

Panjinskaya N.I. (2012). Formation of communicative competence in the study of English in a college. Moscow, *Prosveshenie*, 4-2. 189-191.

Pushka Y.S. (2010). The role of foreign languages in medical professional training of medical personnel. Moscow, *INFRA-M*, 31 p.

Razdorskaya O.V., Imanov A.A. (2018). *University science: a look into the future*. Kursk, 353-356.

Salamova D. (2012). The importance of English in vocational education. Almaty, *Evera*, 124 p.

Streltsova A.D. (2017). English as a language of international communication. Moscow, *KOS INF*, 49. 321-324.

Shirinyan M.V. (2012). Formation of cognitive interest in foreign language learning among students. Moscow, *Exmo*, 3. 466-467.

**Baizhakanova A. K.**

*(Scientific advisor - Candidate of Pedagogical Sciences Akbayeva G.N.)*

Karaganda Buketov University

Karaganda, Republic of Kazakhstan

## **THE IMPORTANCE OF DEVELOPING ACADEMIC WRITING SKILLS FOR STUDENTS IN FOREIGN LANGUAGE TEACHING**

Academic writing is a traditional form of new topical competence in the context of the rapid development of information processes and is widely used in international exchange, academic relations, the world of education and the scientific community [Grinev S. V., 2008].

Academic writing today is the basic language competence of successful reading, which allows you to read, understand, structure and format your scientific texts in higher education.

To consider the genres of academic writing, we refer to the concept of "genre". Genre is a form of organization of speech material or another style of speech. From a

genre point of view, scientific speech is one of the richest forms of speech. Genre diversity is primarily due to the presence of many types of texts [Matveeva T. V., 2010].

M.P. Brandes defines speech genres as "relatively stable, thematic, compositional and stylistic forms of speech" [Brandes M. P., 2001].

Traditionally, academic genres are divided into primary and secondary. The first includes a scientific article, academic review, monograph, dissertation, the second - annotations, abstracts, abstracts, specialized encyclopedic articles, scientific discussions, description of the research project. Every young scientist should know and master each of them [Brandes M. P., 2001].

Mastering the act of writing means conveying the idea of what a person is saying in words and sentences through a system of symbols. In order to speak, a language learner must be able to understand the order in which language people interact with each other, use them, and use them independently as needed. This requires mastering the vocabulary and grammar of the language and turning the concept into a sentence. When learning to write, a language learner learns to use language people correctly and to write correctly.

In this regard, if we give a definition of academic writing, it refers to the writing that is done for several reasons, because academic writing is difficult to come by a simple definition. Academic writing is also used in many different forms. In descriptions, explanations, examples, writing, letters, scientific papers, etc. The dexterity of academic writing is used.

The best way to teach students to write is to help each of them find an effective writing process. There are many ways for teachers to teach students academic writing on paper, and students often try to find their own procedures to do this. In fact, the idea is not to teach the writing process, but to find a way that works for the student.

Many authors may consider pre-writing as an important part of the prewriting process. Preliminary preparation, also known as rehearsal or brainstorming, involves some thought process before writing.

Graphic organizers are visual communication tools that use visual aids to express content. They are the best way for students to organize their thoughts, understand information through visualization, and provide a structure for short-term and long-term memory. As a didactic tool that performs illustrative, communicative and cognitive functions, graphic organizers are used not only as a carrier of information, but also to support students' activities in planning educational projects, problem solving, decision making, research and evaluation.

Graphic organizers are the best way to allow students to organize their thoughts, understand information through visualization, and provide structure for short-term and long-term memory [Coyle D., 2010].

Why do we use graphic organizers?

- ✓ Helps students turn their ideas into coherent text.
- ✓ Helps to show the organization or structure of concepts / ideas.
- ✓ Clearly shows how the information is related.

The results of working with one graphic organizer may be different.

It depends not only on the level of preparation for the lesson, but also on the nature of the problem, the speed of thinking, attitudes and views. Someone may be familiar with a certain term, for someone it is new. Some are enough to formulate their thoughts in one sentence, while others give a complete answer. Most importantly, they can be guided in their further work, ask questions, answer them, express their opinions and draw conclusions. The organizers promote an in-depth and meaningful analysis of texts of any complexity and genre; Visualize the structure of the text, individual keywords and terms in the diagram. They also serve as a resource not only for writing but also for speaking [Coyle D., 2010].

The use of different organizers not only contributes to the development of students' academic writing, but also to the development of oral communication. It turned out that the organizers help to evaluate oral and written work in different styles and genres (article, story, essay, reference, interview, appeal, etc.).

Significant differences between academic writing and other genres of written speech are based on quotations and references. If a decision is made about something within the genre of academic writing, then the author's personal opinion may be related to the previously published opinion of another author [Ostrovskaya E. S., Vyshegorodtseva O. V., 2013].

References to the works of other authors have an important place in the academic literature, as they reflect the ideas of the researcher who read and understood the literature and the problems and different approaches to future work.

Academic writing always follows punctuation and grammar rules, because if the reader does not understand something, he can not read the thoughts of the author. Therefore, it is important that the issue is clearly stated.

Writing as a form of verbal activity allows the learner to systematically write down his thoughts to another person, to perform various creative work related to their profession (abstract, annotation, article, thesis, synopsis, contract, letter, comment, etc.). requires the ability to write official documents [Matveeva T. V., 2010].

If we consider teaching as a whole system, it has two components: teacher (teacher) and student (student, student). The teacher should stimulate, guide and direct the student's interest in learning. Learning is a very active process in which the student must participate in all learning activities. This is a two-way activity: the first - teaches, the second - reads, where the actions of both parties can be considered separately. There are many differences between writing and academic writing when discussing Internet resource grammar. Academic writing is a complex type of writing for all languages. Academic writing skills in English require the accuracy of words. It is also important to pay attention to the logical structure, conventional references and eloquence of words in the word structure. Then the academic writing process will be more accessible. In academic writing, it is important to set goals correctly, present voluminous content and material in a logical order, and draw conclusions. An isolated and objective approach to academic writing skills is needed. Academic argument appeals to logic, provides evidence in support of an intellectual position,

and it distinguishes a lack of emotional appeal. In this regard, it is necessary to think critically about academic writing skills. Being critical does not mean praising or denying someone's work. It means to be close to the corresponding text [Orazbayeva F. Sh., 2012].

Thus, academic writing is a linguistic competence that allows a researcher to read, understand and write scientific texts. Traditionally, academic genres are divided into primary and secondary, and they in turn are divided into certain types. Academic writing genres have a number of features:

- simple structure (Introduction, Main part, Conclusion),
- references to the works of other authors,
- knowledge of the future audience,
- clarity and accuracy of words,
- follow the rules of punctuation, grammar and spelling.

Currently, the discipline of "academic writing" involves the creation / writing texts of academic discourse and determines the requirements that the world community to scientific text. Usually academic writing is constitutive component of the practical course of a foreign language, but along with a low level of language competencies, i.e. typical lexical and grammatical errors caused by interfering influence of their native language, students experience additional difficulties when writing academic texts due to insufficient knowledge about the basic categories of the text - connectivity / cohesion, articulation / coherence, informativeness, modality, completeness. This manifests itself in inadequate use of language tools to ensure logical coherence statement; discrepancy between the organization of the text and the canons of the genre; functional impairment style by incorrect use of lexico-syntactic structures [Ostrovskaya E. S., Vyshegorodtseva O. V., 2013].

Academic training writing should include a set of tasks aimed at improving academic literacy students in general, i.e. associated with the development of cognitive skills (to collect, analyze information, put forward a hypothesis, offer your own vision of the problem, rework compositional and semantic structure of the text,

organize and structure your own ideas) and linguistic nature (paraphrasing, verbalization of an idea using linguistic means at the level of a sentence, paragraph, text). Also important is the knowledge of norms, formats, patterns academic writing, typical for the design of a scientific text of a particular field of knowledge [Rozanova Ya. V., 2015].

In modern linguodidactics, mastering foreign language (at different levels of education) is considered as "the acquisition of a foreign language communicative competence, which includes:

- encyclopedic competence as the ability to operate with encyclopedic knowledge reflecting the structure of the real world: its subject and professional areas;

- linguistic competence as a willingness to use multi-level means language to achieve pragmatic goals;

- interactive competence as the ability to establish verbal contact with a partner, maintain or interrupt it, observing the rules and conventions of communication adopted in this society" [Astafurova T. N., 1997].

Thus, the formed foreign language written competence of the student implies the readiness and ability to apply not only linguistic knowledge and skills in creating scientific, informational and special text at the level of structure (sentence, paragraph, whole text), vocabulary, logical connectives, style, but also the parallel development of cognitive skills for collecting, processing, analyzing and systematizing information; hypotheses; generating their own understanding of the problem; awareness of the specifics of the main genres of academic text (scientific, informational, professionally oriented) from the point of view of international norms of modern written communication.

Academic writing is a special style of writing a text that is the result of the author's research, in which he substantiates his understanding of the problem, argues it and offers it for public discussion; it is a way of participating in a scientific

discussion in which based on the assessment of evidence and arguments of other participants are structured and verbalized own conclusions.

### References

Astafurova T.N. (1997). Linguistic aspects of intercultural business communication. *Volgograd: Publ. House of Volgograd State University (in Russian)*.

Brandes M.P., Provotorov V.I. (2001). *Predperevodcheski analiz texta: Uchebnoe posobie*. 3d ed. Moscow: NVI- Tezaurus

Coyle D.P. (2010). *Marsh Integrated language learning and CLIL content*. Cambridge: Cambridge University Press.

Grinev S. V. (2009). *Introduction to terminography: How simple and easy to compile a dictionary Textbook*. 3<sup>rd</sup> revised ed. Moscow, Librocom Publishing house.

Matveeva T.V. (2010). *Complete dictionary of linguistic terms*. Moscow, Phoenix.

Ostrovskaya E.S., Vyshegorodtseva O.V. (2013). Academic Writing: concept and practice of academic writing in English. *Vysshee obrazovanie v Rossii*, (7), 104-113.

Orazbayeva F.Sh. (2012). *Linguistic communication: theory and methods*. Almaty.

Rozanova Ya.V. (2015). The role of academic writing in the preparation of bachelors of a non-linguistic university. *Young scientist*.

**Густова В. В.**

Новосибирский государственный педагогический университет

г. Новосибирск, Российская Федерация

**ЦИФРОВАЯ ПЛАТФОРМА WORDWALL КАК ИНСТРУМЕНТ  
ДЛЯ РАЗВИТИЯ ЛЕКСИЧЕСКОЙ КОМПЕТЕНЦИИ ОБУЧАЮЩИХСЯ  
ОСНОВНОЙ ШКОЛЫ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА**