

В статье рассматриваются вопросы становления “земского хозяйства” в колониальном Туркестане. Освещено значение понятия “земство”. Показаны различия введения земского управления в Туркестанском крае и в Российской Империи. Проанализирована организация и исполнение утверждённых земских приходно-расходных смет.

The article discusses the issues of the formation of “zemsk household” in colonial Turkestan. And the meaning of the concept “zemsk” is highlighted. The differences in the introduction of “zemsk” administration in the Turkestan region and in the Russian Empire are shown. The organization and execution of the approved “zemsk” income and expenditure estimates has been analyzed.

APPROACHES TO TEACHING STUDENTS' ACADEMIC WRITING AT UNIVERSITY

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Academic writing has become one of the most important skills to be developed by the university students. However, they usually consider this skill complicated as writing might require knowledge and application of many other linguistic aspects and academic skills. Therefore, language teachers should be able to apply the ways of teaching writing that will work well for students and be relevant for their further studies at the higher education institution.

One of the approaches to teaching academic writing at the tertiary level is to focus on the product, i.e., the written work. This approach has been widely used in different learning contexts worldwide. Initially, teachers focused on the text that should be produced by students and provided a sample that they should follow. Such an approach brought some negative consequences as learners started copying the given model and did not produce an appropriate piece of writing. However, later the focus was made on the genre or text types especially in the courses of English for academic purposes, which has become quite popular in the English-medium institutions and EFL/ESL programmes [3].

There are several aspects language instructors should pay attention to when applying text approach to teaching academic writing. First, it is important to introduce students to the genre of writing. Hyland explains that “socially recognized ways of using language for particular purposes are called *genres*” [2:18]. Although there are a great number of text types that learners can produce, most language programmes at universities introduce argumentative essays, case studies, reports, reflective writing, dissertations, and research papers. It should be noted that depending on their major, students might be required to write different genres. For instance, business learners need to know how to write reports and different types of emails, whereas physicists should be able to produce laboratory reports and take notes on their experiments. In addition, the same genre might be understood differently and have dissimilar requirements in different fields of study. That is, a report to be written by law students will have a different structure from the one produced by economics students.

An essay is still one of the most popular genres taught at language courses. Even though most language learners are aware of the general structure of an essay (i.e., introduction-body-conclusion), teachers' job is to provide relevant structure for the written piece they expect from their learners. For example, in case students should produce a summary-response essay, the body part will include a short summary of a reading or listening material, and the student's reaction to the topic, which might be given in one or more paragraphs. Some language programmes might require writing an extended research-based essay of up to 2000 words, which means students should be introduced to its functional organisation. Hyland suggests helping “students develop effective paragraphs through the creation of topic sentences, supporting sentences, and transitions, and to develop different types of paragraphs” [2:6]. This way

they will learn to produce connected sentences, which might be applied to writing different text types.

Second, apart from the structure, learners should be able to provide their own arguments in writing. Coffin et al. explain that argumentation might be understood differently, but the most important point is for students to take and show their position on the topic/issue (not just discussing for and against views) and persuade the reader by providing logical reasoning [1]. Another key aspect is for students to be able to support their arguments from the relevant and reliable sources. Language teachers should show learners how to differentiate between reliable and unreliable material both online and offline and introduce the criteria for evaluation (i.e., authority, relevance, currency, references). As the material should be properly incorporates, university lecturers should identify which referencing system (e.g., APA, MLA, Harvard, Chicago, OSCOLA) will be applied and then teach students to use the source texts appropriately in their writing.

Product-based approach also includes focusing on the register, i.e., “a range of linguistic aspects that are related to the contexts in which authors write” [1:28]. Formality is one of the most important aspects, which should be explained to students; so, they should be aware of the differences between an email to the teacher and a friend or a business-related letter. Academic vocabulary is another significant aspect, and it should be introduced to students as most of them believe it is sophisticated and try to avoid it. Learners should know that the use of proper general and academic as well as technical (i.e., subject-specific) words is vital, and the use of colloquial phrases and slang should be avoided in academic writing. In addition, formality means applying complex sentence structures and avoidance of personal pronouns [1]. Language instructors should teach learners to apply nominal style, i.e., using more noun and adjectives rather than verbs and adverbs when composing sentences (e.g., “The development of the new project might take longer than the designer expected to at the beginning”). Using personal pronouns in academic writing is usually not recommended, but requirements might differ depending on students' major or the genre (e.g., *I* or *we* can be used in reflective writing).

Another approach to teaching academic writing at the tertiary level is to focus on the process, i.e., the way the written work is produced. Matsuda and Silva explain that “learning to write requires the development of an efficient and effective composing process” [3:241]. Teachers should focus on the stages, which learners should go through when producing a written piece, i.e., pre-writing, planning, drafting, reviewing, editing, and submitting. A pre-writing stage might include a number of various activities or tasks that should help students to decide on what and how to write. Some of them may include discussion of the topic, brainstorming, collecting information from the reliable sources, reading about the topic, and taking notes on the material.

After that students are recommended to start planning their writing, which some of them omit in the process. However, this stage is vital as it helps to organise the ideas, put all of them into logical order, decide on the evidential support from the sources before they start the writing process itself. Language instructors might introduce different tools for planning, i.e., mind-mapping, outlining, or listing. Students can also apply their own way of organizing ideas.

The next stage, drafting, is one of the most complicated for learners. Due to laziness or irresponsibility or any other factors, they tend to avoid producing drafts and just submit the final product at the end of the course. It is therefore recommended for teachers to set deadlines for the draft submission, which allow students to either produce part of the written assignment or the whole piece. The number of times learners should submit their draft for feedback depends on the complexity of the task and requirements of the programme. The review stage follows providing the draft and might include peer and teacher's feedback on the written work. Peer-review is a complicated task as it requires all learners on the course to be responsible for the comments they give. Some students might avoid providing feedback on peers' assignment as they believe that their knowledge of linguistic aspect might not be enough, while others do not tend to be open for criticism from their classmates. Therefore, providing checklists, which contain a set of detailed statements or questions on the written task, might be useful in the language classrooms. Yang recommends asking students to take notes when peer-reviewing, as they can later be used in the revision stage [4]. Thus, it is important to raise students' awareness of peer-review usefulness.

Teachers' feedback is always appreciated as students trust their lecturers' knowledge and expertise. Comments can be provided in different ways, i.e., electronically (in the Google document, using side comments or track changes), in oral (during or after the lesson) or written (on students' paper) form. Sometimes a combination of two or three ways might be recommended. Yang also suggests conduct-

ing teacher-student conferences, i.e., one-on-one meeting with a student, that allow fruitful discussion of a paper [4]. It might be time-consuming, but the result in most cases is better quality of a written task. There is quite a lot of debate on how detailed teachers' feedback should be because there should not be only error correction (e.g., grammar and vocabulary), but also suggestions for further improvement (e.g., content-wise), recommendations on further reading and providing useful links to online material. Depending on the level of students' knowledge and skills, some written papers might require more detailed explanation on language use, structure, or organization of ideas, while for others some suggestions and rare correction on linguistic aspects will work well.

After receiving lecturers' feedback students are expected to improve their written tasks. This stage is different for every learner, as they might be required to re-write the whole piece, work on grammar structures and vocabulary, search for additional sources to support their ideas or change the style of writing. Weaker students may need to approach their teacher for the second or third time, whereas stronger ones might ask only for some clarification when improving the written assignment. Therefore, teachers should allow sufficient amount of time for all students to edit and proofread their work before the submission. Hyland clarifies that stages in the writing process are "recursive, interactive, and potentially simultaneous", which means students might go through all of them more than one time [2:11]. Hence, when planning the programme, language teachers should consider a possibility for redrafting.

In conclusion, both approaches, product and process-oriented, are important for developing writing skills of English language learners. There is no one perfect way of teaching writing as every approach might have its own benefits in certain learning contexts; therefore, it might be recommended either to combine them or prioritize one over another, but not to exclude any of them in teaching writing at university.

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Ushbu maqolada oliy o'quv yurtlarida akademik yozuvni o'rgatish yondashuvlari muhokama qilinadi. Mahsulotga yo'naltirilgan yondashuv matnning tuzilishi va o'quvchiga taqdim etilishi kerak bo'lgan til xususiyatlariga qaratilgan. Jarayonga yo'naltirilgan yondashuv bosqichmabosqich yozish topshirig'ini o'z ichiga oladi. Talabalarning darajasi va dastur talablariga qarab ikkala yondashuvning kombinatsiyasini tavsiya etish mumkinligi tushuntiriladi

РЕЗЮМЕ

В данной статье рассматриваются подходы к обучению академическому письму в высшем учебном заведении. Подход, ориентированный на продукт, фокусируется на структуре текста и языковых особенностях, которые должны быть представлены учащимся. Подход, ориентированный на процесс, включает поэтапное составление письменного задания. В статье объясняется, что в зависимости от уровня студентов и требований программы может быть рекомендовано сочетание обоих подходов.

SUMMARY

The article discusses the approaches taken to teaching academic writing at the university. Product-oriented approach focuses on the text structure and language features that should be introduced to students. Process-based approach includes a step-by-step composing of a written assignment. It is explained that depending on the students' level and programme requirements, a combination of both approaches might be recommended.

ФИЗИКАНИ МЕХНАТ ТАЪЛИМИ БИЛАН БОҒЛАБ, ЭКОЛОГИК МАЗМУНДА МАСАЛАЛАР ТУЗИШ ВА ЕЧИШ БЎЙИЧА МУСОБАҚА ТАШКИЛ ҚИЛИШ ҲАМДА УНИ ЎТКАЗИШ

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Ключевые слова: экологический, интегративный экологический, качество, количественный, графический и экспериментальный, практические навыки, диффузия, атмосфера, карбонат ангидрид.

Key words: ecological, integrative ecological, quality, quantitative, graphic and experimental, practical skill, diffusion, atmosphere, carbonate anhydride.

Физикани меҳнат таълими билан боғлаб, экологик мазмунда масалалар тузиш ва ечиш бўйича мусобақа ташкил этиш ҳамда уни ўтказиш ўқувчиларни

нафакат тарбиялаш, балки уларнинг билиш фаолиятларини фаоллаштириш, ўқишга ва ижтимоий фойдали меҳнатга бўлган қизиқишларини ўстириш