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**II Spring International Scientific and Practical ONLINE  
Conference “Innovative Approaches of Language Teaching:  
Bridging Theory and Practice”**

**«Тілдерді оқытудың инновациялық тәсілдері: теория мен  
практиканы ұштастыру» атты II көктемгі халықаралық  
ғылыми-практикалық конференция**

**II весенняя международная научно-практическая  
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языков: слияние теории и практики»**

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«Тілдерді оқытудың инновациялық тәсілдері: теория мен практиканы ұштастыру» атты ІІ көктемгі халықаралық ғылыми-практикалық конференция материалдар жинағында шетел тілдерін оқыту саласындағы озық тәжірибелермен алмасуға, мәдениетаралық қарым-қатынасты нығайтуға, цифрлық дәуір жағдайында шетел тілдерін оқытудағы инновациялық технологияларды таратуға, сондай-ақ халықаралық ғылыми-академиялық ынтымақтастықты кеңейтуге бағытталған ғылыми-практикалық зерттеулердің нәтижелері енгізілген. Материалдарда білім алушылар мен жас ғалымдардың осы бағыттағы зерттеулерге белсенді қатысуын ынталандыру мәселелері қарастырылған.

В сборник материалов ІІ весенней международной научно-практической конференции «Инновационные подходы преподавания языков: слияние теории и практики» включены результаты научно-практических исследований, направленных на обмен передовым опытом в области преподавания иностранных языков, укрепление межкультурной коммуникации, распространение инновационных технологий обучения в условиях цифровой эпохи, а также расширение международного научно-академического сотрудничества. В материалах рассматриваются вопросы стимулирования активного участия обучающихся и молодых ученых в исследованиях в данной области.

The proceedings of the ІІ Spring International Scientific and Practical ONLINE Conference “Innovative Approaches of Language Teaching: Bridging Theory and Practice” include the results of scientific and practical research aimed at sharing advanced experience in foreign language teaching, strengthening intercultural communication, disseminating innovative teaching technologies in the digital age, and expanding international scientific and academic cooperation. The materials also address issues related to encouraging the active participation of students and young researchers in this field.

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## **II Spring International Scientific and Practical ONLINE Conference “Innovative Approaches of Language Teaching: Bridging Theory and Practice”**

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теории и практики»**

### **The Main Themes of the Conference:**

1. Teaching foreign languages for professional and interdisciplinary purposes.
2. Innovative technologies in foreign language teaching methodology.
3. Language training in the context of multilingualism and lifelong learning.
4. Language education based on digital technologies and artificial intelligence.

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инженерных систем требует знания английской технической терминологии.

5. В инженерном образовании необходимо уделять больше внимания развитию профессиональной языковой компетенции студентов.

Для магистрантов образовательной программы «Инженерные системы и сети» владение английским языком является важным фактором успешной профессиональной и научной деятельности. Оно позволяет не только эффективно работать с современной научной литературой и программным обеспечением, но и активно участвовать в международном научном сотрудничестве.

Таким образом, развитие профессионального английского языка должно рассматриваться как неотъемлемая часть подготовки современных инженеров в области инженерного обеспечения объектов строительства.

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## **TEACHING ACADEMIC WRITING FOR PROFESSIONAL COMMUNICATION IN ESP COURSES**

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### **Abstract**

This article examines the features of teaching academic writing in English for Specific Purposes (ESP) courses as an essential component of professional

communication. The relevance of the study is the growing need for students to develop the ability to produce structured and academically appropriate written texts in the context of globalization and international cooperation. The paper analyzes the main challenges faced by learners in mastering academic writing, including insufficient command of academic style, limited vocabulary, and difficulties in text organization. Particular attention is given to effective teaching approaches, such as the genre-based approach. The importance of teaching academic writing for biologists lies not only in developing their ability to communicate research findings clearly, but also in preparing them to meet the demands of international scientific discourse. Moreover, it is essential to address the specific challenges biologists face, such as structuring complex data, describing experimental procedures accurately, and avoiding ambiguity in scientific interpretation. Particular attention should be given to the process writing approach, which emphasizes drafting, feedback, and revision, as well as to the effective use of digital technologies that support writing, collaboration, and reference management. The findings indicate that the integration of these approaches is the most effective strategy, as it contributes not only to the development of linguistic competence but also to critical thinking and professional writing skills. The practical significance of the study lies in the possibility of applying the proposed methods in ESP teaching contexts.

**Keywords:** academic writing, ESP, professional communication, genre-based approach, digital technologies, teaching methods, academic literacy

### **Introduction**

In the context of globalization and the rapid development of international cooperation, English language proficiency is becoming an integral part of the professional training of specialists in various fields. It is important not only to be able to communicate verbally, but also to possess the skill of producing written texts in academic and professional contexts. Academic writing is one of the key components of professional communication, as it ensures the transmission of scientific information, the design of research results and participation in the international academic community [1]. Academic writing is a crucial aspect of professional communication, as it is the primary method for disseminating scientific information, sharing research outcomes, and participating in international academic networks [2]. Despite the importance of this skill, practice shows that many students who study English as a foreign language (EFL) or English for Specific Purposes (ESP) face significant challenges when writing academic texts. The main issues include a lack of proficiency in academic writing, limited vocabulary, and difficulties in structuring the text logically according to the requirements of academic discourse [3]. Unlike general English language learning, English for Specific Purposes (ESP) courses focus on developing the language skills necessary for specific professional activities. Academic writing is used as a tool for effective professional communication in this context, and specialized teaching methods are required to support this process [4]. In this regard, the aim of this article is to examine the characteristics of teaching academic writing in English for

specific purposes courses, as well as to determine the most effective approaches to developing written professional communication skills [5].

### **Methods**

This study used a theoretical analysis and synthesis of scientific literature on the teaching of academic writing within the context of English for Specific Purposes (ESP). It is a qualitative study that aims to identify effective teaching approaches. The research is based on an analysis of domestic and foreign studies on the teaching of academic writing, as well as the characteristics of professional communication and the use of innovative methods in teaching foreign languages. Particular attention was given to studies that consider academic writing as a means of professional interaction in an international context.

The study conducted a comparative analysis of different teaching approaches for academic writing, such as genre-based, process writing, and communicative and task-based methods. The analysis was based on several criteria, including the effectiveness of text structure, the development of academic writing style, and students' ability to produce independent written work. In addition, the study explored the potential of digital technologies for teaching academic writing. It examined automated text verification systems, online platforms, and artificial intelligence tools to determine their impact on students' written language quality and independence. Moreover, the study identified common challenges faced by students when developing their academic writing skills. These challenges include lexical, grammatical, and structural difficulties. This information helped identify areas for improvement in teaching methods for ESP courses. Thus, the use of a combination of theoretical methods has not only allowed for the generalization of existing scientific approaches, but has also identified the most effective strategies for teaching academic writing for professional communication.

### **Results and Discussion**

#### *Challenges in Teaching Academic Writing in ESP*

One of the central challenges in teaching academic writing within English for Specific Purposes (ESP) courses is the insufficient development of learners' written professional communication skills. Despite having a general command of the English language, many students demonstrate limited ability to produce structured, coherent, and academically appropriate texts [6].

A major difficulty lies in the lack of mastery of academic style. Students frequently rely on informal or conversational language, which contradicts the conventions of academic discourse. Academic writing requires adherence to specific linguistic norms, including formality, objectivity, and precision, which are often underdeveloped in ESP learners [7].

Another significant issue is the limited range of academic and professional vocabulary. Learners often struggle to select appropriate terminology and discipline-

specific expressions, which affects both the clarity and credibility of their written communication. This problem is particularly critical for students in biological fields, where the use of precise scientific terminology is essential for describing biological processes, experimental procedures, and research findings [8].

In addition, biology students face specific challenges related to the interpretation and description of scientific data. They often struggle to accurately present results obtained from experiments, including the description of graphs, tables, and statistical data. Many students lack the ability to clearly explain cause-and-effect relationships, interpret experimental outcomes, and link results to existing scientific theories. This leads to vague or incomplete discussion sections in their academic writing [9].

Another difficulty specific to biologists is the use of the IMRAD structure (Introduction, Methods, Results, and Discussion), which is a standard format for scientific articles. Students frequently misunderstand the purpose of each section, for example, mixing results with discussion or providing insufficient methodological detail. This weakens the overall quality and clarity of their research papers.

Furthermore, students often experience difficulties in maintaining objectivity and scientific tone. In biological writing, it is essential to avoid personal opinions and instead rely on evidence-based reasoning. However, many learners either overuse subjective language or, conversely, produce overly simplified descriptions that lack analytical depth [10].

Another important issue is related to the integration of sources and avoidance of plagiarism. Biology students must engage with a large volume of scientific literature, yet they often struggle with paraphrasing, summarizing, and correctly citing sources. As a result, their writing may contain unintentional plagiarism or poor integration of references, which undermines academic integrity.

In addition, challenges arise in the application of the process writing approach. While this approach emphasizes stages such as planning, drafting, revising, and editing, biology students often focus primarily on content accuracy rather than the writing process itself. They may produce technically correct information but neglect revision, coherence, and clarity. Time constraints in laboratory work and research activities further limit their ability to fully engage in multiple drafting stages.

Overall, the identified challenges highlight that for biology students, academic writing is not only a linguistic task but also a complex cognitive process that involves data interpretation, critical thinking, and adherence to disciplinary conventions. This underscores the need for specialized teaching approaches tailored to the requirements of biological sciences [11].

#### *Genre-Based Approach in Teaching Academic Writing in ESP*

One of the most effective approaches to addressing the challenges of teaching academic writing in ESP contexts is the genre-based approach. This approach is grounded in the understanding that academic writing is not merely a linguistic skill, but a social and communicative practice shaped by specific conventions and expectations. [12] According to Swales (1990), genres represent structured forms of

communication that serve particular purposes within academic and professional communities. In this regard, teaching writing through genres enables learners to understand how texts are organized, what linguistic features are required, and how meaning is constructed within a specific discourse community. [13]The genre-based approach focuses on explicit instruction of text structure, including typical organizational patterns, rhetorical moves, and language features characteristic of academic writing. For example, students learn how to construct research articles, reports, and essays by analyzing model texts and identifying their key components. This process enhances learners’ awareness of academic conventions and improves their ability to produce coherent and well-structured texts. [14] Furthermore, this approach promotes the development of critical thinking and analytical skills. By examining authentic examples of academic writing, students learn to evaluate the effectiveness of different writing strategies and apply them in their own work. As a result, writing becomes a purposeful and structured activity rather than a purely linguistic exercise. [15] Another advantage of the genre-based approach is its relevance to professional communication. In ESP courses, learners are required to produce texts that correspond to specific professional contexts, such as reports, case studies, or research papers. Genre-based instruction equips students with the necessary tools to meet these demands by aligning language learning with real-world communication tasks. Overall, the genre-based approach provides a systematic framework for teaching academic writing, addressing both structural and functional aspects of language use. Its effectiveness lies in its ability to bridge the gap between theoretical knowledge and practical application in professional communication [16].

#### *Digital Tools in Teaching Academic Writing*

In the context of the digital transformation of education, the integration of technological tools into the teaching of academic writing has become increasingly important. In ESP courses, digital resources not only support language development but also enhance learners’ ability to produce high-quality academic texts. [17] One of the most widely used tools is automated writing assistance software, such as Grammarly, which provides real-time feedback on grammar, punctuation, and style. Such tools help students identify and correct errors independently, thereby promoting learner autonomy and improving overall writing accuracy. [18]In addition, artificial intelligence-based tools, including ChatGPT and similar platforms, have introduced new opportunities for academic writing instruction. These tools can assist students in generating ideas, organizing texts, and understanding academic conventions. However, their use requires careful pedagogical guidance to ensure that learners develop their own writing skills rather than relying entirely on automated systems. Furthermore, online learning platforms and digital resources enable access to a wide range of authentic academic materials. Exposure to such materials allows students to analyze real examples of professional and academic writing, which contributes to the development of genre awareness and disciplinary literacy. [19]The integration of digital tools also supports a more interactive and student-centered learning

environment. Learners can receive immediate feedback, engage in collaborative writing tasks, and revise their work more effectively. This aligns with contemporary approaches to language teaching that emphasize active learning and continuous improvement. Nevertheless, it is important to note that digital tools should complement, rather than replace, traditional teaching methods. The role of the instructor remains crucial in guiding students, providing feedback, and developing critical thinking skills. [20] Overall, the use of digital technologies significantly enhances the effectiveness of teaching academic writing in ESP by increasing accessibility, improving accuracy, and fostering independent learning.

### **Conclusion**

In conclusion, the study has demonstrated that academic writing plays a crucial role in the development of professional communication skills within ESP courses. In the context of globalization and increasing demands for international academic and professional interaction, the ability to produce well-structured and coherent written texts becomes an essential competence for learners. The analysis has shown that students face a range of difficulties in mastering academic writing, including limited vocabulary, insufficient understanding of academic style, and challenges in organizing their texts. These issues highlight the need for more targeted and effective teaching approaches in ESP contexts. The findings of the study indicate that the genre-based approach provides a strong foundation for developing academic writing skills, as it enables learners to understand the structure and communicative purpose of different types of texts. At the same time, the process writing approach contributes to the development of writing as a dynamic and reflective activity, while digital tools enhance learning by offering immediate feedback and increasing learner autonomy. Therefore, the integration of these approaches represents the most effective strategy for teaching academic writing in ESP courses. Such a combination not only improves students' linguistic competence but also fosters critical thinking and prepares them for real-world professional communication. Future research may focus on the practical implementation of these approaches in classroom settings, as well as on the impact of emerging digital technologies and artificial intelligence on the development of academic writing skills.

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