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**ТИЛДИК ЭМЕС УНИВЕРСИТЕТТЕРДИН СТУДЕНТТЕРИНИН АКАДЕМИЯЛЫК
ЖАЗУУ КӨНДӨМДӨРҮН ӨНҮКТҮРҮҮ
РАЗВИТИЕ НАВЫКОВ АКАДЕМИЧЕСКОГО ПИСЬМА У СТУДЕНТОВ
НЕЯЗЫКОВОГО ВУЗА
DEVELOPMENT OF ACADEMIC WRITING SKILLS IN NON-LINGUISTIC
UNIVERSITY STUDENTS**

Аннотация: Бул макалада тилдик эмес университеттин студенттеринин академиялык жазуу көндүмдөрүн өздөштүрүүнүн негизги ыкмалары, этаптары жана дидактикалык мүмкүнчүлүктөрү окутуунун көз карашынан каралат.

Аннотация: В данной статье рассматриваются основные подходы, этапы и дидактические возможности освоения студентами неязыкового вуза навыков академического письма с точки зрения преподавательской деятельности.

Annotation: The main approaches, stages and didactic possibilities of mastering the skills of academic writing by students of a non-linguistic university from the point of view of teaching are considered in this article.

Негизги сөздөр: инновациялык ыкмалар, жемиштүү методдор, практикалык ишке ашыруу, компетенттүү интеграция, теориялык негиздөө, академиялык көндүмдөр.

Ключевые слова: инновационные подходы, продуктивные методы, практическая реализация, грамотная интеграция, теоретическое обоснование, академические навыки.

Key words: innovative approaches, productive methods, practical implementation, competent integration, theoretical justification, academic skills.

As recent studies show, as part of the development of socio-economic relations with foreign countries, one of the leading areas of training specialists in non-linguistic universities is the development of academic writing skills in a foreign language. Today, in various foreign language courses, academic writing is one way or another included in the curriculum, but the practice is such that in modern conditions a comprehensive approach is needed to develop the skills and abilities of academic writing.

This is also evidenced by the results of the PISA International Student Assessment Program, in which our students, for example, failed to complete tasks related to testing their academic literacy

skills. Thus, in the analysis of the Center for Assessment of the Quality of Education, such shortcomings were noted as the lack of strictness of thinking and accuracy of thought among young students, a low level of analysis and generalization, a weak expression of independence and initiative in choosing one's own life position [4]. In this regard, the actualization of this problem is determined by new requirements for the quality of professional training of young specialists, in which the knowledge of academic writing in a foreign language also plays an important role. This is due to the need of society for specialists who speak and write in a foreign language against the backdrop of all those socio-political and socio-economic transformations, and the growth of economic and cultural ties with foreign countries.

The purpose of this article is to identify and reveal the main approaches, stages and didactic possibilities of mastering the skills of academic writing by students of a non-linguistic university from the point of view of teaching.

In the course of studying the psychological and pedagogical literature on the problem of teaching a foreign language in a non-linguistic university, the following contradictions were found between :

- the need for a high level of professional training of specialists who are fluent in academic writing in a foreign language, and a low level of written proficiency among graduates of general education schools and university students due to the secondary nature of studying writing in speech activity;
- between the need to improve the efficiency of preparing students for mastering academic writing and the insufficient development of pedagogical conditions for this;
- between the need to apply innovative approaches for productive teaching of academic writing in a foreign language and the lack of scientific substantiation of educational and methodological developments for the practical training of students of non-linguistic faculties of a university in foreign language writing;
- between the need to learn a foreign language at various levels of speech activity (reading, writing, listening , speaking) and the degree of their implementation in practice;
- between the content, forms and methods of the educational process at the non-linguistic faculties of the university and the need for students in productive approaches to their professional development and personal development.

In the system of higher education, these contradictions, in our opinion, should be resolved at the methodological level with elements of practical implementation. Since academic writing is today an important component of speech activity in most professions, the following trends can be distinguished in the theoretical justification for the importance of developing academic writing skills:

- academic writing contributes to the realization of knowledge in a foreign language through the linguistic and cultural content of the educational material;
- academic writing (for example, in English), in interaction with reading, speaking and listening , creates the corresponding integrative qualities, such as: consistency, integrity and complexity of speech activity in the professional development of a future specialist;
- academic writing in a foreign language in the professional training of a specialist of any profile should become not only an independent type of speech activity, but also perform educational, developmental and educational functions of the student's personality development.

To do this, it is necessary to increase the effectiveness of teaching a foreign language and improve the practical orientation of its content towards professional training in the field of academic writing, which, in turn, leads to the formation of the following areas:

- organization of the process of teaching students on the basis of personality-oriented and activity approaches;
- application of productive methods for the practical implementation of the use of academic writing in teaching students in a non-linguistic university;
- development of methodological aspects of improving the process of teaching academic writing in the course of learning a foreign language.

These areas are associated with the maximum development of academic writing skills among students, which involves the integration of all types of speech activity in a non-linguistic university with the introduction of productive learning based on targeted and systematic professional training based on the individual creative abilities of the individual [2].

Hence, for the implementation of productive teaching of students in academic writing in English, it is necessary to apply such didactic principles as: continuity of learning levels (from elementary to advanced); the integrity of teaching speech activity as such; competent integration of all types of speech activity (reading, writing, listening, speaking). The need for these principles is due to the fact that academic writing in the system of training specialists in a non-linguistic university will always act in the interaction of the following components: as an independent type of speech activity, along with reading, speaking and listening; as a means of improving the quality of the actual professional training of students in integration with reading, listening and speaking. Therefore, for the productive teaching of students in academic writing in a foreign language, it is also important to focus on the principles of complexity and adaptability in order to ensure both the effectiveness of teaching students academic writing in a foreign language from an intermediate to advanced level, and the development of professional qualities of students' speech activity as future specialists. [2; 3].

An analysis of the work of non-linguistic universities in this aspect shows that today, as a rule, an approach is used that considers writing in a foreign language only as a means of teaching other types of speech activity, i.e. writing skills and abilities lag behind the level of training in other types of speech activity. To solve this problem, it is necessary to implement certain pedagogical conditions for teaching the skills of academic writing in a foreign language, which, in particular, would ensure the continuity of the following stages: 1) at the initial stage, students study spelling, grammar, vocabulary and the adequacy of its application; 2) at the second stage, academic writing is taught, where students develop the skills of writing an official academic letter on the basis of test tasks.

These stages are implemented subject to the following pedagogical conditions:

- providing such content, forms and methods of teaching students, in which the study of a foreign language would be a holistic process of speech activity (reading, writing, listening and speaking), aimed at improving the skills of academic writing;
- establishing meaningful and functional links between all types of speech activity in order to ensure the consistency and consistency in the development of academic writing skills;
- the relationship between the development of academic writing skills and the creative self-realization of students in the course of their speech activity;

- continuity of levels of primary, secondary and advanced assimilation in the process of teaching a foreign language;
- a differentiated approach to teaching a foreign language, taking into account the mastery of students' language competencies;
- continuous addition of a holistic educational process with innovative methods of teaching academic writing of increased difficulty in a foreign language.

Based on this, when studying the course "Academic Writing", students of a non-linguistic university form the following academic competencies:

- mastering the skills of structuring the text at the level of competent organization of its content within sentences and paragraphs;
- the development of language skills in terms of style and vocabulary for the competent writing of articles and texts, as well as various business and information documents;
- the ability to analyze and evaluate written works of various levels, including both one's own and other people's texts;
- the ability to work with authentic sources, as well as to substantiate one's own point of view based on their assessment, etc. [7].

Since a feature of academic writing is its formal style of presentation, students must correctly use scientific vocabulary, exercise clarity and clarity when composing the text, and also not abuse phraseological units and words of colloquial style [5]. In this regard, the teacher is faced with the task of developing the ability of students to structure the text so that they can later use this skill in their scientific activities, since the correct structuring of the text is an essential component of academic writing. When students master the discipline "Academic Writing", teachers carry out the following activities: introduce students to various samples of texts; they teach students, based on these samples, to express their thoughts in writing through such types of texts as narration, reasoning, composition, etc. Thus, students should know the main features of the genres of academic writing, 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 annotations of scientific articles, etc. [6].

In conclusion, we note that within the framework of this discipline, a large set of topics for study should be offered, on the basis of which the corresponding control tasks are compiled to check the assimilation of both formal material (the correct structure of the article, its volume, etc.) and to check its content. side (proper use of vocabulary and grammar of a scientific article). At the same time, based on the different orientations of the faculties of a non-linguistic university, an adequate selection of language material is also important, which, of course, requires taking into account thematic and genre affiliation [2].

That is, the question is to choose the subject of a particular faculty, where a certain specificity of training future specialists is most in demand, for which the problem of mastering professional and highly specialized vocabulary comes to the fore [1]. Hence, the main feature of this course is its practical focus on the development of academic writing skills, and this also provides for the parallel development of students' both cognitive (the ability to put forward hypotheses, analyze information, etc.) and language skills (the ability to formulate an idea and present it with the help of linguistic means [8].

The modernization of the higher education system, which has been taking place in recent years, is aimed at finding the best ways to improve the teaching of a foreign language. The learning

process today is becoming closely associated with a real opportunity for university graduates to integrate into the international scientific environment, where it will be necessary to demonstrate not only language skills, but also research skills. In this process, special attention in recent years has been paid to written communication in the form of scientific articles, reports, business reports. This makes the task of developing foreign language academic skills of students extremely relevant.

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