

INTEGRATING THEORY AND DESIGN THINKING IN ENGLISH
TEACHER EDUCATION FOR WRITING COMPETENCE

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Abstract: This article explores the integration of theoretical writing competence frameworks with Design Thinking methodologies in English teacher education. It addresses the critical need to equip pre-service teachers with innovative approaches for fostering writing skills, highlighting the limitations of traditional methods. The article proposes a dynamic model for teacher education by synthesizing cognitive, social-cultural, and genre-based writing theories with the human-centered, iterative processes of Design Thinking. This model empowers pre-service teachers to design equitable, inclusive, and engaging learning environments that cultivate confident and capable communicators. The article concludes by advocating for collaborative efforts among educators, researchers, and practitioners to further explore and disseminate best practices in integrating DT into English teacher education.

Key words: Empathize, ideate, prototype, test, English Teacher Education, project-based learning, problem-solving, Writing Proficiency

Annotatsiya: Ushbu maqola ingliz tili o'qituvchilarini tayyorlashda yozuv ko'nikmalarining nazariy asoslarini "Design Thinking" (Loyihaviy fikrlash) yondashuvi bilan integratsiya qilish masalasini ko'rib chiqadi. Unda bo'lajak o'qituvchilar uchun ijodiy yozuv strategiyalarini shakllantirish zarurati va an'anaviy metodlarning yetishmovchiligi alohida ta'kidlanadi. Maqolada kognitiv, sotsiomadaniy hamda janrga asoslangan yozuv nazariyalarini inson markazida bo'lgan, iterativ yondashuvli Design Thinking metodologiyasi bilan uyg'unlashtirgan zamonaviy model taqdim etiladi. Bu metodologiya bo'lajak ingliz

tili o'qituvchilariga o'z o'quv muhitlarini inklyuziv, teng huquqli va samarali tarzda tashkil qilish, shuningdek, o'quvchilarda ishonchli va kompetent yozuvchi sifatida shakllanish imkonini beradi. Maqola yakunida ingliz tili o'qituvchilarini tayyorlashda raqamli texnologiyalarni integratsiya qilish bo'yicha ilg'or amaliyotlarni chuqur o'rganish va targ'ib qilish uchun o'qituvchilar, tadqiqotchilar va amaliyotchilar o'rtasidagi hamkorlik tashabbuslarini ilgari surish tavsiya etiladi.

Kalit so'zlar: *Empatiya, g'oyalar ishlab chiqish, prototip yaratish, sinovdan o'tkazish, ingliz tili o'qituvchilarini tayyorlash, loyihaviy ta'lim, muammoni hal qilish, yozuv kompetensiyasi*

Аннотация: *В данной статье рассматривается интеграция теоретических основ формирования навыков письменной речи с подходом Design Thinking (дизайн-мышление) в процессе подготовки преподавателей английского языка. Особое внимание уделяется необходимости внедрения креативных стратегий развития письменной речи у будущих педагогов, а также недостаткам традиционных методов. В статье представлена современная модель подготовки преподавателей, сочетающая когнитивные, социокультурные и жанровые теории письма с человекоцентричным, итеративным подходом дизайн-мышления. Такая методология позволяет будущим учителям английского языка создавать инклюзивную, справедливую и увлекательную образовательную среду, способствующую формированию уверенных и компетентных коммуникаторов. В заключение автор призывает к расширению сотрудничества между педагогами, исследователями и практиками с целью дальнейшего изучения и продвижения лучших практик интеграции цифровых технологий в подготовку учителей английского языка.*

Ключевые слова: *Эмпатия, генерация идей, прототипирование, тестирование, подготовка преподавателей английского языка, обучение на основе проектов, решение проблем, навыки письменной речи.*

Introduction

Developing writing skills in English teacher education programs is a complicated task that requires combining different theories and new ways of

teaching (Hong Huang-Yaoet al., 2015). Conventional pedagogical approaches frequently fail to provide educators with the requisite adaptive abilities to effectively manage the ever-evolving environment of modern classrooms (Lee, 2012). The incorporation of design thinking into English teacher education offers a viable pathway for enhancing creativity, problem-solving skills, and a more profound comprehension of pedagogical content knowledge (Hong Huang-Yaoet al., 2015). Design thinking provides a systematic yet adaptable framework for educators to innovatively tackle real-world educational difficulties (Henriksen et al., 2017). Teacher education programs can empower teachers to be innovators by using design thinking, which will help them create interesting and successful writing lessons for students of all backgrounds (Li et al., 2019; Naseem & Crichton, 2022).

Theoretical Frameworks for Writing Proficiency

A comprehensive understanding of writing ability requires the integration of several theoretical frameworks, encompassing cognitive, social, and motivational aspects (Galbraith & Rijlaarsdam, 1999). Cognitive theories focus on the mental activities that go into writing, like planning, drafting, rewriting, and metacognition. They help us understand how writers make sense of what they write and improve their expression (Taye & Mengesha, 2024). Attitudinal cognition emphasizes the significance of cognitive processes in the development and alteration of attitudes, which is essential for both active and passive learners (Nikbakht et al., 2024). Social constructivist theories highlight the significance of social interaction and collaboration in the development of writing, stressing the necessity of fostering supportive learning environments that facilitate peer learning (Mujiono et al., 2024). Collaborative techniques, acknowledged as fundamental components of modern education, signify a substantial transformation in pedagogical practices, cultivating an atmosphere in which students can collectively improve their writing skills (Veramuthu & Shah, 2020). Motivational theories examine the determinants that influence students' engagement and perseverance in writing, including intrinsic interest, perceived value, and self-efficacy. These theories assist educators in crafting curriculum that cultivates a growth mindset and an appreciation for writing.

Graham's writers-within-community viewpoint underscores the importance of contextual elements and writing communities in influencing the meaning, motivation, and efficacy of writing (Wang & Troia, 2023). A comprehensive strategy that incorporates several techniques and recognizes the essential importance of writing literacy can lead to significant improvements in students' writing abilities (Mujiono et al., 2024).

Design Thinking as a Teaching Method

Design thinking is a way to solve problems that focuses on people and is repeated over and over. It can be used to improve writing education. Design thinking fosters a collaborative learning atmosphere, facilitating the exchange of ideas and reciprocal learning, essential for cultivating critical thinking and creativity (Mujiono et al., 2024). Usually, the design thinking process has five steps: empathize, define, ideate, prototype, and test. During the "empathize" phase, teachers must actively listen to their students' experiences and points of view in order to grasp their needs, points of view, and obstacles as writers. This focus on understanding the user's demands makes sure that the solutions are useful and work, as students learn more about how to write (Hong Huang-Yao et al., 2015). The "define" stage is when you frame the problem or difficulty that needs to be solved, like helping students get better at making arguments or lowering their nervousness about writing. The "ideate" phase is all about coming up with a lot of different ideas and solutions, which helps teachers be more creative and innovative in their lesson plans. Making a physical version of the proposed solution, such a new writing assignment or a new evaluation rubric, is part of the "prototype" stage. During the "test" phase, you check how well the prototype works and get feedback to make it better. This is an example of a philosophy of continuous improvement. Adding technology and multimedia to teaching makes the learning experience better by giving students more ways to express themselves and work together (Mujiono et al., 2024). Teachers can foster design thinking in preservice teachers by incorporating the concept and skills into particular course content or by engaging students in design thinking activities across many courses. Considering the requirements of the curricula in most teacher

education programs, the latter technique seems more feasible, underscoring the need for curriculum integration and additional study into the effectiveness of analogous teaching strategies (Hong Huang-Yao et al., 2015).

Practical Applications and Implications

The integration of design thinking into English teacher preparation has several practical applications and implications for both preservice teachers and their prospective pupils. By engaging in design thinking exercises, preservice teachers can get a greater grasp of the writing process and the obstacles that children confront. They also boost their capacity to regard teaching as a creative enterprise, more successfully engaging pupils in in-depth learning and comprehension. Furthermore, it empowers educators with the abilities and dispositions to create more effective and interesting writing instruction that fits the different needs of all learners (Hashey et al., 2020). This insight can inform the construction of more effective and interesting writing teaching that is targeted to the individual needs and interests of their pupils. Through design thinking, teachers can promote critical-thinking abilities and a deeper knowledge of the linkages between student-created designs and problem-solving (Ananda et al., 2023). Moreover, design thinking can generate a more collaborative and inventive learning atmosphere in the classroom, where students are encouraged to take chances, experiment with alternative techniques, and learn from their errors. By adding design thinking into their teaching techniques, preservice instructors may empower their students to become more confident, creative, and productive writers. Design thinking's application in an environmental engineering course, for instance, has showed good benefits related to creativity and sustainability (Clark et al., 2020).

Challenges and recommendations

There are a number of problems that need to be solved before design thinking can be used in English teacher education, even if it could be helpful. One problem is that teacher educators don't know much about design thinking, which may mean they need to get more training and professional development to learn what they need to know. Another problem is that there are not enough tools and materials to help

teachers use design thinking in the classroom. This could mean that new curriculum and teaching materials need to be produced. To get over these problems, teacher educators, researchers, and practitioners need to work together to come up with and share the best ways to use design thinking in English teacher education. One strategy to get preservice teachers to think like designers is to teach them the ideas and skills of "design thinking" as a separate subject in a course (Hong Huang-Yao et al., 2015). Furthermore, due to the considerable curricular demands in most teacher education programs, it may be more pragmatic to integrate design thinking throughout many courses while students engage with diverse subjects. Subsequent study ought to concentrate on assessing the efficacy of various methods for incorporating design thinking into English teacher education, in addition to investigating the influence of design thinking on student writing performance. More research is needed to figure out how to use design and teaching in schools because the current discussion isn't clear (Li et al., 2021).

Combining theoretical approaches to writing competency with design thinking in English teacher education is a viable way to better prepare future teachers and help students write better. Teacher education programs can help preservice teachers develop the creativity, inventiveness, and problem-solving abilities they need to be successful in the 21st century by giving them chances to use design thinking ideas on real-world writing problems (Hong Huang-Yao et al., 2015). Moreover, the human-centered methodology of design thinking corresponds effectively with the tenets of culturally responsive teaching and differentiated instruction, enabling educators to cultivate more equitable and inclusive educational settings for all learners (Clark et al., 2020). Research shows that many instructors are not ready to teach higher-order thinking abilities in their classes, even though there are several programs that can help them do so (Singh et al., 2017).

Conclusion

The combination of theoretical approaches to writing competency and design thinking has a lot of potential to change the way English teachers are trained. This integration encourages preservice teachers to be creative, solve problems, and come

up with new ideas, which helps them make learning environments that are fair and welcoming (Parr, 2016). To fully exploit this potential, teacher educators, researchers, and practitioners must work together to create and share best practices. Subsequent research ought to assess the efficacy of various integration methodologies and their influence on student writing performance. The combination of design thinking and project-based learning, along with strong writing literacy, greatly improves students' creative, collaborative, and critical writing skills. This shows how important it is to use effective methods and strengthen writing literacy as a key part of the learning process (Mujiono et al., 2024). In the end, adopting this method can change how we train English teachers, giving them the tools they need to help their students become confident and skilled communicators (Collins et al., 2019).

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