



THE COGNITIVE–COMMUNICATIVE MODEL FOR DEVELOPING ARGUMENTATIVE WRITING SKILLS IN HIGH SCHOOL STUDENTS

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Abstract. This article examines the cognitive–communicative model for developing argumentative writing skills among high school students in English language education. The study emphasizes the relationship between cognitive processes and communicative competence in the formation of effective argumentative writing. The article discusses the theoretical foundations of argumentative writing, including critical thinking, coherence, cohesion, and communicative interaction. It also analyzes the stages and components of the cognitive–communicative model and its role in improving students’ academic writing abilities. The study concludes that the integration of cognitive and communicative approaches contributes significantly to learners’ analytical thinking, logical reasoning, and written fluency.

Keywords: argumentative writing, cognitive–communicative model, critical thinking, coherence, cohesion, academic writing.


In modern foreign language education, the development of argumentative writing skills has become increasingly important. High school students are expected not only to use grammatical structures correctly but also to express ideas logically and persuasively. However, many learners face difficulties in organizing arguments, supporting opinions with evidence, and maintaining coherence in writing.

Traditional writing instruction often focuses mainly on grammar and vocabulary, while insufficient attention is given to cognitive and communicative aspects of writing. The cognitive–communicative approach aims to solve this problem by combining thinking processes with meaningful communication.

The purpose of this article is to analyze the cognitive–communicative model for developing argumentative writing skills in high school students and to identify its pedagogical significance in English language teaching.

The cognitive–communicative model is based on the integration of cognitive theory and communicative language teaching. Cognitive theory focuses on mental processes such as analysis, reasoning, and problem-solving, while communicative theory emphasizes meaningful interaction and practical language use.

Argumentative writing is both a cognitive and communicative activity. Students must analyze information, evaluate evidence, and organize ideas logically. At the same time, they communicate with readers and attempt to persuade them through arguments and examples.



This approach helps learners develop critical thinking skills and encourages independent expression of ideas.

The cognitive–communicative model includes several interconnected components:

- **Motivational Component:** students become more engaged when writing tasks are connected to real-life issues and communicative purposes. Discussions and debates increase motivation for writing.

- **Cognitive Component:** this component develops analytical thinking, idea organization, and problem-solving abilities. Students learn how to construct logical arguments and evaluate information critically.

- **Linguistic Component:** students acquire academic vocabulary, linking devices, and grammatical structures necessary for argumentative discourse. Special attention is paid to coherence and cohesion.

- **Communicative Component:** learners practice expressing opinions, defending arguments, and interacting with peers through collaborative activities and peer review.

- **Reflective Component:** Reflection and self-assessment help students identify weaknesses in their writing and improve their argumentative skills.

The cognitive–communicative model includes several stages:

1. **Pre-writing** – brainstorming ideas and discussing topics.
2. **Drafting** – organizing arguments into a structured text.
3. **Revising** – improving logical consistency and clarity.
4. **Editing** – correcting grammatical and lexical errors.
5. **Publishing** – presenting the final version to an audience.

These stages promote both cognitive development and communicative competence.

Coherence and cohesion are essential elements of argumentative writing. Coherence ensures logical organization of ideas, while cohesion creates connections between sentences and paragraphs through linking words and reference devices.

Students who understand these categories produce more effective and persuasive texts. Therefore, teachers should explicitly teach cohesive markers, transition signals, and logical sequencing.

The cognitive–communicative model is an effective approach to developing argumentative writing skills in high school students. By integrating cognitive processes with communicative interaction, the model improves learners’ critical thinking, logical reasoning, and written communication abilities.

The study demonstrates that argumentative writing should be taught not only as a grammatical exercise but also as a process of thinking and communication. The implementation of the cognitive–communicative model can significantly enhance students’ academic writing proficiency and communicative competence in English language education.



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