



ACADEMIC WRITING IN TEACHING A FOREIGN LANGUAGE

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Received	May 30 th 2021	Academic Writing is a valuable study skill that is supported at any discipline-specific contexts. The purpose is to consider creative methods in teaching, to study the importance of using academic writing and to identify effective methods in teaching academic writing. With the help of these techniques this study aims help students to consistently learn academic literacy and increase the need for students to further develop skills in academic contexts.
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Academic writing is a complex and multifaceted set of skills, which today is worldwide recognized in relation to all other skills required for successful study at higher education institutions. The role of writing and its positive influence on the intellectual development of a man has been researched by many linguists. R. Reich and A. Knopf predicted that most of today's graduates will work in the field of so-called symbolic-analytical services. The authors explain that, in addition to disciplinary knowledge, and future professionals need the critical thinking skills, acquisition, playback and display of knowledge. The letter in this case should be not the final product (result) of the educational process and an effective method of learning (the so-called approach of "writing-to-learn").

Many emphasize the close relationship of writing and thinking activities. Western education system is focused on the letter; a letter is not only a function of the knowledge control (writing as a product), but also as a major method of learning (writing as a process), and as an approach to learning (writing-to-learn). Creating written texts, students get new knowledge, develop critical thinking skills. A letter is perceived in a different way, this skill ceases to be purely formal key that allows how to successfully study at university and work effectively in the future, be an academically competent expert [1; 187]. In higher education academic writing is the significant part of student's successful academic competence. Focusing on academic writing issues, we also engage in other kinds of academic writing forms as essay writing, writing journals, case studies and so on.

To take UK into account only 2 % of the population pursued higher education in the 30th of XX century, later by the year 2005 the rate of 18–30-year-old highly educated people reached 50 % [2; 62]. Influence by new trend most international universities included this skill into must-taught competence for

diverse groups with their cultural and educational background. According to Lillis students are to interpret academic texts and to deal with writing instructions due to their ethical and civilizing features in all [3; 59].

First, the discipline called Academic Writing has long existed due to extensive, well-developed scientific and methodological base, and a truly inexhaustible range of textbooks, and relevant courses — unfortunately, not yet in Kazakh. Moreover, this discipline occupies a crucial place in western countries in the complex of other disciplines aimed at the development of academic skills. The latter are academic literacy skills (academic literacy), and their formation is considered as an institutional responsibility (an institutional obligation) of universities and colleges [4;138].]. According to educational theorist Mike Palmquist writing process has own specified contexts where goes all in-parts of this notion. We notice from his classification three main contexts such as cultural (influences, interests, values), social (interpretation of readers, purposes, interpretation of writers) and physical (writers, documents and genres, readers) that influence at greater or less degree [5;21]. To produce a good writing piece, learners should refer to more resources and to summarize each piece of thought that show clarity, authority and balance. Another essential point is the choice of approach. For many years, among western educational theorists and methodologies of academic writing were disputes about which model is better — disciplinary or universal. If you adhere to the first, it is possible to reach an extreme degree of specialization of the writing skills which will be in the thrall of tradition and templates. Specialization and early profiling of higher education in Russia have already caused injury to domestic science, creating deep roots within disciplinary «traditions of writing», consisting of phrase logical patterns, complex syntagmatic relations [6; 140]. Foreign educators



define academic writing in four «P» s: personal product, process, and practice. The text as a product quite corresponds to domestic representations about "the whole text «or" the scientific text"; practicing any kind of writing represents long individual experience without which it is impossible to reach qualitative indicators of any activity; and process of the writing is a main work with "pen on paper" or "keys on the keyboard". The most important term in this system is the vitality of personal, precise, individual, experience of a writer [7; 330]. There is a great development of internet-based sources to support student`s writing process. In this section, virtual listening sources will be surveyed to assist in teaching academic writing. One of the most effective sources is a computer-based conference where students arrange discussion forums and sub-conferencing by the help of tutor. Each university offers variety of academic support for students throughout their study appropriately, say, digital presentation of learning materials. In recent years, due to the global increase in the influence of the Internet, the role of online learning has increased significantly. People like the simplicity, financial attractiveness and entertaining of this method of learning in comparison with the traditional method of education.

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