

THEORETICAL FOUNDATIONS FOR DEVELOPING STUDENTS' SCRIPTWRITING SKILLS THROUGH CLASSROOM INSTRUCTION

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Abstract: This article explores the theoretical foundations for developing students' scriptwriting skills through in-class instruction. It provides an analytical review of both local and international experiences and studies, leading to relevant conclusions. The article also identifies students' knowledge and competencies in scriptwriting acquired through classroom activities.

Keywords: script, scriptwriting, scriptwriting skills, pedagogy, educational process, knowledge, competence, proficiency.

Introduction. Within the global education system, various models of instruction aimed at strengthening students' professional and personal qualities – such as practical skills, creative abilities, individual potential, professional performance, and decision-making – are being implemented. One of the core principles of the international education agenda outlined by the World Education Forum, the “2030 Education Concept,” is to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” [1]. To realize this goal, the integration of art technologies into teaching processes has become crucial for developing students' scriptwriting skills.

In this regard, the need for new pedagogical approaches that enhance students' artistic and creative thinking as well as their intellectual capacity is especially pressing. It is vital to modernize the forms and methods of instruction that focus on the individual learning trajectories of students, develop their scriptwriting competencies, and foster their artistic and aesthetic taste through systematic methodological support.

In contemporary higher education, classroom instruction – including lectures, practical classes, seminars, and individual sessions – is regarded as the primary organizational form of the educational process. It ensures a structured and time-bound interaction between students and instructors. In the process of delivering classroom instruction, it is essential to consider each student's individual characteristics, focus on developing their scriptwriting abilities, organize lessons in alignment with current demands, and continually update modern knowledge and teaching strategies.

Literature review and methodology. All forms of instruction – both within and beyond the classroom – require a high degree of responsibility. As noted by researcher Q.B.Panjiyev: “It is especially important to begin from the early years by teaching students how to independently refine their knowledge, skills, and professional competencies” [11, p. 202].

Modern pedagogical technologies and interactive teaching methods that enhance students' professional competencies and address scriptwriting skills through contemporary educational approaches have become fundamentally important.

In acquiring scriptwriting knowledge and skills, students are actively engaged through interactive learning methods. These methods stimulate students to use their creative and intellectual potential to solve complex problems. Interactive approaches are closely aligned with learner-centered paradigms, positioning both students and educators as subjects of the learning process. In this context, the educator serves not only as the organizer and facilitator of the learning process but also as a guide who creates conditions for student initiative and ensures their active

participation.

Various scholars have explored contemporary forms and methods of organizing effective classroom instruction. For instance, O.T.Ergashev analyzed specific instructional strategies for organizing cultural events in the classroom. His work highlights creative interactive methods that encourage collaborative engagement among students, particularly methods that focus on developing students' creative abilities by structuring lessons around the stages of prologue, climax, and epilogue [4].

In his research on improving the stage speech skills of student-actors, R.T.Kadirov draws attention to the specific characteristics of art education within classroom instruction. The researcher classifies the educational technologies used in classroom activities into two categories. The first group includes adapted educational technologies, referring to general teaching technologies that have been tailored for art education – particularly for teaching the subject “Stage Speech.” The second group includes specific educational technologies, which are instructional strategies for the “Stage Speech” course developed and implemented based on pedagogical experimentation and practice. According to the study, classroom instruction for enhancing the stage speech skills of student-actors was conducted primarily using traditional teaching methods and within the framework of the “master-apprentice” model [9].

Researcher A.A.Isaqov has explored the methods of incorporating digital technologies into classroom instruction for visual arts courses [2], while D. R. Farsakhonova has studied the forms, methods, and tools used in lecture, seminar, and practical sessions aimed at the moral and ethical education of students in pedagogical higher education institutions. She has also examined improvements in the methodology for teaching the subject “Methods of Educational Work” [5].

In addition, British scholars P.Benton [2], C.Clark, and A.Foster [3] have investigated the reading habits and preferences of secondary school students, as well as motivational techniques used in modern reading practices among children and youth. E.D.Hirsch's research has demonstrated that a student's knowledge is a primary factor in the development of a culture of reading [6], while C.G.Hodges has conducted studies focused on promoting children's readership [7].

Discussion and Results. It is well known that lectures play a significant role in developing students' scriptwriting skills. As one of the fundamental organizational forms of instruction that consistently guides students' learning activities, lectures contribute to the acquisition of theoretical knowledge necessary for developing scriptwriting competencies.

The theoretical aspects of scriptwriting skill development form the starting point of the didactic cycle within classroom instruction. They serve as a solid scientific and theoretical foundation that enables students to assimilate the subsequent stages of the learning material. In this regard, the views of researcher Kh.G.Najmutdinov are particularly relevant. He emphasizes that a teacher's level of knowledge plays a primary role in ensuring the quality of lecture-based instruction:

“The volume of classroom instruction is increasing daily. While higher education systems in Europe and the United States focus on teaching students how to independently seek information, systematize it, and analyze it, in our country, the approach is often centered on delivering large amounts of ready-made material through direct instruction. In such a model, graduates acquire minimal practical skills. Furthermore, there is a shortage of modern libraries with free access to up-to-date books and various international publications. The collections of educational literature are becoming outdated. Under these conditions, the quality and diversity of lecture-based instruction delivered by university professors becomes one of the most pressing and important issues” [10].

Based on the opinions of researchers and the academic investigations conducted during this study, it must be emphasized that classroom instruction holds primary and fundamental significance in developing students' scriptwriting skills. All forms of extracurricular activities and independent work are structured around the foundation laid in classroom sessions.

In order to ensure the high quality of classroom instruction aimed at developing students' scriptwriting skills, it is essential to analyze the relevant State Education Standard (for the respective field), qualification requirements, academic curricula, and course syllabi. Through classroom instruction, students develop the knowledge, skills, and competencies necessary for scriptwriting in the context of cultural events (see Figure 1).

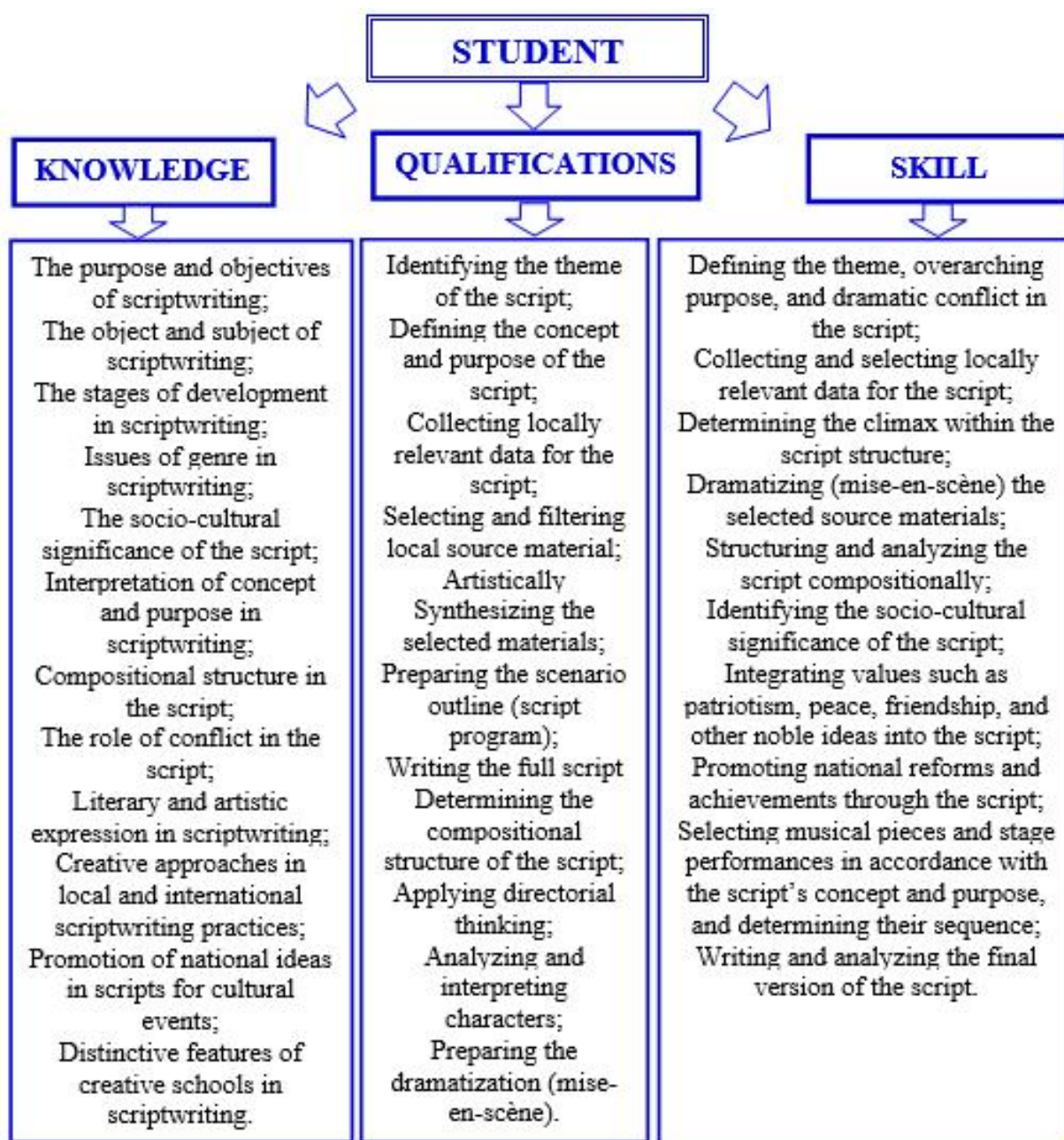


Figure 1. Students' acquired knowledge, skills, and competencies in scriptwriting based on classroom instruction

Conclusion. This study examined the theoretical, practical, and creative processes involved in the development of students' scriptwriting skills. Based on the conducted research, the following conclusions were drawn:

Developing students' scriptwriting competencies, improving the existing teaching methodology, scientifically justifying creative approaches and processes in scriptwriting, and ensuring the integration of theory and practice create the conditions for establishing a comprehensive model for skill development in this field.

The core essence of this model lies in transitioning from amateurism to professionalism. It represents a pedagogical – and specifically didactic – process that systematically forms and advances students' professional competencies through the lens of scriptwriting.

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