

## Presenting Views in Writing

**Abdullaeva Shakhlo Sayfiyeva**

Senior lecturer, English language teacher Department of Foreign languages Karshi Engineering-Economics institute, Karshi, Uzbekistan

**Abstract:** Engineering students in ESP classes feel difficulty in presenting ideas in written form because of terminology they encounter. ESP classes based on content learning which requires the students the information on subject matter they intend to express. However, the grammar the students use in ESP classes are almost in passive forms, especially, verbs. Writing is more difficult skill to acquire than speaking and listening because we should know what to think and discuss in the written context. Besides, writing enables learner studying more vocabulary and remember them in time. This paper highlights some peculiarities about writing and its importance in language classes.

**Keywords:** writing, ESP classes, ESP teacher, engineering students.

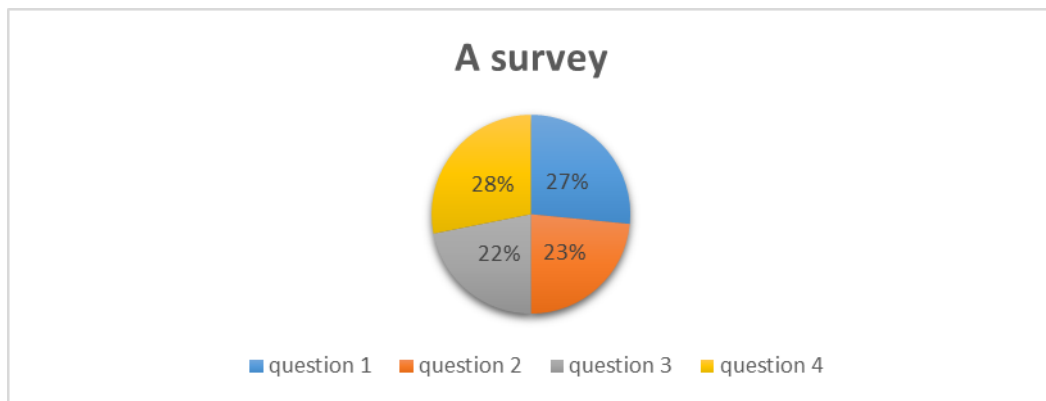
**Introduction.** Language learning is long and dull process which involves learners accomplishing tasks in time and much preparation in expressing own thoughts. Language can be only properly understood as a reflection of human thought processes. Language learning is conditioned by the way in which the mind observes, organizes and stores information. In other words, the key to successful learning and teaching lies not in the analysis of the nature of language but also in understanding the structure and processes of mind (Hutchinson & Waters.1987:39). Studying any language requires being aware of sentence structure consisting of grammar and vocabulary (words) in. Furthermore, writing involves learning special attention to express their thoughts on the tools, devices, instruments in engineering they intend to present in the paper. ESP courses is full of technical language rather than language in general, that may complicate writing papers. 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 20 learners from the faculty of technical engineering, Karshi Engineering-Economics institute. The respondents were involved to actively participate in this survey. A survey focused on questionnaire consisting of 4 questions regarding to the issues of the research methods. The results were stated in the diagram.

**Literature review.** In writing something about we should be aware of terminology or vocabulary words in that field. Any specialization consists of a lot of terminology that characterizes different terms with a variety of meaning and functions in workplaces. Any sphere of study comprises means of transportation, technology, tools and chemical compositions (Abdinazarov X.Sh. 2023:277). A lot of linguists claimed about the advantages of writing and they are: Lambirth (2016) indicated that writing is usually assessed for its rhetorical structures, language use, subject matter in ESP classes, 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 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.** In order to collect the data from the respondents we organized the interview them inviting 20 participants on the issues of presenting their ideas in the paper and its difficulties, impossible to express. The survey focused on a questionnaire consisting of 4 questions: 1)Why do you want to write in ESP classes? 2)The reason of which skill may complicate your understanding? 3)The reason of what you intend to present in the paper? 4)Does writing improve your linguistic skills?

**The results and discussions**



According to the analysis of the collected data from the survey held with participants. We may see the results in the diagram and its percentage.

**Conclusion.** 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 ESP, 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.

**References:**

1. Abdinazarov X.Sh. Borrowed terms in the Uzbek terminological system of oil and gas engineering. EPRA international journal of multidisciplinary research. ISSN (Online): 2455-3662. <https://eprajournals.com/IJMR/article/10865>
2. Tom Hutchinson and Alan Waters. English for specific purposes. A learning-centered approach. Cambridge university press. 1987.
3. Abdinazarov Kh. Sh. Acquisition of terminology in the field of petroleum engineering. Galaxy interdisciplinary research journal. ISSN (E): 2347-6915. Vol 11. Issue 2 Feb. 2023.
4. Abdinazarov X.Sh. Terminology characterizing a wide range of objects. International journal on integrated education. Indonesia. 2023. 200-204 p  
<https://journals.researchparks.org/index.php/IJIE>
5. Bakhtin, M. (1994). Social heteroglossia. In P. Morris (Ed.), *The Bakhtin reader* (pp. 73–79). London: Arnold.
6. Myhill, D., Jones, S., & Wilson, A. (2016). Writing conversations: fostering metalinguistic discussion about writing. *Research Papers in Education*, 31(1), 23–44.
7. Ryan, M. (2014). Reflexive Writers: Rethinking writing development and assessment in schools. *Assessing Writing*, 22, 60–74. Ryan, M. (2017). Writing reflexively: Students and teachers shaping texts and identities.
8. Ryan, M., & Barton, G. M. (2014). The spatialized practices of teaching writing: Shaping the discursal self. *Research in the Teaching of English*, 48(3), 303–329. Special Issue. Ryan, M., Khosronejad,
9. Bulut, P. (2017). The effect of primary school students' writing attitudes and writing self-efficacy beliefs on their summary writing achievement. *International Electric Journal of Elementary Education*, 10(2), 281–285. <https://doi.org/10.26822/iejee.2017236123>
10. Gadd, M., Parr, J., Robertson, J., Carran, L., Ali, Z., Gendall, L., & Watson, K. (2019). Portrait of the student as a young writer: Some student survey findings about attitudes to writing and self-efficacy as writers. *Literacy*, 53(4), 226–235. <https://doi.org/10.1111/lit.12178>
11. Lambirth, A. (2016). Exploring children's discourses of writing. *English in Education*, 50(3), 215–232. <https://doi.org/10.1111/eie.12111>