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TEACHING ACADEMIC WRITING IN UZBEKISTAN: CHALLENGES, APPROACHES, AND OPPORTUNITIES

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***Annotation.** Teaching academic writing in Uzbekistan has unique challenges and opportunities due to the country's evolving educational landscape and the role of English as a foreign language (EFL). As Uzbekistan pursues internationalization in education, there is an increasing emphasis on English for academic purposes (EAP) to prepare students for global academic and professional environments. However, the shift to teaching academic writing in English in Uzbekistan comes with several key factors to consider. This article presents current challenges of teaching academic writing and gives solutions from international education practices around the world.*

Key words: *Academic writing, teaching English, Challenges, Approaches, Solutions.*

Challenges in Teaching Academic Writing

English-medium education has grown significantly in Uzbekistan in recent years, following worldwide patterns in academic publishing and the sharing of research. However, due to inadequate experience and linguistic difficulties, many Uzbek students find it difficult to write academically in English. Writing in English requires not only fluency in the language but also a thorough comprehension of discourse conventions that students from Uzbek-speaking homes may not be familiar with. There are reasons are given as:

- **Disparities in Linguistics and Structure:** Passive structures, nominalization, and complicated sentence forms are some of the unique features of academic English that are rarely found in Uzbek (Hyland, 2004). Since learners frequently translate straight from Uzbek to English, these discrepancies add to their cognitive load and lead to errors that compromise coherence and cohesiveness.

- **Limited Practice and Exposure:** English academic writing is mostly encountered by Uzbek students in academic environments, frequently devoid of chances to interact with English-language books outside of the classroom (Ferris & Hedgcock, 2014). Research on EFL situations around the world has shown that

students find it difficult to gain a good command of academic language because of this restricted exposure.

- Cultural and Rhetorical Differences: Uzbek rhetorical structures in writing tend to favor indirect expressions and narrative style, while English academic writing values clarity and directness (Kaplan, 1966). These cultural conventions influence Uzbek students' writing and can lead to misunderstandings regarding the norms of argumentation and evidence-based reasoning required in academic discourse. When it comes to teaching academic writing, one of the biggest issues is language proficiency. Learning advanced writing abilities in English might be made more difficult by the fact that many Uzbek students acquire English as a third language after Uzbek and Russian. An additional issue is curriculum limitations; Uzbek curricula frequently prioritise reading comprehension and grammar above writing and other productive abilities, which leaves pupils lacking in the capacity to articulate complex concepts in written English. Finally, there are insufficient resources and qualified teachers. It takes specialised pedagogical knowledge to write academically. However, there aren't many EAP-trained teachers in Uzbekistan, which may affect how well academic writing teaching works.

The current approaches for the development of Academic writing.

There are different types of approaches are used in order to improve academic writing. For instance, the goal of a genre-based approach is to acquaint students with the forms and objectives of particular academic genres, such as research papers, essays, and reports (Swales, 1990). Teachers can assist students in comprehending the rhetorical decisions made by academic writers in English by dissecting texts into their functional elements. Process-Oriented Instruction: Students can benefit from the process method, which stresses writing, peer review, and revision, as they develop over time (Hyland, 2003). With this method, students can concentrate on developing ideas and making them coherent before honing their grammar and vocabulary. Use of Corpus Tools: Uzbek students learning academic English can benefit greatly from corpus tools, which offer instances of language use in everyday situations (Flowerdew, 2015). Students might become more conscious of proper language use in academic contexts by identifying prevalent collocations and patterns through the analysis of real academic writing. Promoting L1 and L2 Literacy Connections: By comparing Uzbek and English writing styles, emphasizing similarities where they exist, and openly discussing differences, teachers can assist students in developing

their first language literacy. According to studies, L2 literacy can be enhanced by recognizing the original tongue (Canagarajah, 2002).

Current Reforms and Approaches By implementing changes meant to modernize language instruction, the Uzbek government has made progress in incorporating EFL into the curriculum at all educational levels. Important tactics consist of:

1. **Professional Development for Teachers:** Initiatives to acquaint teachers with the nuances of academic writing pedagogy are becoming more common, as are programs for teacher training in EAP.

2. **Collaborations with Foreign Institutions:** A large number of Uzbek universities work with foreign institutions, implementing innovative methods to academic writing and EAP that introduce global standards and methodology into local classrooms.

3. **Use of Technology:** Students can access academic writing resources and practice their English language abilities by using digital platforms, software, and online resources to enhance traditional learning.

Possible solution to the issue

Addressing academic writing difficulties requires a multifaceted strategy. First, by helping students with planning, draughting, and revising, a process-based approach can enhance clarity and organization. Genre-based training helps students meet certain writing standards by teaching them the structure and conventions for various academic formats. Through peer review, collaborative learning fosters self-reflection and develops critical thinking abilities. Grammar and style checkers are examples of technology that can be used to increase correctness and provide feedback. Furthermore, a focus on critical thinking encourages logical flow and cogent reasoning. Teachers can improve their students' writing skills and set them up for success in the classroom and in the workplace by combining these tactics.

4. Conclusion

It takes a sophisticated strategy that takes into account linguistic and cultural distinctions to teach academic writing to Uzbek pupils. In addition to using students' pre-existing Uzbek literacy skills, Uzbek teachers can improve student outcomes by employing genre-based, process-oriented, and corpus-informed teaching strategies. Effective writing education will become more and more necessary as Uzbekistan's academic environment grows to incorporate English, necessitating the adaptation of teaching methods to suit the needs of students.

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