

Writing in the Classes of Russian Language

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Abstract: Writing is the accumulation of language knowledge and expression of ideas in different ways. It is difficult to write if one has no any idea or information on language and the topic to describe and explain. Writing for engineering students at the faculty of oil and gas is not easy to construct an essay about the details of the industry where they are in practice. Writing in the classes of Russian requires technical and semi-technical vocabulary (words). Besides, terminology they work with only used in engineering. We carried out a survey with 30 students who study at the faculty of oil and gas, Karshi Engineering-Economics institute, on the issues of writing an essay about technical details in the industry in Russian.

Keywords: writing, technical and semi-technical vocabulary, terminology, classes of Russian language.

Introduction. Acquiring a language require being aware of sentence structure which means grammar, and vocabulary (words) in Russian language. Writing involves learning special attention to express their thoughts on the details he/she describes in the paper. Besides, learners should be aware of using technical language which may complicate their performance in writing. Furthermore, writing is one of the linguistic skills which learner should possess. Moreover, Bakhtin, (1994) stated that writing is not only a way to communicate information but is a social performance of self and a heteroglossic rendering of previous experiences, conversations, texts, and contexts. The ways in which one makes decisions when writing can tell us much about our confidence, our beliefs, our linguistic and textual knowledge, and our desire to please self or others (Ryan, 2017; Ryan et al., 2021).

We conducted research with 30 learners from the faculty of oil and gas, Karshi Engineering-Economics institute. The participants were invited to be interviewed on the issues of writing in the classes of Russian language. A survey focused on questionnaire consisting of 4 questions regarding to the issues of the research. The results were indicated in the diagram.

Literature review. Lambirth (2016) indicated that school writing is usually assessed for its rhetorical structures, language use, subject matter, and appropriateness for (often) hypothetical audiences. Students are sometimes given the opportunity to self-assess or provide feedback on peers' work; however, the focus of these strategies is often limited to correct language use. additionally, Myhill et al. (2016) revealed that less visible elements of the writing process need to involve reflexive self-assessment and focused feedback from expert teachers. Reflexive self-assessment should go beyond grammatical form to include attitudes, beliefs, and priorities in any given writing situation (Gadd et al., 2019; Wright, Hodges, & Mc Tigue, 2019). Students' writing attitudes and beliefs are important indicators of their writing achievement (Bulut, 2017; Pajares, Johnson, & Usher, 2007). When teachers ask them to share their perceptions, it gives us insights into their knowledge base and interpretations, but also the standpoints and histories they bring to classroom experiences. Writing needs vocabulary knowledge to demonstrate ideas in written forms. Khasan Abdinazarov (2023:2), stated that a terminology of each field of study or learning has a

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specific meaning which characterizes the specialization in particular. Additionally, terminology can provide a learner with a full realization of the specialty. Authentic contexts enhance learners' knowledge, equipping them with needful instruction and views towards issues concerning their fields of expertise.

Research methods. Writing is self-confidence in expressing ideas on something special and discussing thoughts in written, supporting full information on the issues. We decided to carry out an interview with the learners who study engineering science in Russian language. A survey focused on questionnaire consisting of 4 questions to offer options to be chosen by respondents. A questionnaire depicted following questions;

- 1) Is writing important for your course?
- 2) Do you need to have sufficient vocabulary knowledge in writing?
- 3) Do you need listening comprehension for increasing writing?
- 4) Do you need reading comprehension for better writing in the classes of Russian language for engineering?

The results and discussions



According to the analysis of the collected data from the survey held with participants; 50% of them agree that writing is important for writing courses, 44 % of them agree that vocabulary or terminology they need to better writing, 3% of two questions disagree that they less need reading and listening comprehension in enhancing writing skills.

Conclusion. Learning a language requires having all linguistic skills such as writing, reading, listening, and speaking. However, in obtaining writing skill, a learner should be aware of vocabulary knowledge or terminology of that field of study. There are a lot of terminology denoting different means of objects, for instance, terms relating to transportation of oil and gas, terminology regarding technology, and tools, devices which engineers deploy in their workplaces (Abdinazarov. X. 2023). In writing an essay or instruction a learner must know the grammar rules, especially in passive voice, and terminology of technical detail which is needed to describe. We conducted research on the issues of writing in the classes of Russian language for engineering, the interview was held with adult learners, as a result, it was showed that they need to increase writing skill as it may be able to help them to construct their thought in the written form.

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