illuminated. As a result, students' written works become weak in terms of systemic thinking, reasoning and compliance with the requirements of the academic style.

Although various methodological positions on the development of academic writing skills are proposed in scientific literature, most of them come down to separate approaches focused on the context of higher education or based on empirical results [6]. And the school environment lacks practical, systematic pedagogical models adapted to the real classroom experience. At the same time, effective methods used by teachers in daily practice are often not systematized from a scientific point of view but remain on an intuitive level.

In this sense, the approach to classroom teaching, which makes it possible to improve pedagogical practice through reflective analysis, is of particular importance for developing a methodology for teaching scientific writing at school. The training course considers the learning process not as a one-time action, but as a professional process that continuously develops through cycles of joint planning, monitoring, analysis and improvement. This approach makes it possible to make pedagogical decisions based on practice and methodically reinforce the teacher's experience.

The purpose of this article is to present a practice-oriented pedagogical framework (structure) for the development of students' academic writing skills and to theoretically substantiate the logic of their improvement through an approach to classroom learning. The proposed structure provides a methodological orientation adapted to the school environment, considering the stages of planning academic writing, writing texts, feedback and reflection as a single system. The article gives priority to the systematization of pedagogical decisions based on the teacher's experience combined with theory, rather than measuring empirical results. The proposed practice-oriented structure is aimed at providing methodological support to schoolteachers in the purposeful development of scientific writing, systematic planning of educational tasks and the formation of a culture of written thinking of students.

#### *Literary overview*

Over the past years, the international scientific community has significantly increased the number of studies devoted to the development of academic writing in school conditions. In works published in the Google Scholar database, academic writing is considered a key tool for the formation of academic literacy of students. Scientists describe academic writing as a written expression of thinking activity, and not just language competence [7].

In most of the research, academic writing is considered a procedural measure. In this direction, writing is described as a complex cognitive process consisting of stages of planning, text, revision and reflection and is considered the most difficult and least desirable of the four language skills [8]. These works show that the most difficult points of writing for schoolchildren are organizing ideas, reasoning, and maintaining logical relationships. It has also been proven that the analysis of text

patterns, the conscious appropriation of genre structure, and the targeted use of language tools in genre-oriented studies are important when teaching academic writing [9]. This approach allows students to understand the requirements of the academic style and to carry out written works in various thematic contexts. The role of feedback is also extensively studied in international studies. Recent works note that formatted feedback and mutual evaluation not only improve the writing quality of students but also strengthen their motivation for writing. In addition, reflection-based feedback models are recognized as an effective tool for the development of students' meta-recognition skills.

The development of academic writing skills in schoolchildren is a fundamental goal of modern language education, especially in secondary school, where students begin to develop complex linguistic, analytical and communicative skills. Academic writing, understood as an expanded, coherent and logically structured written expression, acts as a central indicator of students' linguistic competence and cognitive readiness (Kolesnikova, 2016). It is expected that students in the ninth grade will show not only grammatical accuracy, but also the ability to logically formulate ideas, use appropriate stylistic and genre conventions, and effectively solve a wide range of communicative and academic tasks. Therefore, the development of the culture of academic writing is becoming increasingly relevant in philological research and applied linguistics, with special emphasis on the integration of theoretical principles with effective teaching methods [10].

The importance of learning academic writing lies in its multifaceted contribution to the communicative and intellectual growth of students. Unlike informal writing or spontaneous oral communication, academic writing requires thoughtful planning, structuring and sustainable presentation of ideas without direct support from the interlocutor. This process requires mastering numerous cognitive and linguistic skills, including reasoning, logical consistency and lexical grammatical accuracy. In addition, the development of academic writing supports critical thinking by requiring students to interpret information, synthesize concepts and present them in coherent and convincing writing. These skills in the context of secondary education, especially in the ninth grade, form the basis for academic success in all subjects and serve as necessary competencies for future professional communication, emphasizing the need for systematic methodological approaches that contribute to the development of the culture of academic writing [11].

Modern research in the field of philology and pedagogy has revealed several methodological principles for the effective learning of academic writing. First, the use of interactive learning-oriented pedagogical practices increases motivation and engagement by allowing students to actively participate in the planning and creation of written texts. Secondly, structured and diverse written tasks, including resumes, analytical paragraphs, essays, reflexive diaries and written interpretations of visual or verbal sources, help students to strengthen linguistic structures and at the same time develop textual context, fluency and stylistically flexibility. Thirdly, feedback, both from the teacher and colleagues, plays a crucial role in promoting students by identifying strengths, clarifying mistakes and suggesting targeted improvements. Together, these strategies provide a comprehensive approach to the development of academic writing skills, combining linguistic accuracy, stylistic relevance and cognitive complexity [12].

It is equally important to coordinate the written tasks with the developmental features of the students of the ninth grade. At this stage, adolescents are increasingly showing abstract thinking, analytical skills and the pursuit of self-expression, which makes this period optimal for intensive learning in the writing culture. Effective pedagogy recognizes individual differences in language proficiency, motivation and learning preferences and provides differentiated support while maintaining clear standards of consistency, lexical richness and academic style. In addition, written assignments that include culturally relevant and personally relevant topics increase students' engagement by helping them understand the practical value of academic writing.

Another important aspect is the integration of linguistic and philological theory into written language training. A deep understanding of syntactic patterns and techniques for linking and organizing text allows teachers to develop effective written assignments and give accurate

recommendations. In addition, familiarity with stylistic and genre characteristics allows students to adapt their written works to academic, analytical or creative goals, thereby improving both communication literacy and understanding of written discourse [13]. Effective methodological approaches combine interactive learning, structured written tasks, feedback cycles and theoretical training tailored to the development needs and individual characteristics of students. By promoting coherence, fluency, stylistic accuracy and critical thinking, these pedagogical strategies increase not only the level of students' written education, but also their broader intellectual and academic development. Therefore, research on the methods of forming an academic writing culture remains timely and necessary, providing teachers with practical guidance to improve the communicative and scientific competence of students.

Much attention is paid to the development of academic writing skills in applied linguistics, philology and educational methodology. Academic writing, defined as an expanded, coherent and logically structured written expression, serves as an important indicator of students' language proficiency, cognitive maturity and general communication literacy. Research repeatedly shows that the development of academic writing skills is especially important for high school students, especially for ninth graders who are moving from basic literacy skills to more advanced forms of academic and analytical expression. The researchers emphasize that academic writing competence includes structural, semantic, stylistic and pragmatic aspects that not only require formal language skills but also require meaningful and sustainable writing practice [14].

A considerable amount of research indicates the importance of a structured pedagogical intervention in the development of academic writing of students. Interactive, student-oriented activities such as essay planning, project writing, reflexive diary and analytical tasks effectively promote the consistency, cohesion and expressive clarity of students' written language. These learning strategies encourage students to logically structure ideas, use coherent techniques, and adapt written language for a variety of communicative and academic purposes. Systematic writing practices improve fluidity, lexical range, syntactic accuracy, and emphasize the value of repeated execution of a variety of written tasks. In literature, scientists advocate the integration of linguistic theory into curricula so that students learn grammatical and stylistic norms, while developing their ability to create meaningful written texts.

Another important topic in literature concerns the cognitive aspects of academic writing and the aspects of development. According to Ivanova, ninth grade students are at a stage of development characterized by growing abilities for abstract thinking, logical reasoning and subtle self-expression. These cognitive abilities are closely related to the ability to build a coherent, comprehensive written language. The researchers emphasize that the learning methods must correspond to the readiness of adolescents for development by presenting tasks that stimulate thinking, promote critical attitude and require an organized presentation of ideas. It is established that written tasks involving reasoning, comparison, text analysis or reflections on social and literary problems contribute to both linguistic growth and cognitive improvement, which illustrates the interdependence of thinking and written speech.

Literature also sheds light on the motivational and emotional factors that influence the development of academic writing culture. Effective techniques promote independence, trust and sustainable commitment and provide a favorable learning environment rich in feedback. Feedback from teachers and colleagues helps students to refine their arguments, improve consistency and stylistic accuracy. Research shows that such motivational components as the relevance of the task, opportunities for creative expression and meaningful topics for writing texts significantly increase the readiness of students to complete extended written tasks. These results underscore the importance of developing written tasks that would be both contextually meaningful and cognitively stimulating. In addition, numerous studies emphasize the need to integrate philological and linguistic theory into the learning process of academic writing. Knowledge of syntax, discursive markers, textual connectivity and stylistic conventions allows teachers to help students create well-organized written

texts suitable for the genre. In addition, understanding the pragmatic features of the written language, such as audience, register and communicative goal, allows students to adapt their tone and style to the academic, analytical or creative context. Kolesnikova emphasizes that a strong theoretical base helps teachers to develop learning tasks that concern both the form of speech and the function of communication, thereby enriching the written culture of students.

The literature demonstrates that developing academic writing skills in secondary school requires a comprehensive instructional framework that integrates interactive learning, cognitive engagement, theoretical knowledge, and motivational support. Effective methods foster coherence, fluency, stylistic control, and analytical thinking, thus contributing to learners' linguistic and intellectual growth. The research underscores the importance of structured, meaningful, and developmentally appropriate pedagogical strategies, offering a strong foundation for practical implementation in secondary school classrooms. By effectively synthesizing linguistic theory with classroom practice, educators can help students develop the ability to produce coherent, stylistically appropriate, and academically robust written texts, ultimately enhancing their overall communicative competence and writing proficiency [15].

The problem of the development of academic writing is often raised in the context of concepts of speech culture, writing and discursive competence. In recent studies, the weakness of students' academic writing skills is due to insufficient systemic methodological support. The methods of planning, submitting examples and step-by-step writing have a special significance in academic writing. Scientists point out the need, in addition to grammatical accuracy, to consider the logical structure, stylistic unity and communicative purpose of the text for the formation of a writing culture. In addition, practice-based studies have been intensified in recent works, which consider the teacher's experience as an object of study. The approach of lesson study is increasingly recognized in the post-Soviet space as a tool for the professional development of teachers and improving the quality of learning. These studies show that the methodology of writing is improved through joint planning and reflection.

The problem of academic writing in Kazakh scientific writing has attracted more attention in recent years. In studies, the development of the written language of schoolchildren is studied in connection with the concepts of functional literacy, language literacy and communication culture. Kazakh scientists note the need to consider the national and cultural context in the development of academic writing. It is proved that in cases where the content of written assignments is related to the life experience and cultural environment of students, their interest and activity in writing increases. The work of recent years is studying the possibility of improving the quality of writing by systematizing the experience of teachers, analyzing and reflecting on the lessons together. Studies on the use of the lesson study approach are proposed to differentiate the experience of a teacher at the scientific level in academic writing.

### **Research methods and materials**

This study employed a practice-oriented qualitative design aimed at developing and refining a pedagogical structure for academic writing instruction in secondary school. The methodological basis of the article combines:

- theoretical analysis of international and Kazakhstani research on academic writing, feedback, formative assessment, and Lesson Study.
- comparative analysis of methodological approaches to writing instruction.
- pedagogical modeling, used to construct a five-stage practice-oriented framework for developing academic writing skills.
- reflective analysis of Lesson Study cycles, through which teachers jointly planned, observed, discussed, and refined writing tasks and assessment criteria.

- classroom observation and analysis of students' written work, used during the school-based implementation phase to identify typical difficulties in text structure, argumentation, vocabulary use, and grammatical accuracy.

The practical part of the study was carried out in Grade 9 classes of mainstream schools in Turkestan. The implementation focused on the initial stages of academic writing development and involved the use of analytical paragraphs, short argumentative texts, peer feedback, formative assessment, and reflection tasks.

This study used a practice-oriented research project based on a pilot pedagogical experiment aimed at developing and testing a structured approach to teaching academic writing in secondary schools. The research methodology combines several additional methods, including theoretical analysis of international and national research on academic writing, comparative analysis of methodological approaches and pedagogical modeling, which was used to develop a 5-step basis for the development of students' academic writing skills in schools. The practical component of the study was pilot implemented in the 9<sup>th</sup> grade of the three Turkestan mainstream schools in Kazakhstan. The learning process was organized using a lesson study approach that allowed teachers to work together and plan written assignments, monitor students' written progress, discuss learning outcomes, and refine educational strategies through reflective analysis. The proposed methodological structure was tested during academic writing lessons in the 9<sup>th</sup> grade of the Turkestan main school. The pilot implementation is aimed at familiarizing students with the basic principles of academic writing, including the composition of the text, the development of paragraphs, the consistency and use of academic vocabulary.

The educational process passed 5 stages in a row.

Basic principles of academic writing:

- Competence in model academic texts;
- Planning and structuring ideas;
- Writing a short-written text;
- Formative feedback and review;
- Reflection and integration of writing skills.

In didactic studies, teachers planned joint writing tasks, observed students' writing activities during the lesson, and held reflective discussions after each learning cycle. This collaborative process allows teachers to identify common writing difficulties, such as poor discussion, misuse of connected devices, and limited diversity. Based on these observations, learning objectives and evaluation criteria were gradually improved to better support the development of students' academic writing skills.

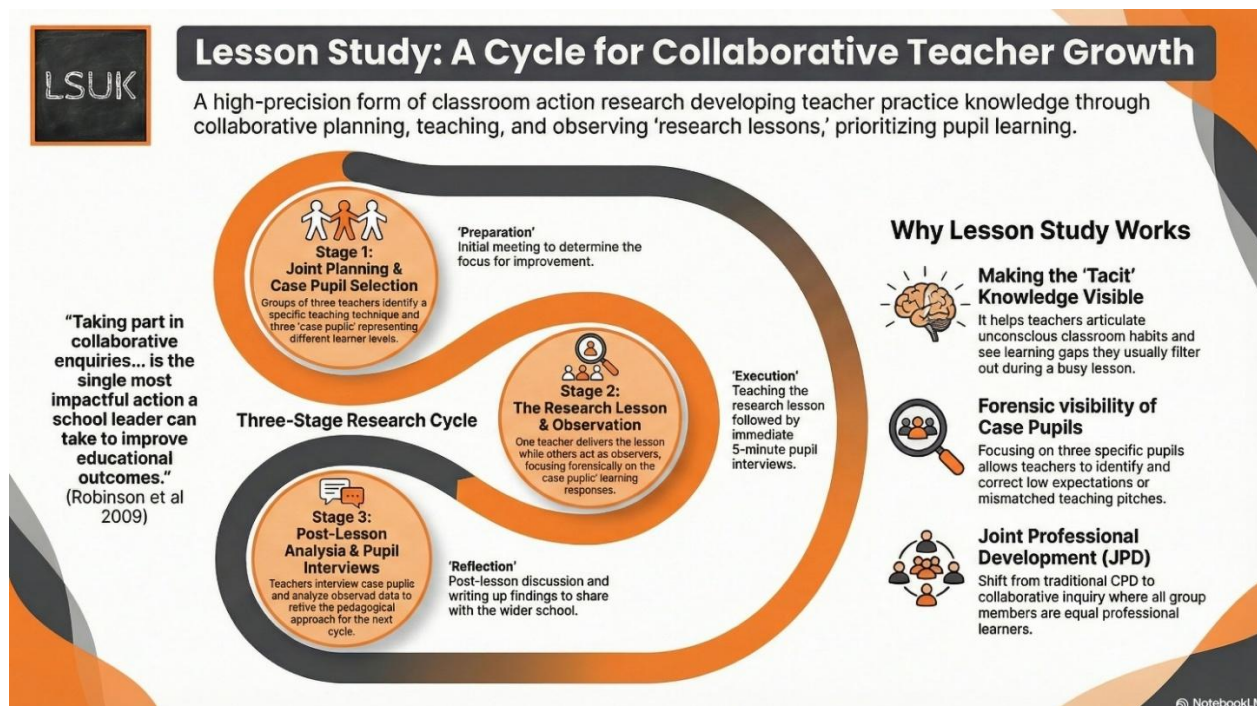
The proposed pedagogical structure was piloted in Grade 9 classes of mainstream schools in Turkestan during academic writing instruction. The implementation focused on introducing students to the basic elements of academic writing, including paragraph structure, coherence, argumentation, and the use of topic-specific vocabulary. Within the Lesson Study framework, teachers collaboratively designed writing tasks, observed students' written performance, discussed common difficulties, and revised instructional decisions accordingly.

The implementation included five interconnected stages: (1) familiarization with academic language and model texts; (2) planning and structuring ideas; (3) drafting the first version of the text; (4) formative feedback and revision; and (5) reflection and transfer of writing skills to other subjects. At the classroom level, students completed short analytical and argumentative writing tasks, participated in peer review, and used teacher-provided criteria to revise their work.

Attention was paid to difficulties typically observed at this level, such as weak paragraph organization, insufficient justification of ideas, limited use of linking devices, and lack of lexical precision. Through repeated Lesson Study cycles, teachers adjusted the degree of scaffolding, clarified task instructions, and refined the assessment criteria in order to make writing expectations more transparent for students.

## Results and discussion

The introduction of the Lesson Study approach to academic writing allows the systematic and reflexive development of writing skills in a school environment. Lesson study is described in detail in international educational research as an approach based on the joint professional activity of teachers, a deep analysis of the learning process and continuous improvement of pedagogical solutions [16]. Classically, lesson study consists of several interrelated phases Figure-1.



**Figure 1 – Author-generated visualization of the Lesson Study cycle, developed based on Dudley (2015) and produced with the assistance of Google Notebook LM.**

The first stage is joint planning. At this stage, teachers jointly determine the learning goals, the content of the written tasks and the evaluation criteria associated with academic writing. Studies in recent years show that it is especially important during this period to reconcile the cognitive complexity of written tasks with the age of the students.

The second stage is to conduct and monitor a research lesson. At this stage, students are given control over their written activities, planning skills, the preparation of arguments and the use of academic style requirements. This structure, which is associated with the development of academic writing, is based on the following methodological principles:

- recognition of the procedural nature of academic writing.
- consider the cognitive and meta-recognizable aspects of the written activity.
- compliance with the age-related and cognitive characteristics of the student.
- the relationship between language accuracy and content depth.
- the development of the type of feedback between teacher and student.

These principles are used to justify pedagogical decisions that make it possible to systematically develop academic writing in the conditions of the school.

The third stage is reflexive analysis and improvement. After the lesson, the teachers analyze the control results together, distinguish the effectiveness of the written tasks, the clarity of the evaluation criteria and the degree of students' appropriation of the requirements of the academic genre. Over the past 5-7 years, the Lesson Study approach has been considered an effective tool for

the scientific systematization of pedagogical experience, and it has been shown that the quality of reflection directly affects the learning outcome.

The first steps of academic writing are implemented at the level of the 9th grade at comprehensive schools in Turkestan. At this stage, students get acquainted with the basic elements of academic style by writing an academic essay, an analytical paragraph and short argumentative texts. However, in recent studies, the problems of maintaining text structure, defining the basic idea and forming a system of reasoning are often called the main difficulty. In this regard, the formation of clear and understandable evaluation criteria for academic writing is considered an important pedagogical task. In modern scientific works, evaluation criteria are described as a formative mechanism that supports learning, and not just as an instrument of final control. As part of the Lesson study, assessment criteria are developed by joint analyses of teachers and improved according to the specific concerns of the learners.

When evaluating the academic writing of students of the 9th grade, the following main criteria are considered:

- Grammar (the grammatical topic is identified in accordance with the calendar plan of the subject).
- Task Achievement
- Structure
- Topical vocabulary
- Grammatical range.

These criteria are provided to students in advance and serve as a guide for the writing process. Recent studies have shown that the openness and comprehensibility of assessment criteria can improve the writing quality of students and promote the development of metacognitions for them.

Therefore, the introduction of the lesson study stages into academic writing and the improvement of assessment criteria through joint reflection form the methodological basis for the formation of a culture of academic writing by students of the 9th grades in schools in Turkestan. This approach makes it possible not only to develop students' written thinking, but also to scientifically deepen the professional experience of teachers. The experience gained with Lesson Study makes it possible to improve the internal structural logic for the development of academic writing, adapting it to school conditions.

#### *The logic of the formation of a practice-oriented pedagogical structure*

The proposed pedagogical structure for the development of academic writing is based on the mutual continuity of the stages of planning, execution, feedback and reflection. In this structure, the written activity is organized as a process of forming a thought and systematically presenting it in writing, not as a finished product for the learner. During the lesson study cycles, the teachers jointly analyze the content of the written tasks, the level of difficulty, the language support and the type of feedback and make the necessary adjustments. Thus, the pedagogical structure acquires a theoretically grounded, but flexible character, which is based on real class experience. The proposed methodological position makes it possible to systematize the teacher's experience in the formation of an academic writing culture of students, consciously organize the learning process and create a sustainable pedagogical model for the development of writing skills.

#### *The pedagogical structure is based on the following basic principles:*

- compliance with the procedure of academic writing.
- ensuring the unity of linguistic and content components.
- considering the age and cognitive characteristics of the student.
- recognition of the leading role of feedback and reflection in writing.
- continuous improvement of the teacher's experience through lesson cycles.

These principles allow you to ensure learning and flexible academic writing at the same time.

#### *Stages of the pedagogical structure*

The proposed pedagogical structure realizes the process of development of academic writing in five interrelated stages (Table 1).

**Table 1 – Stages of the pedagogical structure of the development of academic writing**

| Stage    | Stage content                                                                             | Teaching goal                                                                             | Notes |
|----------|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-------|
| 1-stage  | Acquaintance with academic language understanding of academic style and language features | Acquaintance with academic language understanding of academic style and language features |       |
| 2- stage | Planning and structuring the idea, drawing up the logic of the text                       | Planning and structuring the idea, drawing up the logic of the text                       |       |
| 3- stage | Creating a written text creating the first version of an academic text                    | Creating a written text creating the first version of an academic text                    |       |
| 4- stage | Compilation of evaluation criteria clarification of criteria for structuring the text     | Compilation of evaluation criteria clarification of criteria for structuring the text     |       |
| 5- stage | Conscious use of feedback and corrective writing skills and transfer to other disciplines | Conscious use of feedback and corrective writing skills and transfer to other disciplines |       |

*Stage 1. Get acquainted with the academic language and text patterns*

At this stage, students get acquainted with the basic features of academic writing. The teacher, using examples of texts, explains the lexical, syntactic and structural features of the academic style. Students learn to distinguish between text structure elements such as introduction, main part and conclusion. As part of the lesson study, the teachers jointly analyze the ease of use, the level of difficulty and the perceptual characteristics of the text patterns used by the students at this stage and, if necessary, adjust the material.

*Stage 2. Planning and structuring*

This stage forms the basis of academic writing. Students analyze the topic of the text, determine the basic idea, plan arguments and create a text structure. When planning, reference drawings, tables, clusters and logic cards are used. Using lesson study cycles, teachers track the effectiveness of planning tools and identify students' difficulties in structuring thoughts. At this stage, the teacher's leadership role dominates, and students are offered linguistic support structures.

*Stage 3. Writing a written text*

At the third stage, students write the first version of the academic text according to the plan. At this stage, the emphasis is not only on linguistic accuracy, but also on the logical integrity of the content, reasoning and stylistic consistency. Teachers follow the students' writing process during the lesson study to determine what linguistic and structural support is needed. As a result, the format and scope of written assignments are improved in accordance with the capabilities of a particular class.

*Stage 4. Feedback and correction*

At this stage, feedback on the development of academic writing is considered the main driving force. Students receive formative feedback from the teacher and analyze their texts through mutual evaluation. The feedback should be clear, developmental and reflexive. The lesson Study approach at this stage allows you to distinguish the types of feedback and analyze their impact on students. The teachers together determine which type of feedback is the most effective.

*Stage 5. Reflection and skill transfer*

At the final stage, students analyze their written process and determine their successes and difficulties. Reflection is carried out with the help of letter diaries, self-assessment sheets and short analytical tasks. This stage allows students to consciously master academic writing and use it in other disciplines. As part of the lesson study, teachers analyze the effectiveness of means of reflection and consider how writing skills can be transferred between subjects.

*Features of the use of the pedagogical structure in the classroom*

The structure for the development of academic writing is gradually embedded in the learning process. Each level can be combined into a learning unit or a series of teaching units. This approach allows you to gradually develop students' writing skills and continuously increase the level of complexity.

During practical work in the teacher's classroom:

- selects targeted patterns of the academic text.
- indicates the structure of the written tasks.
- provides linguistic and structural support to the learners.
- organizes formative feedback.
- systematically uses elements of reflection.

All these measures are aimed at consciously organizing the learning process for academic writing and developing a culture of student writing.

*The place of lesson study cycles in the pedagogical structure*

The approach of lesson study serves as a mechanism for reflexive management in the implementation of the proposed pedagogical structure. With this approach, teachers jointly plan classes on academic writing, track their progress and analyze the results.

Lesson study cycles can be used at any stage of the pedagogical structure:

- at the planning stage-joint analysis of the content and structure of written tasks.
- during the learning period-observation of students' written activities and recognition of difficulties.
- at the analysis stage-differentiation of the effectiveness of the applied methods.
- at the improvement stage-revision of tasks and types of feedback.

Therefore, the lesson study approach makes it possible to form the structure for the development of academic writing not as a static model, but as a constantly developing pedagogical system.

*Professional reflection of teachers and methodological solutions*

In the implementation of the proposed structure, the professional reflection of educators is of particular importance. Discussions in the context of the Lesson Study:

- identify the most common mistakes of students in writing.
- to assess sufficient linguistic and structural support.
- differentiate the correspondence of written tasks with the level of thinking of students.
- allows you to increase the development potential of feedback.

In the process, the teacher's experience is scientifically interpreted and systematized. As a result, the pedagogical structure adapts to the context of a particular school and serves to improve the quality of learning.

*Expected results of the application of the pedagogical structure*

As a result of the systemic application of the proposed practice-oriented pedagogical structure and lesson study cycles:

- the ability of students to write academic text is increased.
- the structural integrity of the written works is improved.
- improvement of logical relationships and the quality of argumentation.
- students develop meta-recognition skills and reflexive skills.
- the methodological reliability of teachers in academic writing is improved.

These results are considered as possible effects that need to be confirmed by empirical measures and can serve as a basis for future studies.

The proposed practice-oriented pedagogical structure makes it possible to consider the problem of developing academic writing skills of students in combination with theory and practice. This structure interprets academic writing not as an action based solely on linguistic norm and grammatical correctness, but as a written expression of thinking, analysis and reflection. In this sense, the approach proposed in the study corresponds to the procedural and cognitive approaches that have been a priority in international and domestic scientific works in recent years. In international studies, process learning, genre awareness and feedback are defined as leading factors for the development of academic writing. The proposed pedagogical structure also, proceeding from these positions, organizes written activity in the unity of the stages of planning, text, correction and reflection [17]. This makes the writing process understandable, manageable and consistent for students. In addition, the structure allows for a gradual increase in complexity depending on the age of the students, which is especially important for teaching at the secondary school level.

Academic writing is usually viewed in the context of discursive competence and a culture of written communication. Modern research shows that effective writing skills formation requires structured planning, modeling, step-by-step learning, and systematic training that promotes consistency, judgment, and

understanding of the genre. Process-oriented approaches emphasize the gradual assimilation of cognitive and metacognitive strategies that ensure not only linguistic accuracy, but also structural integrity and clarity of expression. The above works confirm the effectiveness of step-by-step learning models aimed at developing text organization and academic style [5]. Based on these principles, the proposed framework combines them with an approach to learning, thereby expanding the traditional methodological perspective through collaborative reflection and professional research.

This integration makes it possible to interpret the teacher's experience not only as a set of methodological recommendations, but also as a dynamic source of professional knowledge obtained because of a reflexive analysis of exam practice. Although the teaching degree program is recognized worldwide as a powerful tool for further teacher education, its potential in the context of academic writing is still insufficiently systematized. This integration makes it possible to interpret the teacher's experience not only as a set of methodological recommendations, but also as a dynamic source of professional knowledge resulting from reflective work. Classroom learning experience analysis is recognized worldwide as a powerful tool for further teacher education, and its potential in the context of academic writing has not yet been sufficiently systematized. In this concept, teaching material in the classroom is not an experimental activity at school.

### **Conclusion**

This article examined the problem of the development of academic writing skills in schoolchildren in terms of a practice-oriented pedagogical structure. Academic writing was characterized as a complex process that shaped not only the language literacy of students, but also their logical thinking, the ability to critical analysis, and the ability to systematically transmit information in writing. In this sense, the pedagogical structure presented in the article is presented as a methodological solution aimed at the purposeful and systematic development of academic writing in the school environment.

The study showed how important it is to gradually organize the development process of academic writing. In the proposed structure, academic writing was considered since the mutual continuity of the stages of planning, text, feedback and reflection. This approach allows students to consciously manage their writing activities, analyze their own text and gradually improve their writing skills. In addition, the structure is based on the principle of consistently increasing complexity, considering the age-related and cognitive characteristics of students. An important methodological feature of the article is the use of the lesson study approach as a means of improving the pedagogical structure. Lesson Study allows you to systematize the teacher's experience, analyze written tasks together and reflexively improve the learning process. This approach lays the foundation for considering the proposed structure not as a static model, but as a dynamic pedagogical system that adapts to the real school context. Thus, the teacher's experience becomes theoretically substantiated and becomes the subject of scientific reasoning.

The proposed practice-oriented pedagogical structure is not aimed at directly measuring empirical results. Although this is considered a limitation of the article, its main advantage is the scientific systematization of the teacher's experience and the definition of the methodological basis for academic writing in school conditions. In this sense, the research creates a theoretical and methodological basis for future empirical studies related to academic writing.

Future studies may focus on verifying the effectiveness of the proposed pedagogical structure through combined methods, quasi-experimental design or research models that combine lesson study and empirical evaluation. In addition, it is relevant to study the ways in which this structure can be applied to the development of academic writing in different disciplines, multilingual environments or at different levels of education. Such studies allow a deeper understanding of the versatility and adaptive potential of the proposed structure.

Therefore, the practice-oriented pedagogical structure proposed in the article is an effective methodological solution that combines theory and practice in the development of students' academic writing skills. This structure methodically supports teachers in the systematic planning of academic writing, the formation of a culture of students' written thinking, and the reflexive improvement of the learning process. The development of a culture of academic writing will strengthen students' general academic achievements, communication skills and learning path for the future.

### *Limitation*

It should be noted that the present research represents a pilot implementation aimed at refining a pedagogical structure for teaching academic writing. Therefore, the findings should be interpreted as exploratory and practice oriented. Future studies may extend this work through larger-scale empirical investigations and quantitative evaluation of students' writing progress.

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**Мектеп оқушыларының академиялық жазу дағдыларын дамыту: Lesson Study-ге негізделген практикаға бағдарланған педагогикалық құрылым**

**Андатпа.** Мектеп деңгейінде академиялық жазу дағдыларын дамыту тілді оқытудың маңызды, бірақ күрделі аспектісі болып қала береді, өйткені көптеген оқушыларға мәтінді жүйелеу, оны негіздеу және академиялық стиль конвенцияларын ұстану қиынға соғады. Академиялық жазу жоғары оқу орындарында кеңінен қолданылғанымен, жоғары сынып оқушыларының нақты когнитивті, тілдік және

даму қажеттіліктерін қанағаттандыратын практикалық білім беру құрылымдарының үнемі жетіспеушілігі байқалады. Бұл жұмыс қазіргі заманғы жазу педагогикасына негізделген және сыныптағы оқыту тәсілімен жетілдірілген мектеп ортасында академиялық жазу дағдыларын дамыту үшін практикалық және білім беру негізін ұсыну арқылы осы олқылықты жоюға бағытталған. Академиялық жазу жоспарлау, дизайн, кері байланыс, қайта қарау және метатануды қамтитын процеске негізделген рефлексивті әрекет ретінде тұжырымдалған. Оқыту эксперименттік әдіс ретінде емес, мұғалімдер бірлесіп жазбаша тапсырмаларды әзірлейтін, оқушылардың жазу процестерін бақылайтын және оқыту стратегиялары мен бағалау критерийлерін нақтылайтын рефлексивті және жалпы механизм ретінде қолданылады. Оқушылар аналитикалық және дәйекті жанрларды меңгере бастайтын тоғызыншы сыныпта академиялық жазуды дамытудың бастапқы кезеңдеріне ерекше назар аударылады. Мақала осы құрылымға енгізілген білім беру шешімдерін қолдайтын және рефлексивті оқыту циклдары мектеп ортасында жазбаша оқытудың дәйектілігін қалай жақсартатынын алатынын көрсететін соңғы халықаралық зерттеулерге негізделген. Зерттеуде эмпирикалық нәтижелер келтірілмейді, бірақ оқушылардың ғылыми жазу мәдениетін дамытқысы келетін мұғалімдерге теориялық, тәжірибеге негізделген әдістемелік нұсқаулықтар ұсынылады. Теория мен педагогикалық тәжірибені біріктіре отырып, ұсынылған құрылым жазбаша білім беру саласына өз үлесін қосады және орта мектептерде академиялық жазбаша білім беруді жақсартудың тұрақты әдісі ретіндегі оқытудың әлеуетін көрсетеді.

**Кілт сөздер:** ғылыми жазу, орта білім, сыныпта оқыту, тәжірибеге бағдарланған педагогикалық негіз, қалыптастырушы бағалау, бағалау критерийлері, рефлексия.

#### **Развитие навыков академического письма у школьников: практико-ориентированная педагогическая структура, основанная на Lesson Study**

**Аннотация.** Развитие навыков академического письма на школьном уровне остается важным, но сложным аспектом изучения языка, поскольку многим учащимся трудно систематизировать текст, обосновать его и следовать условностям академического стиля. Несмотря на то, что академическое письмо широко используется в высших учебных заведениях, существует постоянная нехватка практических образовательных структур, которые удовлетворяли бы специфические когнитивные, лингвистические и развивающие потребности старшеклассников. Данная работа направлена на устранение этого пробела, предоставляя практическую и образовательную основу для развития навыков академического письма в школьной среде, основанную на современной педагогике письма и усовершенствованную с использованием подхода к обучению в классе. Академическое письмо было сформулировано как рефлексивный акт, основанный на процессе, который включает в себя планирование, дизайн, обратную связь, пересмотр и метапознание. Обучение используется не как экспериментальный метод, а как рефлексивный и общий механизм, с помощью которого преподаватели совместно разрабатывают письменные задания, отслеживают письменные процессы учащихся и уточняют стратегии обучения и критерии оценки. В девятом классе особое внимание уделяется начальным этапам академического письма, когда учащиеся начинают изучать аналитические и аргументированные жанры. Статья основана на последних международных исследованиях, которые поддерживают образовательные решения, включенные в эту структуру, и показывают, как циклы рефлексивного обучения могут улучшить последовательность изучения письменной речи в школьной среде. В исследовании не приводятся эмпирические результаты, но оно представляет собой теоретическое, основанное на опыте методическое руководство для учителей, которые хотят развить культуру научного письма у школьников. Сочетая теорию и педагогический опыт, предлагаемая структура вносит свой вклад в развитие письменного образования и демонстрирует потенциал обучения как устойчивого метода улучшения академического письменного образования в средних школах.

**Ключевые слова:** научное письмо, среднее образование, преподавание в аудитории, практико-ориентированные педагогические основы, формативное оценивание, критерии оценивания, рефлексия.

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