# METHODS OF DEVELOPING ACADEMIC WRITING SKILLS OF STUDENTS

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| A B S T R A C T | K E Y W O R D S |
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| Academic writing is a complex phenomenon that includes the creation of both written documents (theses, abstracts, articles) and presentations, oral reports, designed taking into account the requirements of argumentation, the use of a certain metalanguage and discursive markers, as well as other formal features that characterize the scientific style. | Academic writing, English language, scientific style, article, professional ability, plagiarism. |

Written communication is an integral part of business, professional, scientific discourse, and also occupies a special place in the formation of the linguistic personality of a scientist. The skill of writing academic writing manifests itself as an important distinguishing feature of a specialist in any field of activity.

The academic letter substantiates the knowledge available on the subject, challenges the main thoughts and ideas, and puts forward arguments. This term is more often used in English-language discourse (academic writing), while for Russian-language literature, the term "scientific style" of the text is more commonly used.

When organizing a scientific text, the logic of its construction and division into paragraphs, stylistically justified means of cohesion and coherence, compliance of linguistic means with structural design and norms of written etiquette are taken into account. The level of complexity of the vocabulary of the language and grammatical structures should correspond to the level of complexity of the task. Special attention is paid to teaching the standards adopted in scientific discourse, mastering its genres, and preparing a thematic thesaurus.

Academic writing and its elements are practiced both in narrowly focused courses on academic writing and in the development of various disciplines. At the bachelor's level of study, the goal of mastering some disciplines is to develop students' intercultural communication skills, which also implies the formation of academic writing skills.

This methodological aspect is most fully revealed in the EAP (English for Academic Purposes) course, which achieves the long-term goals of becoming a scientific style in all its varieties. One of the specific objectives of the course is to further develop the skills of reading authentic literature and writing skills, involves mastering productive written speech of an official and neutral nature. Teaching academic

writing in English is connected not only with its lexical features, but also with the stylistic and compositional format. Stylistics and composition in this case will no less characterize the success/ failure of the academic task. This aspect may pose a certain problem, since it is assumed that many elements of academic writing, templates, cliches and collocations are already familiar to students by default. Often in pedagogical practice, this assumption is erroneous.

The need to teach academic writing is also connected with modern realities: the orientation of the learning process to practice, the employment of most students and integration into international processes. These factors also serve as a powerful incentive to work more intensively and attentively with the methods of teaching academic writing. Integration into international processes involves the participation of students in international educational programs and a certain competitiveness, which begins to be realized already at the preparatory stage - when writing a resume, application or motivation letter.

It should also be noted that the possession of academic writing implies not only the possession of a scientific style, but also the ability to use appropriate online tools. Grammarly's letter verification bot analysis, for example: it is the academic writing course that allows you to fully analyze the advantages and disadvantages of this program for academic purposes (for example, Grammarly does not recognize the so-called "Oxford comma", but at the same time it can offer some advanced-level phrases that are not included in the active vocabulary of the student). Working with services for checking text for anti-plagiarism such as Plagiarism or Plagtracker allows you to analyze and process your letter from the point of view of plagiarism, borrowings, possible self-plagiarism. These services develop reflection in relation to the text and increase the level of language awareness not only in a foreign language, but also in their native language, which is useful when writing term papers, final qualifying papers, master's theses and other types of educational works (abstracts, abstracts, articles) that are written in their native language.

Working with the academic writing office also plays an important role in forming an idea of the features of the scientific style. Traditionally, academic writing offices involve working with employees of higher education institutions, scientists, but not students. However, the use of the web environment of the academic writing office, the optional presence of motivated students at intra-university conferences, will certainly increase the level of academic writing.

In modern methodology, one of the priority approaches to teaching writing is a genre-oriented approach. This approach, being competence-based, has a direct impact on the formation of informational, communicative, scientific, general cultural and professional competencies among students. The training is based on the analysis of texts of various genres with certain content and structural features, common formulations and stylistic affiliation.

Some experts insist on improving the technology of teaching academic writing in universities, since in the future this leads to the success/ failure of writing scientific articles in journals included in the Web of Science and Scopus databases. Narrowly focused courses for scientific and publication purposes, using specific examples, allow students to study the structure of a scientific article, familiarize themselves with scientific terminology and learn how to select appropriate equivalents when translating a thesaurus into English. It is important to be able to structure the text as a whole, to master the skill of argumentation and the style of academic writing, to know about international rhetorical and compositional requirements. According to O. L. Dobrynina, academic writing for scientific and

publication purposes will allow scientists to increase the competitiveness of universities in the field of publication activity.

E. S. Chuikova writes that the course "Academic Writing" should be created by specialists who have their own developments and publications in WOS and Scopus, as well as those who actively participate in grant activities. Knowledge of the theoretical aspects is not always enough. It is important to have an author's methodology and innovative approaches to teaching writing scientific articles. Starting with the bachelor's degree, it is necessary to motivate students, gradually introduce the basics of writing theses and articles. The authors emphasize that this is necessary to gain international experience and bring scientists to a higher level of cooperation.

The tasks set determine the choice of certain research methods, for example, structural (cognition of language as an integral functioning structure, the elements and parts of which are correlated and connected by a strict system of linguistic relations), component (study of the content plan of significant units of language, the purpose of which is to decompose meaning into minimal semantic components), linguocognitive (study of the problems of the relationship between language and consciousness, the role of language in the conceptualization and categorization of the world, in cognitive processes and generalization of human experience, the connection of individual cognitive abilities of a person with language and the forms of their interaction), etc. Distinguish different types of articles according to the content and nature of the material presented.

Writing an abstract in English (abstract) is a minimal task for university students. Nevertheless, not everyone copes with it. The researchers offer the author's methodological recommendations for writing an English-language annotation to a scientific article. According to the requirements, the abstract should be structured, informative, informative and written in competent English. At the same time, it is important to avoid calcification when translating from Russian, it is necessary to adhere to a single terminology within both the entire article and the abstract.

Students at the university must have certain competencies:

1) write a letter in English;

2) write an essay;

3) take notes of lectures (a lecture is a classic element of the university, and therefore taking notes of lectures was and remains one of the important skills);

4) conduct research (write theses and articles in various collections, pass pre-graduate practice, defend graduation qualification work, including preparation for defense and defense procedure). Academic writing skills are required to implement these aspects. In English-speaking universities, the term "academic literacy" is used, which implies the ability to write scientific texts (theses, articles, projects, final qualifying papers and dissertations).

It should be noted that the work on academic writing is not limited exclusively to the use of marked vocabulary, but also extends to the organization of the text, to intra-textual connections, to the objective presentation of the material, correct quoting and paraphrasing, etc. Note that not all of the proposed techniques are universal and suitable for all types of academic writing. In most cases, the techniques will be applicable to working with texts, partly when working on making presentations.

1. At the introductory writing lesson, a brainstorming session is held to determine functional styles. All types of letters used by students during the month are written out on the blackboard. Then, with the help of a teacher, this list is analyzed and divided into groups depending on the goal or other criterion (for example, training, communication, reminder, etc.). Further attention will be focused on

the "learning" group (which serves as a prototype of the academic language) and its expansion: what types of writing and their distinctive characteristics may be present in this category. This technique will allow updating information on functional styles and highlighting the object and subject of further consideration.

2. Extended acquaintance with the scientific style, with the peculiarities of scientific vocabulary is combined with the analysis of already existing samples of academic writing of various thematic orientation, depending on the needs of the course or academic group. Syntax and cohesion elements (for example, discursive markers) are partially displayed in the program used, so their presence and density are determined individually.

3. Understanding the structure of the text is carried out using standard, but effective exercises. Students are offered a text in the language being studied, written in an academic style (the text is chosen either at the request of the teacher, or based on the theoretical subjects of the course). During the introduction to the text, students emphasize key ideas/words and highlight significant elements of the text in the margins. After reading, it is suggested to write a short or detailed outline of the text (thesis or keywords). Further, on the basis of the plan (as an option - as a homework assignment), students create their own text, equal in volume to the original text, with the inclusion of cohesion elements.

4. Work with programs like Plagiarism and Plagtracker is possible based on the result of the previous task. As a result, the elements of the text marked as "borrowing" are analyzed and evaluated, as well as further work with the elaboration of these passages.

5. One of the options for the task may be to work on the analysis of the theoretical part of the course / final qualification work. As part of the task, the structure of the point of his work or the work of a classmate is analyzed. As in the previous task, keywords and ideas are highlighted, the structure of the text is determined. Since the text of the analysis in this case is in the native language and the students are directly related to its creation, the students not only identify the structure, but also identify weaknesses and offer recommendations for strengthening the coherence and coherence of the text, as well as changing the style to more fully match the analyzed passage to the functional style.

6. To work on the text, it is recommended to try various techniques of writing it. The most memorable techniques are those that have the form of an acronym.

7. One of the techniques of writing an essay is to strictly follow the instructions and prescriptions. For example, the ability to choose one topic from two or three suggested ones and write an essay (450-500 words), while it is necessary to meet the allotted time. Students are also offered criteria for self-assessment. The written answer is rated "excellent" if the topic is fully disclosed, the author demonstrates an original approach to the disclosure of the topic, the volume of the written answer corresponds to the set, the text is logically structured. The author demonstrates a rich vocabulary corresponding to the stated topic and the level of complexity of the material, the grammatical structures used are diverse, grammatical and orthoepical errors do not exceed 1-2 in the total volume of the written response.

8. The lesson is built according to a certain scheme. The purpose of the lesson is to teach students to make an essay outline and formulate the main theses on the topic:

1) discussion of the general outline of the essay (handout, templates, samples);

2) analysis of a sample essay using a general outline (handout, analysis and discussion of three examples of student essays);

3) familiarization with the rules of writing the main thesis on the topic (handout; discussion of the main characteristics of the thesis);

4) drawing up a diagram of one paragraph on a topic chosen by students (on a topic related to the text for abstracting in the previous lesson) (topic sentence + 4 supporting ideas);

5) analysis of thematic charts prepared by students on the topic under study (peer editing), discussion of new information in the form of reports;

6) drawing up a detailed outline of the essay and the formulation of the main thesis on the topic;

7) analysis of essay plans and main theses on the topic (peer editing);

8) a task is given for the next lesson: finalizing the outline of the essay, improving the wording of the main thesis, formulating the first sentence of each paragraph, clarifying the content of paragraphs; preparing a chart map on a new proposed topic.

At this stage of the study, conclusions:

1. The relevance of work on academic writing of various forms is associated with an increase in the frequency of international contacts (for example, international academic exchange, increased scientific and publication activity, participation in foreign conferences) and the emergence of electronic varieties of academic writing.

2. The analysis of domestic and foreign literature on the subject of the study shows that the general features of academic writing are expected to be reflected in textbooks, monographs, reference books and methodological developments, while narrow linguistic aspects characterizing vocabulary, syntax, structure, logical connectives, style errors, and more, are most often reflected in academic articles.

3. Despite the fact that cliched, classical style, the use of passive constructions when writing academic writing remain a priority, nevertheless, at present there is a deviation from standards and a desire for an informal style, the use of personal pronouns, defending one's point of view in particular, and not a certain scientific community as a whole. All this is reflected both in the structure of academic writing and in its style.

4. As part of the work on the scientific style, techniques for working with texts in both foreign and native languages are offered. Students work with texts in two main directions: they create texts and work with already created samples. Verification and analysis of prepared texts can take place using various programs and applications (for example, Grammarly, AWL highlighter, Plagiarism, etc.).

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