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O Research Article

ACADEMIC WRITING IN ENGLISH IN HIGHER EDUCATION: PROBLEMS AND PROSPECTS OF LINGUOCULTURAL EDUCATION

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Abstract

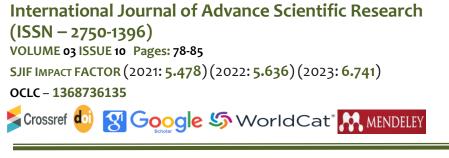
This scientific article highlights the actual problem of the formation of academic writing skills among students of a non-linguistic higher educational institution for whom English is a foreign language. The author explores the influence of the lack of knowledge of the peculiarities of the style of the academic genre and the limited vocabulary on the creation of text samples within the framework of academic writing. The article substantiates the importance of developing academic writing skills for the academic and professional activities of students, and also suggests specific ways to solve emerging problems in written communication.

Keywords

Scientific article highlights, higher education: problems and prospects.

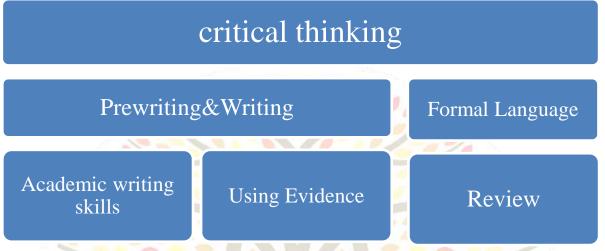
INTRODUCTION

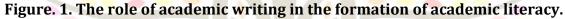
The absence of an independent discipline "Academic writing in English in the curricula for training specialists in higher education in Uzbekistan" [1] prevents the use of a systematic approach to teaching academic writing skills within the framework of studying the discipline "Foreign Language". The full implementation of such a program requires an additional number of classroom hours and in-depth knowledge in the field of linguoculturology . Nevertheless, the practical skills of academic writing are becoming indispensable for future professionals in the





context of the globalization of world processes in education and business. These skills are necessary not only to achieve academic success, but also to create opportunities for successful work in the international professional field [4].





Academic writing is a complex set of skills that is not limited to just one language aspect. As shown in the table, this complex includes not only linguistic skills (language, syntactic, stylistic), but also metalinguistic competencies (critical thinking. rhetorical elements. analysis), linguocultural features and other conventions inherent in the style of literature associated with a certain field of knowledge . In this regard, teachers of English are faced with the task of adapting the full course of academic writing to the needs of the relevant specialty or developing an independent author's program, taking into account modern requirements for professional written communication in a foreign language.

This article describes the experience of creating and implementing such programs for undergraduate and graduate students, young scientists and researchers who are successfully engaged in publishing activities.

At the initial stage of the development of the program for undergraduate students of the "Management" direction, a survey was conducted in order to find out the difficulties that students face when writing academic texts. The students were asked to rank their responses by difficulty level from the most difficult to the easiest problems in writing academic texts. The questionnaire included the main skills that should be formed by the end of the academic writing course.

Possession of vocabulary and the ability to accurately use it. The ability of the author to determine the target audience and its sociocultural characteristics, the purpose of communication and rhetorical models to create International Journal of Advance Scientific Research (ISSN – 2750-1396) VOLUME 03 ISSUE 10 Pages: 78-85 SJIF IMPACT FACTOR (2021: 5.478) (2022: 5.636) (2023: 6.741) OCLC – 1368736135 Crossref 0 S Google S WorldCat MENDELEY



an appropriate discourse (academic, scientific, professional).

Mastering the rules of spelling. Knowledge of grammatical principles and their practical application. Competence in following the rules of punctuation in English. Ability to write neatly and legibly.

The results of the survey showed that the main problems of students in writing academic texts are associated with insufficient knowledge of grammar and vocabulary. 90% of the students surveyed indicated ignorance or insufficient knowledge of grammar rules as the main problem. 8% of students noted a lack of vocabulary, and 1% encountered spelling problems. Issues related to style, underlining and punctuation accounted for 1% of responses.

It is important to note that good oral and grammar skills do not automatically guarantee good written communication skills. The answers of 10 interviewed teachers also indicate that the lack of mastery of the style of academic writing and the lack of lexical literacy are the main problems. Students, not understanding the essence of academic writing in a foreign language and not realizing the need to develop complex skills, reduce all their problems to grammatical errors at the level of morphology and syntax.

For successful written communication in English, it is necessary to develop not only grammatical skills, but also the ability to determine the style of communication, use vocabulary correctly, and follow the rules of punctuation. It is important to realize that academic writing requires specific skills and conventions that are different from spoken language.

The teachers, in turn, noted their difficulties in teaching students academic writing, especially in terms of correction of written work and assessment. They noted that correcting style errors is a much more difficult task, and in many cases there is a desire to completely rewrite the desired text of an essay or report.

An analysis of the answers of students and teachers allowed us to more accurately determine the tasks that arise before creating a course on academic writing. We faced questions about what material should be included and how it should be presented in order to build strong academic writing skills and abilities, as well as how writing should be assessed and error correction prioritized for teachers.

When planning the program, we took into account the fact that although knowledge of a foreign language is the basis of writing, for students for whom English is a foreign language, language errors are not a primary problem. More often than not, international students do not meet the reader's expectations in the target language. In this case, teachers who teach academic writing classes have a high level of proficiency in the subject, as they have improved their professional skills in this area at American universities and are well aware of the linguocultural difficulties that arise when faced with a foreign written language. In addition, American teachers who worked with our students confirmed our findings that students use English words and sentences, but the idea of International Journal of Advance Scientific Research (ISSN - 2750-1396) VOLUME 03 ISSUE 10 Pages: 78-85 SJIF IMPACT FACTOR (2021: 5.478) (2022: 5.636) (2023: 6.741) OCLC - 1368736135 Crossref 0 S Google S WorldCat MENDELEY



a written statement is not clearly formulated, which leads to a misunderstanding of the main idea or individual arguments given in the text of the statement.

Low order academic writing skills (Lower order concerns) include grammar, punctuation, spelling, and sentence structure. These skills are essential for creating clear and grammatically correct texts. Teachers should pay attention to these aspects and help students develop their skills in these areas.

High order academic writing skills (High order concerns) are related to the development of ideas, text organization, logical structure, argumentation, and critical thinking. Teachers should help students develop the ability to analyze information, formulate ideas and arguments, and structure their work for a logical and coherent presentation of the argument.

When developing an academic writing program, it is necessary to take into account the principle "from simple to complex". This means that students are first presented with tasks and exercises that help them develop low-order academic writing skills, and then gradually move on to more difficult tasks that require the development of high-order academic writing skills.

It is also important to take into account the diversity of the target audience and adapt the program to its needs. The program should be flexible and take into account different levels of language proficiency, students' prior knowledge and their academic goals.

Teaching academic writing should be based on a combined approach that includes a linguocultural aspect. This means that in addition to language skills, students also need to master the cultural conventions of academic writing in order to function adequately in university culture and foreign language disciplinary subcultures.

In general, the development of an academic writing program requires taking into account linguistic and cultural aspects, the consistent development of low and high order skills, as well as adaptation to the needs and level of language proficiency of students.

To achieve the expected result when teaching academic writing, already at the initial stage, it is necessary to develop not only low-level skills that are more related to grammar and syntax, but also other important components of writing. This includes the ability to formulate the thesis of a written statement, determining the target audience and purpose of communication, choosing appropriate strategies for organizing a written sample, as well as knowing the stages and correctly applying the features of the development of thought in English, taking into account the rules of rhetoric and culture of foreign language written communication.

In the process of teaching academic writing to students at any stage, it is necessary to pay attention to the development of skills of mental activity. At the same time, the student's cognitive readiness and his linguistic literacy should be taken into account, offering adapted practical tasks. For example, our courses help students International Journal of Advance Scientific Research (ISSN - 2750-1396) VOLUME 03 ISSUE 10 Pages: 78-85 SJIF IMPACT FACTOR (2021: 5.478) (2022: 5.636) (2023: 6.741) OCLC - 1368736135 Crossref \bigcirc S Google S WorldCat MENDELEY



develop reflective and critical thinking, which are an integral part of the academic writing process. We pay attention not only to writing words and sentences, but also to conveying thoughts in a logical sequence in written samples belonging to a particular academic subculture.

The importance of reflective writing cannot be underestimated. Reflective writing is not limited to choosing an essay topic and collecting information for writing it, it also requires a clear statement of thought, confirmation or examples illustrating its regularity after an analytical analysis of the information received. As J. Moon notes, reflective writing promotes learning from experience and the development of skills for analyzing and comprehending this experience through the written presentation of thoughts and the analysis of these thoughts.

Students need to constantly analyze the information they receive, and not be limited to retelling it, and independently evaluate their achievements in writing.

During the implementation of the academic writing program, the student must achieve the following skills in writing:

- Analyze and respond to described events, experiences and new information presented in the text.
- Develop your own methods to achieve clarity and better understanding of the material being studied.
- Extract the most significant information from the read in accordance with the goal.

• Independently develop and improve academic writing skills.

To develop these skills, students are offered the following practical tasks: writing reflective notes, writing a personal essay on an academic problem, peer review of the work of other students, selfassessment (using rubrics for which assessment is carried out or in the form of an essay). Particular attention should be paid to the assignment known as the Annotated Bibliography.

This task can have a variety of content and cover a wide range of issues, as well as be limited to small tasks determined by the teacher. Here is an example that describes the possible tasks:

- review of the literature of a particular subject;
- demonstrate the quality and depth of reading
- what you have done;
- exemplify the scope of sources available such
- as journals, books, websites and
- magazine articles;
- highlight sources that may be of interest to others
- readers;
- explore and organize sources for further research.

This is only an open list of tasks, which can be supplemented or shortened depending on the requirements for the target audience.

The thought process, which includes reflective and critical thinking, cannot be clearly separated.

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However, the above division and the skills that are acquired as a result of teaching academic writing are conditional categories that help students understand the requirements of the teacher in the learning process.

Regarding the formation of critical thinking skills in teaching writing, this aspect is widely represented in the methodological literature. In this context, we will consider this side of mental activity solely from the point of view of the genre approach in academic writing.

Thus, academic writing is a discipline that develops a complex of academic and professional skills. On the one hand, this makes it difficult to teach, and on the other hand, it is an integral part of the preparation of students in an interdisciplinary approach. The problems listed above and the need for the correct setting of the objectives of the course make it highly variable and multifaceted.

The choice of material and the focus on a certain approach to its implementation depend on the

professional goals of the course and its target audience. Considering that our courses are aimed at future managers, we have limited the course content to the main genres of academic writing that will be promising for use in the professional field.

For undergraduate students, the main genres of academic writing are writing two types of summary -- classical and summary synthesis with elements of analysis . In addition, the course program includes writing peer review after each written assignment. The main genre at the first stage of the program is writing an academic essay. The type of essay depends on the purpose of written communication and is conditionally divided into 4 groups. The topic for writing an essay is chosen by the student in a particular discipline and agreed with the teacher teaching this discipline. Some of the disciplines for which essays are often written include Leadership, Knowledge Auditing, Organizational Behavior, Human Resource Management, Corporate Social Responsibility, and others.



Figure 2. Types of essays

The master's program includes other genre writing examples, such as Literature review ,

Abstract writing, Article writing. The content of the work is determined by the student and

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usually coincides with the topics considered in Russian. However, the student does not translate the text from Russian into English, but writes a version in English, taking into account the linguacultural features and academic requirements associated with this genre of academic writing.

The elective program in academic writing for graduate students and young scientists who are actively published is implemented in the format of interactive lectures and practical group and individual lessons.

The course program includes the following topics:

Requirements for writing articles in international scientific collections.

Work on the article before its publication (Prepublication activities).

Linguocultural problems associated _ With publication articles (Challenge: breaking the ice by submitting your first manuscript to a journal).

Types articles For publications (Types of Research Publications).

Work on the article after the review (Review Activities).

In the Prepublication section Activities focuses on the following issues:

Development and conduct of research.

Preparation of a research proposal for symposiums and conferences.

Effective presentations at conferences and conventions.

In the Types section of Research Publications discusses the features of writing published works, such as:

Positional article (position paper).

Analytical research (analytical study).

Review literature (review of the literature).

Report about evaluation (evaluation report).

Descriptive report and others.

Conclusion

In conclusion, we can say that although the discipline "Academic Writing in English" is not an independent discipline in the curriculum of higher education, its role in the development of a student's intercultural competence should not be underestimated. Understanding that written communication in a foreign language has a socio-cultural orientation and requires specialized training will help the graduate to successfully enter the global international business space and become a competitive specialist in their professional field.

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