

DEVELOPING ACADEMIC WRITING SKILLS OF PROSPECTIVE EDUCATORS : CHALLENGES AND TEACHING STRATEGIES

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Abstract. Academic writing plays a key role in the professional development of prospective educators, since they must not only have professional competencies, but also be able to effectively express their ideas and research through written work and scientific articles. Based on this, this article focuses on the importance of developing academic writing skills among prospective educators in the modern educational environment.

As part of the theoretical part of the article, based on the analysis of previous studies, the main challenges faced by prospective educators when mastering academic writing skills were identified, such as insufficient understanding of academic standards, inexperience in structuring and arguing their ideas, as well as limitations in language competence.

The empirical study was conducted using thematic analysis method using semi-structured interviews with 15 fourth-year students, during which the following research questions were posed: "What difficulties do students experience when writing scientific papers? What strategies can be used to improve academic writing skills during learning process?"

The thematic analysis methodology was based on six steps, which included becoming familiar with the data, creating preliminary codes, exploring themes, scrutinizing themes, identifying theme labels, and preparing a final report.

The results showed that prospective educators face a number of problems: a lack of specialized university disciplines aimed at developing academic writing skills, difficulties with organizing a literature review, problems with structuring research work, and a general lack of motivation.

Based on the identification of challenges and teaching strategies in the development of academic writing skills, practical recommendations were proposed to improve the process of preparing future teachers.

Keywords: higher education, future educators, academic writing, challenges of academic writing, educational research, qualitative study, research skill development, writing strategies

Basic provisions

The field of education is characterized by its dynamic and varied nature, which requires educators to possess versatile skills in order to effectively navigate the ever-changing academic landscape. The difficulties presented by multidisciplinary approaches highlight the crucial requirement for higher education institutions to train future instructors who are skilled in academic writing. This study is grounded in the framework of the "Development of Preschool, Secondary, Technical and Vocational

Education of the Republic of Kazakhstan for 2023 - 2029" [1]. It employs compulsory academic writing styles, such as APA, Harvard style, or IEEE, during the instruction of academic writing. Furthermore, it highlights the significance of these academic styles in the enhancement of academic writing through proper referencing.

Introduction

Academic writing plays a role, in education serving as an aspect for students and scholars alike. It enables individuals to express their knowledge participate in discussions and contribute to their specific areas of study. Students pursuing education careers face increased expectations regarding their proficiency in writing as it prepares them for their roles as educators. However, even though academic writing is important it poses challenges, for these students often impeding their understanding and ability to communicate educational concepts effectively.

The concept "Development of Preschool, Secondary, Technical and Vocational Education of the Republic of Kazakhstan for 2023 - 2029" reveals the need to improve and update educational programmes, which will include modules aimed at the development of key flexible skills (soft skills) in the training of future teachers. Academic writing is considered a soft skill necessary for the professional development of a teacher [1].

Pedagogical students often face challenges when it comes to writing. One major difficulty arises from the complexities of using language. Academic writing requires a nuanced use of language following conventions and employing a formal tone. For individuals whose first language is not English meeting these demands can be quite daunting. Expressing oneself accurately and effectively within the boundaries of style can prove to be a struggle [2].

Moreover, students pursuing education face the complexities of norms. Academic writing follows a set of recognized principles, which include citation formats, formatting guidelines and adherence, to disciplinary customs [3]. Understanding and navigating these conventions can prove daunting for students who are not acquainted with the expectations of academia. Consequently, this often leads to a sense of bewilderment, frustration and inconsistencies in their written work.

Pedagogical students not only have to overcome linguistic and stylistic barriers but also need to develop critical thinking skills, which are crucial for effective academic writing. Critical thinking involves the ability to objectively analyze information, constructively evaluate arguments, and formulate independent judgments. For pedagogical students, mastering these skills is essential because they need to synthesize educational theories, participate in pedagogical debates, and express their views on educational issues [4].

Apart from the difficulties mentioned earlier, students pursuing pedagogical studies often encounter challenges in effectively managing their time when it comes to academic writing tasks. Academic writing entails thorough research, drafting, and revision, necessitating meticulous planning and time management to meet deadlines and produce exceptional work. For students striving to juggle multiple assignments,

extracurricular activities, and personal commitments, balancing academic writing with other obligations can prove to be a daunting task.

Given the complex challenges faced by pedagogical students, it is vital to explore their academic writing experiences for several reasons. Firstly, gaining insight into the obstacles they encounter can inform the development of more effective teaching strategies and interventions aimed at improving their writing skills [5]. Secondly, promoting pedagogical excellence requires equipping students with the writing proficiency necessary to succeed in their studies and future careers in education. Finally, advancing academic discourse in the field of education relies on pedagogical students' ability to effectively communicate their research findings, participate in scholarly debates, and share their knowledge.

This article explores the writing experiences of pedagogical students at a university in Astana, Kazakhstan, to shed light on the obstacles they encounter and cultivate a more profound comprehension of their writing paths. Through an examination of these students' experiences, our goal is to contribute to the ongoing discussion on improving academic writing skills among pedagogical students and advancing excellence in the realm of education.

Although many scholars have explored the concept of academic writing, few specific definitions accurately demonstrate its essence. Obtaining an exact definition of the phrase would be advantageous for research purposes, as it would clarify the essence of academic writing as a whole, as well as the particular approach students need to cultivate to acquire this skill. Hence, a researcher might focus their attention on particular facets of the matter at hand in order to highlight potential challenges and remedies that may emerge. Tardy defines academic writing as the process of transforming knowledge in a way that persuades readers of the worth, importance, and reliability of one's work [7]. Academic writing pertains to the scholarly discussions generated by scientists according to the established norms and anticipated standards of their specific disciplines. The style of writing typically employed in academic writing includes scholarly journals, dissertations, master's theses, and other professional publications in the field of education. Kemp's definition, is the most suitable for the purpose of this study[8].

Academic writing offers a lot of advantages to learners. It helps in enhancing their writing skills and gives them a platform to express themselves in the target language. This, in turn, improves their creativity and communication abilities. Besides being an essential language skill, academic writing is also a critical component of literacy practices that students must acquire to succeed in tertiary education. Academic writing can be challenging, particularly for undergraduate students who are tasked with creating extensive written works for the first time, drawing on their study and current literature. For numerous students, this might be a complicated and frustrating experience.

Based on the analysis presented above, it can be inferred that academic writing is a crucial skill that students must possess during their higher education. Unlike other language skills, acquiring academic writing skills is complicated as it requires both disciplinary and linguistic knowledge. During their first year of study, students

may face challenges when attempting to write academically. These issues can originate from multiple sources, including insufficient determination, employing an unsuitable writing style, or emotional influences. An obstacle frequently encountered in academic writing is the absence of suitable academic terminology.

Academic vocabulary is a prevalent characteristic observed in a diverse array of academic publications. Furthermore, vocabulary constitutes the fundamental element of each language, including English. Consequently, without a sufficient vocabulary, it is impossible to effectively communicate and express thoughts, whether through speaking or writing. In an academic writing class, students are required to utilize specific terminology relating to scientific activities, subject matter, and linguistic acts. This includes subject-related vocabulary such as "reduce," "present," and "alteration," scientific activities such as "surveys" and "evaluates," and linguistic acts such as "claim," "state," and "examine" [9].

Academic writing demands students to correctly incorporate sources; hence, they must remember this while writing. The next academic writing challenge is usually connected with citation and referencing.

Academic citation and referencing. According to Hyland, citation is a rhetorical characteristic that plays a crucial role in the social context of persuasion [10]. Hence, it is imperative to acknowledge that employing citations correctly is crucial, particularly in scholarly writing. However, many students face difficulties in correctly using citations while writing academic writings for the first time, as they are required to integrate their own arguments with the ideas and findings of other scholars. Consequently, the inaccurate citation of data from a specific source or the misinterpretation of an author's viewpoint might lead to plagiarism or miscommunication problems.

Undergraduate students may have concerns with referencing in the academic writing process. Students must adhere to the referencing format specified by their colleges, such as APA, Harvard, or IEEE. Researchers have identified two crucial reasons for the importance of referencing. Firstly, referencing helps to attribute specific ideas to their respective authors. Secondly, it allows readers to explore other relevant literature, which can help them identify gaps in information.

In addition, students may face several challenges when changing their reference list to conform to the required referencing structure. According to Harzing, mistakes in formatting references can reduce the credibility of writers. When professionals realize that academics are not careful in citing sources and just regurgitate what others have said, they are reluctant to value the advice given by academics. Therefore, it is crucial to acquaint oneself with several referencing methods.

Students sometimes encounter obstacles in academic writing, particularly in relation to coherence and cohesion.

Coherence refers to the fundamental semantic connections that enable comprehension of a text. Therefore, a document is deemed coherent when it possesses meaning. Tanskanen and Benjamins define coherence as the outcome of an interaction between a reader and the text [12]. For example, a study indicated that the

majority of Malaysian students hold the belief that possessing understanding of grammar is sufficient to generate high-quality writing [13]. Nevertheless, it might not be adequate to avert difficulties in generating cohesive written work. Lee explained that these challenges arise because pupils primarily prioritize language usage rather than the creation of meaning.

Enkvist defines cohesion as explicit connections present on the surface of a text which assists the reader in perceiving the overall meaning and coherence of the text. Therefore, coherence is understood as the inherent linkage of concepts that facilitates the smooth progression of a text. However, Taher's study has revealed that Yemeni pupils exhibit a deficiency in writing cohesively, characterized by an absence of academic vocabulary, linguistic proficiency, and the aptitude to select suitable language. In addition, a study carried out by Al Badi revealed that most students (16 out of 20) were informed of the crucial role that cohesion and coherence play in writing. However, they still encountered difficulties in constructing cohesive sentences. One participant suggested that a lack of understanding of cohesive devices, such as academic language, the structure, and arrangement of academic writing, could be the source of difficulties with cohesiveness.

Analyzing the literature review, we have found these key academic writing challenges faced by future educators: *Lack of Academic Vocabulary, Issues with Using Citations and Referencing, Lack of Cohesion and Coherence*.

In summary, academic writing is a crucial proficiency that undergraduate students must learn, while it can be tough to accomplish. The research mentioned above indicates that students encounter several difficulties when producing research papers and assignments. The primary cause of these challenges is a deficiency in pre-existing knowledge regarding academic writing, academic terminology, and linguistic aptitude.

Materials and Methods

The study was carried out in February 2023. The objective of this study is to investigate the difficulties encountered by pedagogical students in academic writing at a specific institution in Astana. This project aims to investigate the following research inquiries:

- 1) What difficulties do pedagogical students experience when writing academic papers?
- 2) How can pedagogical students improve their academic writing skills while studying in higher education?

The current study utilized a qualitative approach to effectively address the research issues. The study specifically selected fifteen undergraduate students from the Education Department as respondents, with the purpose of examining the issues faced by this specific group.

The interview questionnaire was thoughtfully designed to provide pedagogical students with a platform to express their perspectives on the obstacles they encounter while engaging in academic writing throughout their university studies. Our objective is to identify areas in need of enhancement and create successful methods to tackle

these challenges. The survey had 15 participants - 10 women (66.6%) and 5 men (33.3%). The questions were in English and Russian. 9 (60%) participants responded in English and 6 (40%) in Russian.

Thematic analysis is a commonly employed technique for analyzing data in the fields of social sciences, particularly in the areas of pedagogy and psychology, owing to its straightforwardness and practicality. Its purpose is to determine the fundamental assertions and separate concepts inside the data. It proposed a six-phase methodology for carrying out a thematic analysis. These phases involve becoming acquainted with the data, generating preliminary codes, investigating themes, scrutinizing themes, identifying and labelling themes, and producing the final report.

This method is helpful for researchers to gain insights from their data and present their findings in a clear and organized way.

The interview transcript and document analysis data were subjected to thorough data coding and theme identification techniques. To initiate the coding procedure, the initial stage involved the selection of pertinent transcript excerpts and the creation of preliminary codes. Data extracts are subsets of data that has the capacity to unveil significant information that is worthy of further investigation. In order to ensure clarity for the reader, it was imperative to thoroughly examine pertinent code labels and furnish comprehensive descriptions of the codes during their creation. In the subsequent stage of the investigation, the codes were compressed and categories were established in order to enhance the organization of the data.

The study entailed a robust rapport with the subjects. Our team adhered rigorously to the code of ethics for researchers, placing particular emphasis on three key ethical considerations: permission, privacy, and anonymity. In order to guarantee informed consent, prospective participants were provided with a comprehensive information sheet that outlined the precise details of the study, including the process of enrolling, the nature of the study, and the procedure for opting out. Prior to the interview, participants filled out a Consent Form.

The Code of Ethics for Educational Researchers in Kazakhstan emphasizes the significance of taking into account the influence of translation and interpretation on participants' comprehension of the subject matter while conducting research in various languages. In order to guarantee precision and inclusivity, all material was presented in both the English and Russian languages. In order to safeguard the confidentiality of the individuals involved, any personally identifiable information was extracted from the audio recordings and transcripts. These details were then securely saved in a separate file that is protected by a password. In order to provide further protection for privacy, pseudonyms were employed throughout the process of data processing, interpretation, and storage.

Results

Through the process of thematic analysis, we were able to generate 10 distinct codes. Subsequently, we organized the codes into a concise set of four overarching themes: Inadequate preparation for academic writing, Issues with organizing

Literature review, Problems with structuring research work, and lack of motivation (figure 1)

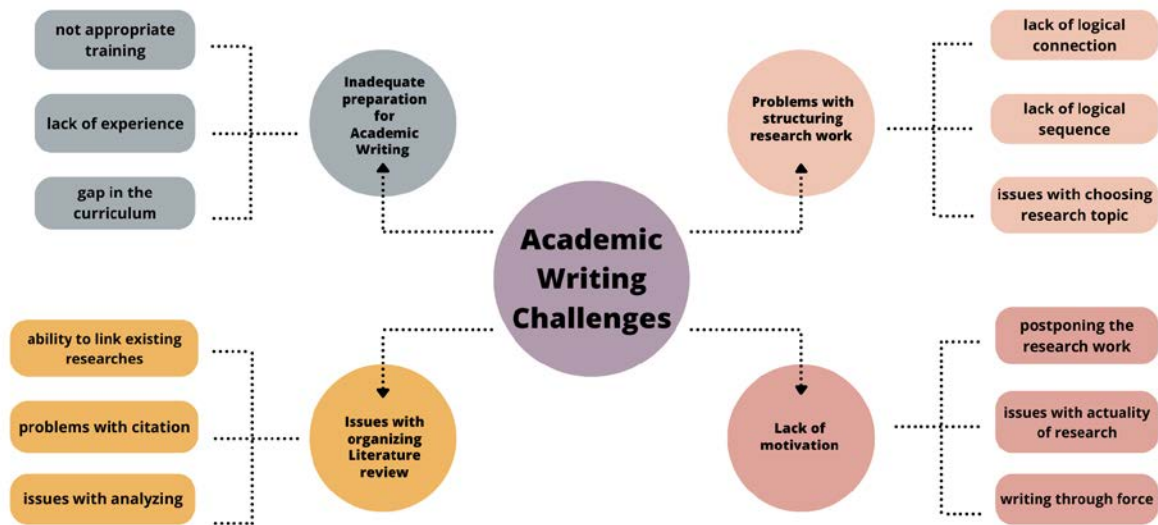


Figure 1 – Thematic Map of the Academic Writing Challenges Faced by Future Educators

Inadequate preparation for academic writing

One of the themes found in the research is that pedagogical students are mainly faced with the challenge of inadequate preparation for academic writing.

It was observed from the answer of *Student 4*:

“At school, we had no experience in writing research papers, and there was no appropriate training or course that would have developed academic writing skills. At the university, we took a course called "Methods of Scientific Research" in which the emphasis was more on theory, and worked with the conceptual apparatus of organization of scientific research, but we did not get practical skills and did not practice in real exercises the skills of academic writing”.

In this regard, the student lacked preparation for Academic Writing and the university's Academic training does not include the development of research skills and academic writing.

The lack of preparation was also pointed out by *Student 2*:

“I have not encountered the writing of research papers, or projects and have not received the relevant knowledge that would contribute to the development of research skills. While I was studying at the university, we did not have a course "Academic Writing" for pedagogical specialities, and we did not have the opportunity to apply the skills of academic writing in practice, in a real learning situation”.

In this case, we can see that the participant notes the absence of a specific course on academic writing tailored for pedagogical specialities. This finding highlights a potential gap in the educational curriculum, where students pursuing

pedagogical degrees may not have had a structured opportunity to learn and practice academic writing skills specific to their field.

Issues with organizing Literature review

The Challenges in Structuring a Literature Review pointed out by *Student 5*:

“I experienced difficulties in conducting a literature review, which was expressed in the identification of relevant sources, in the ability to link existing research to the topic of my research”.

Student 8 also identified challenges in organizing a literature review.

“I did not know how to properly cite other people's work, I did not know how to summarize the author's idea correctly, how to link different ideas of scientists in a single logical context”.

It was observed from the answer of *Student 1*:

“My supervisor required me to group different ideas of authors into one scientific direction, I reread and rewrote passages from their works without any classification because I did not know how”.

The responses from the participants indicate that the main reasons for the issues with organizing literature review for prospective teachers are limited research skills, lack of clear guidelines, difficulty synthesizing information, inadequate understanding of the topic, lack of prior experience, and difficulty in establishing a logical flow. This highlights a potential gap in the educational curriculum, suggesting that students enrolled in pedagogical programs may not have had a systematic opportunity to acquire and apply academic writing skills specific to their discipline.

Problems with structuring research work

The research work's organizational challenge was addressed by *Student 6* answer:

Student 6: When applying to university, I had to approve a thesis topic and write a justification for it. It was a real challenge for me, as it was the first time I faced such a requirement and I had no idea how to do it. I knew nothing about the structure of a dissertation, about the logic of scientific research, I did not understand at all where to start.

The answers provided by respondents 7 and 10 emphasized the presence of uncertainty resulting from insufficient data while organizing the research project:

Student 7: When I started writing my diploma project, I did not know what its structure should be, or what parts or chapters it should consist of. There was no understanding of the logical sequence and structure of writing a diploma work.

Student 10: Creating a well-structured and organized research paper can be a daunting task, especially if you have never done complex research topics before. When I entered university, it was difficult to even choose a research topic.

Being able to structure research work is a vital skill for aspiring teachers. It not only contributes to their academic growth but also equips them with the necessary skills for effective communication in the educational field. From the responses of *Students 7, 10, and 6*, it is evident that they encountered various challenges in their

research work, such as limited research experience, unclear research objectives, finding a balance between practice and theory, limited exposure to research tools, and technology-related issues. Overcoming these challenges requires providing support and mentorship in academic writing that caters to the specific needs of prospective teachers. Structuring research work should be considered not only an academic requirement but also a fundamental skill that fosters their development as effective educators and researchers in the field of education.

Lack of Motivation

It was evident that Student 11 faced difficulty in finding motivation, as indicated by the response:

Student 11: In the process of writing my diploma paper, it was difficult for me to keep motivated for a long time, I had to force myself and write through "force", I did not see a clear result and did not understand my research work.

From the response of Respondent 12, we can conclude that the student was unable to establish a connection and relevance to their diploma paper:

Student 12: In the course of writing a diploma work I often fell into the Writer's deadlock, so I didn't see the value and need in the conducted research and I didn't take proper feedback from my instructor. There was a piece of limited information on how should I improve my diploma paper.

The student's lack of motivation is evident in Respondent 15's answer regarding the diploma project continuation:

Student 15: Because of the lack of internal motivation to write academic writing, for a long time could not force myself to sit down to work, postpone until the last critical moment and achieve the minimum result for the acceptance of my work for defense.

Prospective teachers often lack motivation for academic writing, which can hinder their academic and professional development. This issue is influenced by several factors, such as the perceived irrelevance of academic writing, limited understanding of its significance, unclear expectations, lack of personal connection, and fear of evaluation.

Discussion

After analyzing the context in Kazakhstan, it can be observed that courses aimed at developing scientific writing skills have only been introduced in recent years. Although at the Bachelor's degree level, courses like "Methods of Scientific Research" and "Methodology of Scientific and Pedagogical Research" are offered, their purpose is to provide students with theoretical knowledge to write research papers without any practical exercises or tasks to develop academic writing skills. Thus, the methodology of these courses is purely theoretical. Academic writing courses are only implemented at the doctoral level, which is not enough as doctoral students are expected to have already developed research skills during their undergraduate and master studies.

Respondents 4 and 2 mentioned a significant challenge: aligning practical applications with theoretical foundations in the classroom. This highlights the need

for aspiring educators to develop a balanced perspective that bridges the gap between theoretical knowledge and its real-world implementation. Including practical exercises in academic writing courses could be an effective strategy.

In Kazakhstani universities, anti-plagiarism programs are implemented to combat issues resulting from impractical research preparation in the context of academic writing.

Plagiarism commonly entails the exact replication of an original writer's words. It can be considered a type of plagiarism. Plagiarism can occur by deliberate cheating or inadvertently incorporating text from a source without providing appropriate acknowledgment or attribution. Despite the growing prevalence of plagiarism in recent years, there are still many learners who have misunderstandings regarding the definition of this phrase. Some students believe that including the author's name in their work exempts them from committing plagiarism by using someone else's words and ideas. Consequently, they can lack the ability to identify plagiarism in their own work.

During the interview, respondents 6, 7, and 10 mentioned that many aspiring educators struggle with defining their *research objectives* precisely. This is an important finding that suggests that clearly articulating the purpose and goals of a study is a significant challenge for academic writers. Future research and training programs should emphasize the importance of establishing well-defined objectives as an integral step in overcoming this challenge.

Thematic analysis suggested that individuals preparing to become educators lacked experience in crafting *Literature Reviews*. Respondents 5,8 and 1 highlighted the difficulties that prospective teachers face in creating comprehensive literature reviews. This may be due to the limited exposure to formal research methods during teacher training programs. To address this issue, institutions should consider incorporating more comprehensive research components into their curricula, ensuring that future educators are well-prepared to conduct thorough literature reviews.

Participants in the study observed that they encountered difficulty in terms of a dearth of motivation. This fact is evident from the responses of Respondents 11, 12, and 15. These individuals linked their challenges to the feedback received from their instructors. The absence of seasoned instructors or advisors who can provide guidance to aspiring educators throughout the research process is of utmost concern. The provision of appropriate feedback assumes a central role in addressing challenges, offering personalized guidance, and fostering a supportive environment for novice researchers. Educational institutions must invest in mentorship programs that pair aspiring educators with experienced faculty members, thus enabling them to navigate the intricacies of academic writing.

Conclusion

In conclusion, we must recognise that our data collection methods were limited to just two main qualitative methods. Consequently, it may be difficult to extend our findings to a wider audience using thematic analyses. Nevertheless, we were able to

identify serious problems related to academic writing in future educators. Therefore, further research can be conducted for a wider range of participants.

It was found that Kazakhstani future educators face various problems early in their careers, which in turn could potentially hinder the development of their professional development. Thus, we offer the following recommendations based on the barriers to academic writing of future educators:

1. Development of practice-oriented courses on academic writing:

For individuals who aspire to become teachers, it is crucial that they have excellent writing skills. One of the best ways to develop these skills is by enrolling in writing workshops or academic writing courses that are offered by universities and other institutions. These courses provide a comprehensive understanding of writing techniques, styles, and formats, and also offer opportunities for practice and feedback. By participating in these programs, aspiring teachers can enhance their writing skills and develop the confidence to communicate their ideas effectively in the classroom.

2. Integration into Curriculum The Model of Effective Writing:

It is important to include writing assignments in the curriculum of various subjects. This will help future educators to develop their writing skills across different contexts and disciplines. Sharing well-written academic articles, essays, and research papers can serve as good models for effective writing strategies, organization, and use of evidence. Analyzing these examples together can also help highlight these strategies.

3. Integration of Library and Research Skills:

It is crucial to equip aspiring educators with the necessary skills required for conducting effective literature reviews and research. They should be familiarized with academic databases, citation styles, and the significance of accurately citing sources. In order to facilitate learning, students should be provided with access to resources. In addition, instructors should ensure the integration of library resources by enabling students to use a database of scholarly texts.

4. The implementation of Writing Centers models

Academic writing centres exist in many universities around the world, teaching students writing skills from the beginning of their studies. It is necessary to introduce these centres in universities across Kazakhstan, as they have already proved to be beneficial in many other countries. The use of writing centres or educational institutions' tutoring services should be encouraged, as they offer one-on-one assistance to help students improve their writing skills.

5. Encourage Analytical Reading:

Based on the OECD results, Kazakhstan's reading literacy level ranks 249th, which is much lower compared to the average results of other OECD countries . Hence, we consider it extremely crucial for students to enhance their analytical reading skills. We also believe that it is essential to inculcate a reading culture among aspiring educators. Their exposure to well-written academic literature will help them internalize the proper writing styles and structures.

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БОЛАШАҚ ПЕДАГОГТЕРДІҢ АКАДЕМИЯЛЫҚ ЖАЗУ ДАҒДЫЛАРЫН ДАМУЫ: КЕДЕРГІЛЕР МЕН ОҚЫТУ СТРАТЕГИЯЛАРЫ

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Аңдатпа. Болашақ педагогтердің кәсіби біліктілігін арттыруда академиялық жазу басты рөл атқарады, өйткені олардың кәсіби құзыреттіліктері ғана емес, жазба жұмыстары мен ғылыми мақалалар арқылы өз ойларын, ізденістерін тиімді жеткізе білуі керек. Осыны негізінде мақалада қазіргі білім беру жағдайында болашақ педагогтердің академиялық жазу дағдыларын дамыту қарастырылады.

Мақаланың теориялық бөлігі аясында өткен зерттеулерді талдау негізінде академиялық жазу дағдыларын меңгеру кезінде болашақ педагогтерде кездесетін негізгі қиындықтар анықталды: академиялық стандарттарды жеткіліксіз түсіну, құрылымдау және өз идеяларын дәлелдеу тәжірибесінің аздығы, тілдік құзіреттіліктегі шектеулер.

Эмпирикалық зерттеу төртінші курстың 15 студенттерімен жартылай құрылымдалған сұхбатты қолдану арқылы тақырыптық талдау әдісімен жүргізілді, оның барысында келесі зерттеу сұрақтары қойылды: «Студенттер ғылыми жұмыстарды жазу кезінде қандай қиындықтарға тап болады? Университетте академиялық жазу дағдыларын жақсарту үшін қандай стратегияларды қолдануға болады?»

Тақырыптық талдау әдістемесі деректермен танысу, алдын ала кодтар жасау, тақырыптарды зерттеу, тақырыптарды зерделеу, тақырып белгілерін анықтау және қорытынды есепті дайындауды қамтитын алты қадамға негізделген.

Нәтижесінде болашақ педагогтер кезіктіретін бірқатар кедергілерді анықтады: академиялық жазу дағдыларын дамытуға бағытталған мамандандырылған университеттік пәндердің жетіспеушілігі, әдебиеттерге шолуды ұйымдастырудағы қиындықтар, зерттеу жұмысын құрылымдаудағы проблемалар және жалпы мотивацияның болмауы.

Академиялық жазу дағдыларын дамытудағы қиындықтар мен оқыту стратегияларын анықтау негізінде болашақ педагогтерді дайындау үдерісін жетілдіру бойынша практикалық ұсыныстар ұсынылды.

Тірек сөздер: жоғары білім, болашақ оқытушылар, академиялық жазу, академиялық жазудың қиындықтары, білім беру саласындағы зерттеулер, сапалы зерттеу әдісі, зерттеу дағдыларын дамыту, жазу стратегиялары

РАЗВИТИЕ НАВЫКОВ АКАДЕМИЧЕСКОГО ПИСЬМА У БУДУЩИХ ПЕДАГОГОВ: ВЫЗОВЫ И СТРАТЕГИИ ОБУЧЕНИЯ

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Аннотация. Академическое письмо играет ключевую роль в профессиональном развитии будущих педагогов, поскольку они должны не только обладать профессиональными компетенциями, но и уметь эффективно оформлять свои идеи и исследования через письменные работы и научные статьи. Исходя из этого данная статья фокусируется на важности развития навыков академического письма у будущих педагогов в современной образовательной среде.

В рамках теоретической части статьи на основе анализа предыдущих исследований были выявлены основные вызовы, с которыми сталкиваются будущие педагоги при освоении навыков академического письма, такие как недостаточное понимание академических стандартов, неопытность в структурировании и аргументации своих идей, а также ограничения в языковой компетенции.

Эмпирическое исследование проводилось методом тематического анализа с использованием полуструктурированного интервью 15 студентов четвертого курса педагогических специальностей, в ходе которого были поставлены следующие исследовательские вопросы: «Какие трудности испытывают студенты при написании

научных работ? Какие стратегии могут быть использованы для улучшения навыков академического письма в процессе обучения в вузе?»

Методология проведения тематического анализа основывалась на шести этапах, которые включают в себя ознакомление с данными, создание предварительных кодов, исследование тем, тщательное изучение тем, определение маркировки тем и подготовку окончательного отчета.

Результаты показали, что будущие педагоги сталкиваются с рядом проблем: недостаточность специализированных вузовских дисциплин, направленных на развитие навыков академического письма, трудности с организацией обзора литературы, проблемы со структурированием исследовательской работы и общее отсутствие мотивации.

На основе выявления вызовов и стратегий обучения в развитии навыков академического письма были предложены практические рекомендации для улучшения процесса подготовки будущих педагогов.

Ключевые слова: высшее образование, будущие педагоги, академическое письмо, проблемы академического письма, исследования в области образования, качественный анализ, развитие исследовательских навыков, стратегии написания текстов

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