

Construction of Writing Procedure for Getting Students to Produce Independent Academic Written Works

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Abstract: Writing an academic essay in English refers to the scientific and creative type of independent work of students, the development of which is very difficult for bachelors of non-linguistic specialties. The purpose of the article is to actualize the importance of pedagogical support of independent educational activities of students in the development of foreign language academic writing. The article presents the experience of using the modified technology of pedagogical support of students' independent work, characterizes the content of the stages of technology, describes the activities of the teacher and students in accordance with the peculiarities of mastering the academic essay.

Keywords: academic writing, academic essay in English, process-oriented approach, product-oriented approach, language experience, technology of pedagogical support of students' independent work.

Introduction

The conditions of modern reality increasingly require a highly qualified specialist to demonstrate such qualities as self-organization, self-discipline, self-learning and others included in the broader concept of "independence". Independence is not an innate property of a person. It is formed and develops throughout a person's life, being an integral part of his continuing education [9]. The higher school acts as a key link in this process. It is in the course of independent activity that the development of professional competencies, the true self-development of the personality of future specialists and the awareness of self-realization occur. The share of independent work, according to the State Budget, is half of the total labor costs of students to master the educational program.

Method

In the didactics of higher education, the student's independent work (SIW) is allocated to a separate type of educational activity (individual or group), carried out in a specially designated (classroom or non-classroom) time, under the guidance of a teacher, but without his direct participation. At the same time, the teacher should use various methodological and organizational forms to form methods of organizing SRS in order to involve students in independent cognitive activity [10]. In other words, the task of the higher school is to build the educational process in such a way that the student, as a result of methodically correctly constructed pedagogical support, can himself master the acquired knowledge in practice, transforming it into a set of competencies he needs, while consciously showing both initiative and self-organization. In this regard, the search for pedagogical technologies that allow achieving the desired result becomes relevant.

Results and Discussion

From the point of view of cognitive independence, creative (P. I. Pidkasisty) [3, 90] and scientific-creative (I. I. Malkina) [2] types of independent work characterized by the need to independently resolve problematic situations are considered the most labor-intensive, but at the same time allowing to show the highest level of cognitive activity and independence. This type of SIW includes writing an academic essay in English. Despite all the value of this IW, according to a

survey of students of the second year bachelor's degree of the Samarkand State Institute of Foreign Languages, the word "essay" evokes the association of "difficult", "laborious", "long", while 90% of respondents noted that the most difficult thing in an essay is "forcing yourself to sit down to write", which is confirmed in practice by works not delivered on time and accumulated academic debts. In addition to self-organizational difficulties, a diagnostic entrance essay on a free topic by first-year non-linguists (10 people), performed by them independently at home, revealed a number of other problems. Students do not know how to build syntactically correct sentences in English that have an easily perceptible meaning (70%). Some use machine translation (google translate) without post-editing the English text, which also complicates the syntactic construction of sentences and understanding the thoughts of the writer. Students cannot logically link sentences and paragraphs (77%) and have no idea about the structure of a paragraph (86%). They cannot clearly formulate a thesis (32%), or it is absent altogether (59%). Evidentiary reasoning and arguments, if any, do not correspond to the thesis (72%). A third of students who had experience preparing for essays on state exams demonstrate redundancy in the use of introductory cliched phrases in order to "stretch" the number of words in written work. And the most terrible scourge of the modern young generation is plagiarism (45%).

The identified problems demonstrate the importance and necessity of pedagogical support of the SIW for mastering such a type of foreign language written speech as an academic essay. This article presents the experience of using the technology of pedagogical support of students' independent work on writing an academic essay in English among first-year undergraduate students of language training areas at the Samarkand State Institute of Foreign Languages.

One of the forms of academic writing, which is widely used in the student's educational activities, is an essay. An academic essay is not artistic thought-creation in a free form, but a clear, logical, objective and structured evidence-based reasoning that is identical to a small research paper. The genre of this essay is the basis of academic written discourse, with the development of which begins the creation of truly scientific texts (theses of the report, term papers, articles, dissertations). That is why it is so important to pay special attention to his studies at the university in the junior undergraduate courses and teach students to write academic essays in English on their own. This is especially important for students of linguistic profiles in order to successfully integrate research into the international, scientific, and professional environment [8].

The difficult task of teaching students of linguistic specialties the basics of academic writing is solved using two methodological approaches. The product-oriented approach (product approach, product writing) is aimed at creating the final product of written speech. The process-oriented approach (process approach, process writing) includes such stages as thinking, planning, writing directly and checking what is written. When teaching essay writing, a combination of both approaches is reasonable, therefore, following I.B. Korotkina considers the key concept of "writing" in the context of this study as a process, product and practice. The result of the letter in this case is an essay, which is a finished product for the reader. For students, this is more likely the result of their independent process based on personal experience and practical activity in creating various written texts [6]. Thus, when teaching an academic essay in English, it is advisable to apply a pragmatic approach based on the practical orientation and active activity of students in mastering basic concepts in academic writing, such as thesis (thesis statement), the main sentence of a paragraph (topic sentence), etc. A complex combination of these three approaches, from the point of view of the author of the article, allows students to organize independent work, and also contributes to the formation of their sense of responsibility for the final result and interest in their own success.

Preparatory stage

Diagnostic, training, and control versions of tasks for the SIW on writing an academic essay have been prepared.

A rubricator for the evaluation of an academic essay and a memo on the peculiarities of writing two key types of essays in English academic discourse – expository and argumentative. The rubricator is based on the criteria for evaluating essays from the academic module of the

international Cambridge exams IELTS (International English Language Testing System) and CPE (Certificate of Proficiency in English) [11]

A syllabus was compiled for students, which is similar to the technological map of the SIW, but more mobile, because it can be adjusted by the teacher for each individual group, and students can make changes on a communicative basis [7]. The syllabus on the SIW over the essay included: a list of works, maximum points for them and the amount of points that a student should score during the SIW, requirements for the deadlines for the essay, essay evaluation criteria, a table with the types of errors in the essay for independent work on them at the correctional stage (writing correction code).

The number of hours allocated for independent work on the essay and the number of types of tasks have been adjusted, considering the discipline in which this form of academic writing was taught. Since academic writing is a new and complex type of SIW for students of language specialties, they were not involved in the process at this stage.

Diagnostic and motivational stage

The students wrote a diagnostic essay outside the classroom in order to identify typical mistakes and correct the course of study. After checking the written work by the teacher, after reviewing the results, the students analyzed the weaknesses of their essays and, according to the criteria, gave themselves points.

A written survey of students was conducted in order to find out what experience in writing an essay the former students had, what theoretical knowledge they have about the structure and features of the essay, as well as to identify the main difficulties students face when writing an essay in English.

During an interactive conversation with the teacher, students designed the syllabus of the SRS for writing essays. During the tasks of this stage, students, reflecting on the advantages and disadvantages of their activities when writing an essay, realized the importance of the proposed type of independent work and their share of responsibility for the final result.

Training stage

In order to streamline and organize the time-consuming process of writing an academic essay from the idea to the finished product, the essay writing process was represented by three key stages: preparation → writing ↔ editing (P-W-E). Each stage then consisted of mastering specific knowledge, skills, and was divided into 10 steps, which in the curriculum correspond to the topics of classes and practice.

The product-oriented approach to teaching foreign language writing at the learning stage consisted in orienting students to create the final result of all stages of the P-W-E – an academic essay that should be written in accordance with the requirements for structure, content and style. Students were provided with samples of the essay, as well as its individual fragments for analysis and understanding of the implementation of which written product, they should strive for in the learning process.

The principle of consistency was used in the organization of forms of training – from collective, group, pair work to individual. Practice has shown that it is easier for students to get involved in the process of writing an essay or its fragments (paragraphs) when there is support, assistance, complicity of other students or a teacher. Part of the lesson was always devoted to the work of the collective mind, when students as a group, in groups or in pairs (depending on the topic of the lesson) wrote and composed parts of a collective essay during the lesson. This method of teaching writing is known as "language experience approach" (LEA), based on the language experience of students. It is widely used by Western teachers when teaching productive expressive written speech [12]. It has no analogues in Russian and Uzbek terminology, the closest concept of "language experience" is given in the dictionary of E.G. Azimov and F. I. Shchukin [1, 364]. This approach allows you to include all the available experience of students and apply it in practice. Students later

noted during the survey that after such a lively written training, it was easier for them to move on to individual work and writing their unique written works.

Conclusion

An effective way of organizing the pedagogical process that creates optimal conditions for achieving an educational result in the organization of the SIW on an academic essay is the technology of pedagogical support for students' independent work on a separate type of activity by T.A. Babakova. The technology is a "theoretically grounded model of the organization of interaction between a teacher and students, characterized by clear targets and step-by-step organization of joint activities" [5, 45]. The following main stages are substantiated: preparatory, diagnostic and motivational, training, stage of independent educational activity, evaluative-reflexive, correctional [4]. Based on this technology, we have created a modified version of it, considering the features of the essay writing system. Further, the experience of applying the technology in practice is described, the content of the stages and features of the activity of the teacher and students are characterized in accordance with the scientific and creative type of SIW on an academic essay in English.

The author of the article E.Gulieva developed a procedure for students "Writing an academic essay in English. (Academic Essay Writing)", which includes step-by-step instructions for writing an essay, as well as brief and clear recommendations at each stage with examples from the works of SamSIFL students.

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