

Teaching effectively and productively academic writing skill in higher school pupils

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Abstract: This article will talk about innovative technologies used in the formation of academic writing skills in English classes of schoolchildren of general secondary education.

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Introduction: Academic writing is considered the most important skill in academic field. Therefore teaching academic writing is key factor of academic success for each pupil in their future professional and personal development as well. Nowadays teachers and educators can implement various advanced technologies and digital literacy in their lessons in order to conduct effective approach to their work.

The new techniques are aimed, among other things, at neutralizing negative factors., obstacles to effective learning (psychological barrier when speaking a foreign language, fear of mistakes, stiffness, passivity, etc.). The ideas of reforming foreign language teaching systems and shifting the emphasis towards intensification and interactivity began to dominate in pedagogical circles already from the second half of the twentieth century, gradually, pointwise, being implemented in real practice. Already at this stage, teachers have come to realize that intensive methods give students the joy of learning, communication and creativity, open up completely new perspectives, and ensure that students learn a foreign language in a short time.

Academic writing is a type of writing aimed at expressing one's knowledge in a particular field of science in a clear, systematic and logical way. It includes scientific research, articles, dissertations, abstracts, coursework, and other academic materials. Main features of academic writing:

- Accuracy: the data is expressed in a clear and understandable way.

- Logicism: thoughts are stated in a logical sequence, linked together.
- Evidence: all opinions and statements are confirmed by evidence, examples, statistics and other reliable sources.
- Objectivity: objective information and evidence are relied upon instead of personal thoughts and feelings.
- Systematicity: data is organized systematically and logically, divided into headings, items and sections.
- Language correctness: grammatical and spelling rules are strictly observed, scientific terms are used correctly.
- Source display: all used sources are displayed correctly and clearly. Types of academic writing:
- Article: presents the results of a scientific study on a particular topic. - Dissertation: a scientific work written to obtain a doctoral degree.
- Abstract: provides a summary on a specific topic.
- Coursework: independent work performed by students in a specific subject. - Book Review: provides a summary of the content and significance of a particular book.

Also important is the knowledge of templates, formats, norms of academic writing, typical for the design of a scientific text of a particular field of knowledge. Taking into account the fact that "most schoolchildren get their first experience of publishing the results of independent research work, therefore, familiarity of

schoolchildrens with international standards imposed by reputable publishing houses for scientific publications for a particular branch of knowledge is of great importance". Based on this, when studying academic writing, schoolchildren form the following academic competencies:

- mastering the skills of structuring text at the level of competent organization of its content within sentences and paragraphs;
- development of language skills in terms of style and vocabulary for competent writing of articles and texts, as well as various business and informational documents;
- the ability to analyze and evaluate written works of various levels, including both your own and others' texts;
- the ability to work with authentic sources, as well as to justify your own point of view on their assessment, etc.

Academic writing skills form the basis of academic literacy. At the same time, this component of academic literacy can be developed only in interaction with other skills: Academic reading; Academic declaration; Discussion skills; Presentation skills. Academic writing skills contribute to laying the foundation for successful professional activity, building a scientific career, and participating in research activities. Academic writing is based on the basics of the mother language and its priority importance in this direction of development. It is gradually beginning to be studied by graduate students, teachers, who publish their articles in international literary sources. Currently, the introduction of academic writing into the educational process requires the development of a unified conceptual and categorical apparatus, the development of a theoretical framework and conceptual framework, methodology and teaching methods.

Since the feature of academic writing is its formal style of presentation, schoolchildren should competently use scientific vocabulary, exercise clarity and clarity when composing the text, and also not abuse phraseological units and colloquial style words. In this regard, the teacher faces the task of developing schoolchildren' text structuring skills so that they can use this skill in their scientific activities in the future, since proper text structuring is an essential component of academic writing. When schoolchildren master academic writing, teachers carry out the following activities: introduce schoolchildren to various samples of texts; teach schoolchildren, based on these samples, to express their thoughts in writing through such types of texts as narration, reasoning, composition, etc. Thus,

schoolchildren should know the main features of academic writing genres, such as: scientific article, abstract, abstract, essay; be able to analyze scientific articles from the point of view of the author's research strategy; have the skills to independently create abstracts and abstracts of scientific articles, etc. When organizing the process of teaching academic writing, it is necessary to take into account that training is traditionally based on two approaches:

a) a product-oriented approach (referred to in foreign methodology as the product approach to the teaching of writing),

b) a process-oriented approach (the process approach to the teaching of writing).

The first approach, which is the most traditional, also called the text approach, correlates with the receptive form of learning, since it implies the use of the finished text as a kind of sample, template. Let's consider the stages of work when using this approach:

a) presentation of the sample text;

b) its comprehension, analysis, manipulation of the text at the level of language design and content;

c) writing a "parallel text". Considering the positive and negative sides of this approach, it is advisable to note the fact that the process of developing written language skills can be reduced to copying text with the replacement of some language templates, which does not develop pupils' written speech as a productive skill. On the other hand, the genre features of the academic style of speech imply a certain element of template in terms of the structure of the text, its organization, there are also features in the use of certain grammatical structures, lexical expressions corresponding to the format of a scientific publication, which justifies the use of this approach in teaching academic writing.

One of the alternative approaches can be considered a paragraph-based approach. In this case, it is productive to consider not a sentence or an essay, but a paragraph as the main unit of discourse, the main element of communication in English academic writing. This point of view has the distinct advantage of allowing the teacher to act recursively (back and forth) rather than sequentially, since such recursiveness more accurately reflects the writing process itself. Instead of first mastering the grammar of a sentence, then a paragraph and only then an essay, the student (at any level) I could start with a paragraph and then go back to the sentence and move on to the essay as needed.

A paragraph has its own structure of three elements: all paragraphs have a capital sentence and supporting sentences, and some paragraphs have a

final sentence. The title sentence conveys the main idea of the paragraph. It not only names the topic of the paragraph, but also limits this topic to a specific aspect that can be fully considered in one paragraph. Supportive sentences develop the topic, that is, they explain or confirm the title sentence by offering detailed information. The final sentence points to the end of the paragraph and leaves the reader with important points to remember. The beginning of work on the paragraph takes place in the usual format: presentation-practice-production. At the stage of presentation, students are presented with a goal, ways to achieve it are modeled, and various organizational techniques are proposed. The emphasis is almost exclusively on writing paragraphs, focusing on the seven modes: narrative, description, illustration, process, comparison and contrast, causality and persuasion. Much attention is paid to the basics of paragraph design and paragraph structure (thematic sentences, auxiliary sentences, final sentences, unity and coherence), while students, in particular, discuss and focus on the logical connections encoded in these seven modes and the transition markers used to convey these logical connections to the reader. At this stage, students have the opportunity to learn how to distinguish the main idea from minor details, cause from effect, and fact from opinion.

The final sentence of each paragraph is then examined, noting that the bulk of each paragraph represents short-term causes or effects, while the conclusion moves on to longer-term causes or effects. Throughout this process, important expressions of logical transitions are selected. To include an intermediate step before writing an essay, an entire class is also brainstormed on possible topics.

After pupils have learned how to work with a separate paragraph, the focus shifts to writing an essay of five paragraphs. Again using the "presentation – practice – production" methodology, the basic structure of the essay and its organization are analyzed, with special attention being paid to thesis statements, thematic proposals, transition signs and corresponding logical connections. At this stage of the essay, there is usually not enough time to cover all kinds of essays, which are really just different ways of organizing the content. It is preferable to use narrative and causal essay templates, since this allows students to see the differences in point of view between the first person "I", from whom most narratives are written, and the third person. At this stage, students must demonstrate an understanding of the components of the text and the connections between them. On this basis of the nonlinear organization of the text, academic writing training is built in high school, which allows you to maintain the

focus of the text from the thesis to the main conclusion.

Thus, the need to teach high school students the skills of academic writing is due to the fact that this type of writing is today the basic language competence of successful study at a higher educational institution, allowing you to read, understand, structure and format your own scientific texts.

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