

Methodological Aspects of Teaching Academic Writing at the University

*Mirzaeva Nasibakhan Jalolovna*¹

Abstract: This article discusses the study of modern quality standards of higher education in relation to the teaching of a foreign language in the aspect of academic writing for students.

Keywords: transdisciplinary approach, educational process, university standards, writing as a learning goal, formation of competencies.

The ability to write scientific texts is central to other research competencies. Today, scientific communication is not limited to national, institutional and even disciplinary boundaries, which is especially noticeable in the social sciences. The textbook is based on a transdisciplinary approach, widely used in the Western tradition of teaching academic writing, but still little known in our country. The text is considered as a public product, and the letter as a process of its non-linear construction, and the individual process of working on the text is inextricably linked with the process of discussing it with potential readers, students or colleagues.

The practice of writing a clear, concise and convincing scientific text begins with the first student papers and never ends, so the textbook can be useful both for a student writing his first essay and a specialist writing a scientific article. Since the textbook is based on international requirements for a scientific text, it can be used in the preparation of a foreign publication. The construction of the textbook allows you to use it both sequentially and selectively to solve specific problems.

The process of education must be completely and completely subject to established standards, without which institutional formal education is impossible. The standards must be universal and at the same time meet the certification requirements for education in the country where it is provided. It is necessary to formulate requirements both for the system of disciplines and for individual disciplines provided for by the programs of educational institutions in certain specialties.

The problem of organizing the educational process is the most important in the modern world. This is explained by the fact that cooperation and joint scientific research in different fields of knowledge is possible only if there are no contradictions in the system of standards underlying the educational process. Of course, the question arises: what standards should be introduced to ensure education in the modern world, taking into account the inevitability of an interdisciplinary approach in the development of subjects or professions in accordance with the qualification requirements of state standards. The problem is aggravated by the fact that state standards are not formulated in every country. In addition, the existing ones regulate the formation of competencies that are too generalized for students; recommendations for teaching individual disciplines are not indicated in them. On the other hand, voices of protest are often heard from teachers who believe that they have a sufficient knowledge of the subject and that they do not need any standards.

But again the question arises: how should the knowledge assessment system be built if the amount of information required for a given subject is not the basis for subsequent disciplines and does not correspond to the policy of continuity? Very often, the subject being studied is based on knowledge of a number of previously studied disciplines, as well as skills that should be formed through the content being studied.

¹ Teacher of the Department of "Languages", Tashkent State Agrarian University



In fact, university standards are needed that would take into account the continuity of skills and abilities that are implemented in each subsequent discipline. If this does not happen, then there is neither a professional understanding of the disciplinary content by students, nor the ability to apply the material to translate it into other areas of knowledge, and the content is not fixed by the ability and experience of its use in an interdisciplinary context. Accounting for interdisciplinary links is an important prerequisite for the proper organization of the university educational process.

Based on the experience of the author of the article in one of the higher educational institutions where education is carried out in English, the result of such an optional “approach” to the organization of the educational process was a complete methodological inconsistency between teachers who read the same course. The program was “farmed out” to everyone and, naturally, the tests compiled by teacher A were almost impossible for the group of teacher B, and vice versa. This situation was the result of disagreements between teachers, each of whom believed that it was his version that was the essence of the subject, and as for skills and abilities, they are formed in each in their own way, outside the requirements of any standard. There were even considerations not to take into account the continuity of disciplines in the educational process and to distribute subjects in any sequence (sometimes even regardless of the year or semester of study!). Such an approach to the organization of the educational process, according to supporters of an arbitrary order of disciplines in the working curriculum, made it possible to solve the problems of the schedule and created some comfort for students.

Written speech is one of the ways to form and formulate thoughts. Outwardly expressed, as well as oral, written speech is secondary. Mastering written speech in a foreign language for many years was not the goal of teaching at school due to the dominant position of oral speech in programs and the difficulty of mastering this skill (with a limited number of hours) and, accordingly, was not reflected in domestic teaching materials in foreign languages. Writing acted only as a means of teaching other types of speech activity, allowing students to better master the program language material, as well as a means of controlling the formation of students' speech skills and abilities. Meanwhile, the written form of communication in modern society performs an important communicative function. Therefore, at present, the attitude towards writing and teaching students the ability to express their thoughts in writing has changed dramatically. Writing as a learning goal is present in programs for all types of educational institutions, at all stages of teaching foreign languages.

The following analyzers are involved in the implementation of writing: motor (main), visual, speech-motor, auditory (secondary). Writing, like speaking, consists of incentive-motivational, analytical-synthetic and executive parts. In the incentive-motivational part, a motive appears which acts in the form of a need, a desire to enter into communication, to convey something in writing, to communicate some information. The writer has an idea for the utterance. In the analytic-synthetic part, the statement itself is formed: the selection of words necessary to compose the text, the distribution of subject features in a group of sentences, the selection of a predicate or a core part in the semantic organization of links between sentences takes place. The executive part of written speech as an activity is realized in fixing the product with the help of graphic signs - written text. Distinguish between writing and writing. In linguistics, writing is understood as a graphic system as one of the forms of the expression plan.

Under written speech - bookish style of speech. In psychology, writing is considered as a complex process in which there is a correlation between speech sounds, letters and speech movements produced by a person. Written speech is the process of expressing thoughts in graphic form. In the methodology, writing is an object of mastering the graphic and spelling systems of a foreign language by students for fixing linguistic and speech material in order to better remember it and as an assistant in mastering oral speech and reading, since writing is closely connected with them. The basis of written speech is oral speech. In both cases, the result will understand of the message by other people. Writing is related to reading. They are based on one graphic system of the language. When writing, as well as when reading, grapheme-phonemic correspondences are established; they only have a different orientation: when reading from letters to sounds, when writing from sounds to letters.



In the first case, the message is decoded or decrypted; in the second case, the message is encrypted or encrypted. Often in the methodology, the terms "writing" and "written speech" are not opposed. The term "writing" is a broader concept than written speech, it can include both writing as such and written speech.

The letter suggests:

- ✓ graphics - a system of signs-graphemes
- ✓ spelling - spelling, a system of rules for the use of signs
- ✓ record - written fixation of language units of different lengths
- ✓ written speech - a written fixation of an oral statement to solve a specific communicative task.

The difficulties of teaching written language are obvious:

- the process of teaching written speech is constantly complicated by discrepancies between the sound and graphic plans for expressing thoughts in a foreign language;
- if during oral communication something can be omitted by the speaker, made up by facial expressions, gestures, intonation, then when communicating in writing, the statement should be specific and complete, as detailed as possible in order to fulfill its communicative function;
- the inability to expressively into tone one's speech requires a more careful selection of syntactic means, and the inability to use facial expressions and gestures requires a more strict grammatical design of written speech;
- the formation of skills in the field of the graphic and spelling system of the language being studied, the presence of such features as unreadable letters, homophone words, variable forms of grammatical spelling, which appear only in writing and do not entail a change in the sound form of the word;
- mastery of written speech, the presence of a certain level of socio-cultural competence in the student.

In the practice of teaching, writing is understood as a technological or procedural aspect, and written speech is a complex creative activity aimed at expressing thoughts in writing. When they talk about writing as an independent form of speech activity, they mean written speech.

The purpose of teaching writing in this context is to teach students to write in a foreign language the same texts that an educated person can write in their native language. Any text written by the author is an expression of thoughts in graphic form.

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