

## SOME PECULIARITIES OF ENGLISH FOR ACADEMIC PURPOSES

*Agzamkhodjaeva Saodat Abrarovna –senior teacher*

*Department of English Applied Sciences 3*

*English language faculty - 3*

*Uzbekistan state world languages university*

**Abstract.** *This article has attempted to describe the skills and strategies developed in an English for Academic Purposes. The microskills of writing and reading received more attention. It has been suggested that when teaching academic reading, it is advisable to focus on learning the features of English academic discourse and reading strategies. With regard to writing, in the context of a national university, we believe it is important to pay attention to and practice the organization of academic texts, as well as to focus on the vocabulary and structures inherent in academic discourse.*

**Keywords:** *English for Academic Purposes, teaching academic reading, academic discourse, reading strategies, academic texts, vocabulary, specific purposes.*

At present, when the internalization of national higher education is in full swing, the mobility of both students and teaching staff is increasing, and English is playing an increasingly important role as the language of academic communication. Teaching language for academic purposes is a branch of the methodological direction called “language for specific purposes”, the main principles of which are taking into account the individual needs of students when selecting content, the use of authentic texts, and the identification and development of relevant macro- and micro-skills. P. Robinson lists the following features of the English for Academic Purposes course:

- 1) language is studied for a specific purpose, namely for communication in an academic environment;
- 2) the skills and language that are focused on in the English for Academic Purposes course are identified through an analysis of the students' needs and correspond to their academic needs;
- 3) usually the course is limited in time;
- 4) the course is taught to an adult audience. R. Robinson equates English for academic purposes with mastering study skills.

Study skills refer to the skills, techniques, and strategies used in reading, listening, or writing for learning purposes. Other researchers (for example, R.R.Jordan, C. Kennedy, R. Bolitho) say that study skills are an integral component of the English for Academic Purposes course, but the course is not limited to them.

In addition, in the context of studying English as a foreign language, part of the learning skills may already be formed. Another emphasis of the course should be academic style and register. In this article we will describe macro- and micro-skills,

the formation of which is necessary for functioning in an English-speaking academic environment. Macro skills are the basic language skills: listening, reading, writing, speaking. By microskills we will understand individual processes and skills necessary to perform more complex activities. For example, listening to lectures in English requires mastering microskills such as identifying the purpose and scope of a lecture, recognizing transitions between its components, understanding the functions of intonation, and many others.

We will not be able to ignore linguistic functions - the purposes of using a language unit, such as a request, proposal, argumentation, etc. Language functions and skills are directly related to discursive competence, that is, the ability to interpret individual elements of meaning and the connections between them, and also to sociolinguistic competence - the ability to recognize the context, purpose and participants of communication.

We will also consider strategies for successfully working with academic material, that is, conscious and unconscious processes used as ways to achieve a certain goal, in our case - for learning and communication in a foreign language in an academic environment. The ability to recognize and use relevant strategies in communication constitutes the strategic competence of the communicator. Subsequently, we will focus on the skills and strategies that we see as essential for learning English for academic purposes in the context of a national university.

Academic English is a style that is used for writing dissertations, diploma and scientific papers, essays, term papers, reviews of literary works, etc. Not all language schools and courses teach this style. Its main feature is the scientific style of presenting information, as well as formatting. All work is formatted in accordance with established standards in a specific font. Words that are important to the reader are highlighted in italics. English texts for academic purposes contain a large number of references to sources, which are usually indicated in parentheses.

Academic English is used in the following industries:

- jurisprudence;
- medicine;
- education;
- the science;
- marketing;
- finance;
- economy;
- software.

Traditionally, grammar and vocabulary have been emphasized when teaching writing in higher education. Undoubtedly, the correct use of vocabulary and grammar is important, but academic writing is far from limited to them. Skills in organizing text at different levels are extremely important:

- connection of ideas in a sentence;
- structuring a paragraph, writing a thesis and supporting it;
- building the general structure of the text and connections between its elements.

As for the lexical and grammatical side of speech, the development of the following microskills is necessary:

- use of the required register and style when writing;
- use of structures that correspond to the purpose of the letter;
- use of collocations and standard phrases;
- the use of linking words for the consistent presentation of ideas, their comparison or contrast, description of cause-and-effect relationships;
- paraphrase.

A. Gyllett also notes such skills as using catalogs, periodicals, and indexes to find the necessary information; citing and contextual references, writing a bibliography.

All of the microskills listed above are necessary to master the following skills:

- summarizing the text,
- annotating text,
- writing various types of essays,
- descriptions of processes,
- descriptions of graphic information,
- and other types of academic texts.

The main tasks of academic listening are listening to lectures and presentations and taking notes. For these purposes, it is important to be able to:

- recognize the structure of oral text, logical connections and transitions between elements;
- understand the meaning of unfamiliar words by context or morphological structure;
- select relevant information from the spoken text;
- understand the hidden meaning of what is said;
- distinguish between facts and opinions;
- understand abbreviations and abbreviations, numerical information;
- predict content based on existing knowledge;
- understand and distinguish between basic information and details. However, we cannot ignore the listening skills necessary to participate productively in oral communication, such as the ability to:
  - understand the speaker's attitude, including intonation and stress;
  - distinguish between communicative functions expressed by different structures;
  - highlight keywords

Regarding writing, in the university context we believe it is important to pay attention to and practice the organization of academic texts, as well as focus on the vocabulary and structures inherent in academic discourse. We support the thesis that skills development is most effectively achieved through their integration. For example, when working with a text, a student can concentrate on its organization or lexical features, and then apply the acquired knowledge and skills when working on his own text.

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