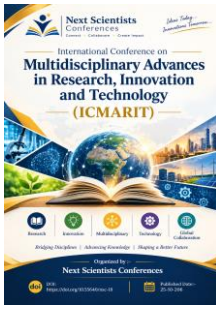
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International Experience In Developing Writing Skills Through Wiki Technology: Methodological Opportunities For Philological Education

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ABSTRACT
The article examines international experience in the use of wiki technology to develop the writing skills of philology students. It explores the didactic and methodological potential of the wiki environment for organizing collaborative writing, text editing, peer assessment, commenting, and reflection. Particular attention is paid to the fact that wiki technology makes it possible to consider writing not only as a final product but also as a step-by-step process of creating, discussing, editing, and improving a text. The significance of international experience for the development of students' writing skills, academic writing, critical thinking, editing culture, and digital literacy in philological education is substantiated.

KEYWORDS: International experience, wiki technology, writing skills, philological education, academic writing, collaborative writing, editing, peer assessment, reflection, digital educational environment.

INTRODUCTION
Modern higher education is developing in the context of intensive digitalization, the expansion of the information space, and increasing requirements for the professional training of future specialists. This is particularly evident in philological education, since future philologists must possess not only theoretical knowledge of language and literature but also well-developed communicative, analytical, textual, and academic competencies. Writing skills are among the key competencies.

Writing in philological education is not simply the ability to express thoughts correctly in written form. It includes the ability to create various types of texts, organize material logically, use linguistic means in accordance with the purpose and genre of communication, analyze sources, substantiate one's own position, edit written work, and critically evaluate the results. Therefore, developing the writing skills of philology students is an important condition for their professional training.

Traditional methods of teaching writing have placed considerable emphasis on individual written assignments, such as compositions, written summaries, essays, reports, abstracts, and reviews. However, in modern conditions, this is insufficient. Writing activities are increasingly regarded as a process that includes planning, drafting, discussion, receiving feedback, editing, revision, and final presentation of the text. This approach is widely represented in international educational practice, where particular importance is attached to interactive digital tools. Wiki technology is one such tool.

The President of the Republic of Uzbekistan, Shavkat Mirziyoyev, speaking about the importance of reading culture and independent thinking, noted: "A person who reads is

distinguished by deep and sound thinking. Possessing such a mindset, a person is capable of changing society" [1]. This statement is directly related to the issue of developing writing skills. In-depth reading, text comprehension, working with information, and the ability to express one's own position form the foundation of writing culture. In the context of digital education, these qualities should be developed not only through traditional methods but also through the use of modern educational technologies.

Wiki technology is a digital environment that allows users to collaboratively create, edit, supplement, discuss, and save texts. In educational practice, the wiki environment is used as a tool for collaborative learning activities. Its most important feature is that it makes the process of text creation open and visible. Teachers and students can observe how a text is created, what changes are made to it, who participates in editing, what comments are left, and how the initial version is transformed into the final product.

International experience shows that wiki technology is actively used in teaching writing, foreign languages, academic writing, and professionally oriented communication. A number of studies emphasize that working in a wiki environment contributes to the development of collaborative writing, critical reading, editing, peer assessment, and reflection skills [2; 3; 4]. This is particularly important for philological education, since the text is simultaneously an object of analysis, a means of communication, and a result of learning activities.

One of the main advantages of wiki technology is the opportunity to organize collaborative writing. In traditional teaching, students usually write texts individually, and the teacher evaluates the completed work. In a wiki environment, students can work on a shared text: distribute responsibilities, formulate ideas, add sections, correct errors, comment on written material, and discuss the structure of the text. As a result, writing skills develop through language interaction and academic collaboration.

Collaborative writing is of great importance for developing the textual competence of philology students. During collaborative work, they learn to consider the genre-specific features of a text, maintain logical coherence, avoid repetition, use terminology correctly, format references, and maintain a consistent writing style. In addition, working on a shared text develops each participant's sense of responsibility, since the student's contribution becomes visible to the group and the teacher.

In international practice, wiki technology is frequently used to create essays, abstracts, literature reviews, critical reviews, research projects, terminological dictionaries, and educational articles. For example, students can collaboratively prepare a brief review of scholarly sources on a particular topic, then edit the text, discuss its structure, and present the final version. Such work helps them understand that a high-quality written text does not emerge immediately but is developed through repeated clarification, correction, and improvement.

An important methodological feature of wiki technology is its connection with the process approach to writing. According to this approach, writing is regarded not as a one-time assignment but as a sequential activity involving several stages. First, students reflect on the topic, then plan the text, create a draft, receive comments, edit the material, and only then present the final version. The wiki environment makes it possible to support all these stages both technically and methodologically.

The drafting stage is particularly important for developing writing skills. In traditional practice, students often strive to present a completed text immediately because they are afraid of making mistakes. Wiki technology changes attitudes toward errors: an error is perceived as a natural part of the writing process that can be identified, discussed, and corrected. This reduces psychological tension, increases student engagement, and develops the habit of working on a text gradually.

The editing stage is equally important. The wiki environment allows students to make changes to a text, compare different versions, observe the dynamics of improvement, and understand which linguistic, stylistic, or logical errors have been corrected. This is of fundamental importance for philological education, since future philologists must possess well-developed editing skills. They must be able to identify inaccuracies, eliminate gaps in meaning, improve structure, and achieve clarity in written expression.

International experience shows that wiki technology is also effectively used to organize peer assessment. Peer assessment involves students analyzing one another's texts based on predetermined criteria. They can evaluate the relevance of the text to the topic, logical structure, strength of argumentation, linguistic accuracy, style, reference formatting, and quality of conclusions. This approach develops critical thinking and helps students adopt a conscious attitude toward their own writing [7; 8].

Peer review in a wiki environment has several advantages. First, comments are recorded in the digital environment and can be analyzed again. Second, students receive feedback not only from the teacher but also from their classmates. Third, students themselves act as reviewers, which develops their ability to analyze other people's texts and apply this experience to their own writing activities. Fourth, peer assessment fosters a culture of academic dialogue.

However, peer assessment requires methodological preparation. If students are simply asked to comment on one another's texts, their feedback may be superficial or subjective. Therefore, international practice places particular emphasis on assessment criteria. The teacher explains in advance what exactly students should pay attention to: coverage of the topic, text structure, argumentation, coherence, style, linguistic accuracy, correct referencing, and conformity to genre requirements. When clear criteria are established, peer assessment becomes not merely a formal procedure but an effective means of developing writing skills.

Wiki technology is also of great importance for developing reflective skills. After completing an assignment, students can analyze what the initial version of the text was like, what changes were made, which comments proved useful, what difficulties arose, and what needs to be improved in the future. Such reflection helps students recognize their own progress and perceive writing as a developing competence.

In international teaching methodology, reflection is regarded as an essential element of writing instruction. Students not only write texts but also reflect on the process of creating them. They learn to ask themselves questions: Have I managed to address the topic? Are there enough arguments? Is the text logically structured? Which errors recur? Which changes have improved the quality of the text? Such work develops self-assessment and self-monitoring skills that are essential for future philologists.

Wiki technology offers several methodological opportunities for philological education. First, it makes it possible to organize text-based activities in an interactive format. Second, it creates conditions for the gradual improvement of written texts. Third, it develops students' academic

interaction skills. Fourth, it fosters a culture of editing and reviewing. Fifth, it contributes to the development of digital literacy, since students learn to work in an online environment, use links, leave comments, save versions, and present texts in digital format.

Methodological Opportunities of Wiki Technology in Developing the Writing Skills of Philology Students

Methodological Opportunity	Content	Significance for Philological Education
Collaborative text creation	Students work on a shared written product, distribute functions, and agree on the structure of the text.	Develops collaborative writing skills, academic interaction, and responsibility for the result.
Text editing	The text is repeatedly corrected, supplemented, and improved.	Develops editing culture, attention to linguistic form, and the logic of presentation.
Peer assessment	Students analyze and comment on each other's texts according to given criteria.	Develops critical thinking, a culture of reasoned assessment, and academic dialogue.
Revision history	The wiki environment preserves text versions and records each participant's contribution.	Ensures transparency of writing activities and the possibility of objective assessment of individual contribution.
Reflection	Students analyze the process of creating, editing, and improving the text.	Develops self-assessment, self-control, and a conscious attitude toward writing skills.
Working with sources	Students use scholarly materials, links, and digital resources.	Develops information culture and the skills for academically correct text organization.

Table 1. Methodological Opportunities of Wiki Technology in Developing the Writing Skills of Philology Students

As can be seen from the table, wiki technology combines several important aspects of writing skills development. It makes it possible to integrate text creation, discussion, editing, assessment, and reflection into a unified methodological system. It is precisely this integration that makes it particularly useful for philological education.

It should be emphasized that international experience in applying wiki technology cannot be mechanically transferred to any educational environment. It must be adapted to the objectives of the academic discipline, students' level of preparation, the technical capabilities of the educational institution, and the methodological readiness of the teacher. Wiki technology is effective only when it is integrated into a well-designed teaching system rather than used as an isolated digital tool.

When introducing wiki technology into philological education, several conditions must be considered. The first condition is the clear formulation of the learning task. Students must understand what type of text they are creating, for what purpose, for which audience, and according to which criteria it will be assessed. The second condition is the organization of work in stages. Writing activities should include planning, drafting, discussion, editing, and final revision. The third condition is the availability of peer assessment criteria. The fourth condition is the active role of the teacher as a moderator. The fifth condition is the organization of final reflection.

The teacher performs several functions when working with wiki technology. The teacher designs the assignment, explains the requirements, distributes roles, establishes criteria,

monitors the progress of work, guides discussions, and summarizes the results. At the same time, the teacher should not completely replace students' own activities. The teacher's task is to guide them toward independent analysis, editing, and conscious improvement of the text.

The selection of assignments is of particular importance. At the initial stage, short assignments can be used, such as outlining a text, writing a thesis statement, editing a paragraph, and preparing an abstract. At the next stage, it is advisable to assign more complex tasks, such as preparing an essay, a review, a literature review, a comparative analysis, or a section of a research article. The gradual increase in assignment complexity makes it possible to develop writing skills consistently and systematically.

Wiki technology can also be used to create a collaborative terminological dictionary. This is particularly useful for philology students, since working with terminology contributes to the development of professional communication skills. Students can create entries on linguistic, literary, or methodological concepts, provide definitions, examples, references to sources, and comments. Such activities develop not only writing skills but also scientific and conceptual thinking.

Another area of wiki technology application is the preparation of collaborative educational materials. For example, students can create a wiki section on a particular topic: genres of academic writing, features of academic style, citation rules, common errors in writing, essay structure, and principles of text editing. Such work contributes to active learning, since students do not merely read information but participate in its creation and systematization.

International educational practice emphasizes that working in a wiki environment has a positive effect on students' motivation. Students see that their texts are read not only by the teacher but also by other group members. This increases their responsibility for the content, structure, and linguistic accuracy of the text. Furthermore, the opportunity to edit a text several times reduces the fear of making mistakes and encourages more active participation in writing activities.

At the same time, potential difficulties must be taken into account. Not all students are immediately ready to discuss their texts openly. Some may feel insecure, fear criticism, or participate passively in group work. Therefore, the teacher must foster a culture of constructive interaction. Comments should be respectful, specific, and aimed at improving the text. In addition, it is important to distribute responsibilities among participants so that the work is not carried out only by the most active students.

Thus, international experience indicates that wiki technology can significantly enrich the methodology of developing the writing skills of philology students. It makes it possible to move from the reproductive completion of writing assignments to active, collaborative, and reflective work on texts. As a result, writing skills develop not in isolation but through communication, cooperation, and continuous improvement.

Developing the writing skills of philology students is one of the key objectives of modern philological education. International experience shows that wiki technology has considerable methodological potential for addressing this objective. It makes it possible to organize writing activities as a step-by-step process involving planning, drafting, editing, peer assessment, discussion, and reflection.

Wiki technology contributes to the development of academic writing, critical thinking, editing culture, collaborative skills, and digital literacy. This is particularly important for philological

education, since future specialists must be able not only to analyze existing texts but also to produce their own written texts, improve them, and assess text quality from scientific and linguistic perspectives.

Consequently, the introduction of wiki technology based on international experience can become one of the effective approaches to modernizing the methodology of developing the writing skills of philology students. However, the essential condition is not the use of the digital tool itself but its methodologically appropriate integration into the educational process.

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