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ENHANCING ESP STUDENTS' WRITING COMPETENCE: OBSTACLES AND SOLUTIONS

Annotation

This article explores the challenges that English for Specific Purposes (ESP) students face in developing writing competence and presents strategies for overcoming these obstacles. Focusing on linguistic, cultural, and pedagogical factors, it synthesizes insights from the past ten years of research and integrates findings from a mixed-methods study involving surveys and interviews with ESP learners. Key issues identified include difficulty with discipline-specific vocabulary, struggles with academic writing conventions, and ineffective feedback mechanisms. **Key words:** English for Specific Purposes (ESP), writing competence, linguistic challenges, feedback mechanisms, task-based learning, cultural barriers, vocabulary acquisition, academic writing.

ПОВЫШЕНИЕ НАВЫКОВ ПИСЬМА У СТУДЕНТОВ ESP: ПРОБЛЕМЫ И РЕШЕНИЯ

Аннотация

В данной статье рассматриваются проблемы, с которыми сталкиваются студенты, изучающие английский язык для специальных целей (ESP), при развитии навыков письма, и предлагаются стратегии для преодоления этих трудностей. Фокусируясь на лингвистических, культурных и педагогических аспектах, статья обобщает результаты исследований за последние десять лет и включает выводы из исследования, основанного на смешанных методах, включающего опросы и интервью с учащимися ESP. Основные выявленные проблемы включают сложности с освоением специализированной терминологии, трудности с академическими нормами письма и неэффективные механизмы обратной связи.

Ключевые слова: Английский для специальных целей (ESP), навыки письма, лингвистические трудности, механизмы обратной связи, обучение на основе заданий, культурные барьеры, освоение словарного запаса, академическое письмо.

MAXSUS MAQSADLARDA INGLIZ TILINI O'RGANUVCHI TALABALARNING YOZISH KOMPETENSIYASINI SHAKLLANTIRISH: MUAMMOLAR VA YECHIMLAR

Annotatsiya

Ushbu maqolada maxsus maqsadlar uchun ingliz tili (ESP) talabalarining yozish kompetensiyasini rivojlantirishda duch keladigan qiyinchiliklari va ushbu muammolarni bartaraf etish strategiyalari o'rganiladi. Tilshunoslik, madaniy va pedagogik omillarni diqqat markaziga olib, so'nggi o'n yillik tadqiqotlardan olingan tushunchalarni umumlashtiradi va ESP o'quvchilari bilan o'tkazilgan so'rovlar va intervyularga asoslangan aralash metodlar tadqiqotidan olingan natijalarni birlashtiradi. Aniqlangan asosiy muammolar qatoriga maxsus sohalarga oid lug'atlarni o'zlashtirishdagi qiyinchiliklar, akademik yozish qoidalariga rioya qilishdagi muammolar va samarali bo'lmagan fikr-mulohaza mexanizmlari kiradi. **Kalit so'zlar:** Maxsus maqsadlar uchun ingliz tili (ESP), yozish kompetensiyasi, lingvistik qiyinchiliklar, fikr-mulohaza mexanizmlari, topshiriqqa asoslangan ta'lim, madaniy to'siqlar, lug'at boyligini o'zlashtirish, akademik yozish.

Introduction. English for Specific Purposes (ESP) has become crucial in academic and professional contexts, where students need to master discipline-specific terminology and skills. The contemporary market economy imposes significant expectations on graduates from non-linguistic universities. A key discrepancy between higher education programs and the foundational training of students lies in external factors, which necessitate the use of stratified methods, irrespective of specific subjects. Meanwhile, differentiated education focuses on adapting to the individual abilities and needs of future professionals, alongside the knowledge and skills they have gained in their specific field [1].

Writing competence is one of the key skills ESP students must develop, but it is also an area where they often face significant challenges. This article aims to explore some of the common problems ESP students encounter when developing writing competence, review relevant literature, and offer suggestions for overcoming these challenges. It will include a literature review of the past ten years, research methodology, discussion, analysis of results from the last 15 years, and actionable suggestions for improvement.

Literature Review. Over the past decade, several studies have highlighted the challenges ESP students face in developing writing competence. These challenges can be categorized into linguistic, cultural, and pedagogical issues.

Linguistic Challenges: According to Y.Li and J.Wang, ESP students often struggle with discipline-specific vocabulary, grammar, and syntactic structures. This difficulty can hinder their ability to write clearly and accurately within their field of study. [2] Moreover, research by A.Al-Tamimi and M.Shuib found that ESP students frequently make errors in using technical jargon, which affects the coherence and precision of their writing [3]. This is supported by

S.Khan and T.Ahmad, who emphasize that a lack of familiarity with technical terms is a significant barrier for ESP learners [4].

Cultural Barriers: Cultural differences can also pose challenges for ESP students. According to X.Chen et al., students from different cultural backgrounds may find it difficult to adjust to the rhetorical conventions and writing styles expected in English academic writing[5]. This mismatch can lead to issues such as inadequate argumentation and ineffective organization of ideas. Similar findings are presented by K.Yoshida, who notes that Japanese ESP students often struggle with the direct argumentation style of English writing, preferring a more indirect approach [6].

Pedagogical Factors: Instructional methods play a significant role in the writing development of ESP students. Research by P.Garcia and D.Jones points out that traditional, lecture-based approaches may not be effective in fostering writing competence[7]. Instead, they recommend more interactive, task-based methods that align with the specific needs of ESP learners. Additionally, A.Rahman and R.Singh argue that integrating discipline-specific writing tasks into the curriculum can help students see the relevance of writing to their field[8].

Feedback and Assessment: Proper feedback is essential for developing writing skills, but its effectiveness varies. According to recent research by T.Nguyen and Le, many ESP students perceive instructor feedback as insufficient or unclear, making it difficult for them to apply corrections in subsequent writing tasks[9]. This aligns with a study by E.Zarei and M.Rahimi, which emphasizes the importance of formative feedback for improving student writing[10].

Motivation and Attitude: Student motivation significantly impacts their ability to develop writing skills. A study by Z.Dörnyei and E.Ushioda suggests that motivation in ESP contexts is closely tied to perceived relevance to future professional needs[11]. Similarly,

H.Ali and R.Mahmoud found that students who see a direct link between writing tasks and their future careers are more engaged and perform better[12].

Research Methodology. This study employed a mixed-methods approach, combining quantitative surveys and qualitative interviews to gather data from ESP students across three universities. The sample consisted of 150 students from fields such as business, engineering, and medicine. The quantitative component included a survey designed to identify the most common challenges faced by these students in their writing courses. For the qualitative part, 20 in-depth interviews were conducted with students to explore their experiences and perceptions of writing difficulties in more detail.

The data revealed several recurring themes regarding the challenges ESP students face in writing.

Vocabulary and Technical Jargon: Most students reported difficulty with using technical vocabulary correctly. This aligns with the findings of A.Al-Tamimi and M.Shuib, suggesting a need for targeted vocabulary instruction in ESP courses[3].

Structure and Organization: Many participants struggled with structuring their essays according to academic norms. This issue is consistent with P.Garcia and D.Jones's observation about the need for teaching explicit writing structures in ESP courses [7].

Feedback Mechanisms: A significant portion of students indicated that they did not find instructor feedback helpful, supporting the findings of T.Nguyen and Q.Le. They felt that the feedback was either too general or not timely enough to impact their learning[9].

- **Analysis and Results.** The survey results showed that 68% of students found discipline-specific vocabulary challenging, while 56% struggled with academic writing structures. Approximately 47% of respondents reported that they did not understand the feedback given by instructors, indicating a gap in effective communication between teachers and students. These findings align with the trends identified in the literature over the past 15 years, such as the studies by A.Al-Tamimi and M.Shuib and Y.Li and J.Wang, which emphasize the role of vocabulary acquisition and feedback in writing development [2].

Moreover, the interview data provided deeper insights into these challenges. Students emphasized the importance of practical exercises that are directly related to their fields of study, such as writing case reports in business or lab reports in engineering. They

also expressed a desire for more personalized feedback that addresses their specific writing issues.

Suggestions to improve the problems:

Enhanced Vocabulary Instruction: Incorporating specialized vocabulary-building activities, such as glossaries, word banks, and targeted practice, can help ESP students become more comfortable with discipline-specific terms. This approach has been supported by research from A.Al-Tamimi and M.Shuib and S.Khan and T.Ahmad[3].

Task-Based Writing Assignments: ESP instructors should adopt task-based learning (TBL) methods, such as simulated case studies, role-plays, and real-world writing tasks. These activities align with P.Garcia and D.Jones's and A.Rahman and R.Singh's recommendations for making writing instruction more engaging and relevant.

Clear and Timely Feedback: Teachers should provide feedback that is specific, actionable, and given promptly after assignments. Using digital platforms to provide individualized comments can make feedback more accessible and relevant for students, as suggested by T.Nguyen and Q.Le and E.Zarei and M.Rahimi[10].

Cultural Sensitivity Training: Including modules that teach students about the rhetorical expectations and conventions of English academic writing can help address cultural barriers. This training would assist students in adjusting their writing style to meet the expectations of academic readers, as suggested by X.Chen et al [5].

Increased Motivation Through Relevance: Making writing tasks directly relevant to students' professional goals can boost motivation and engagement. H.Ali and R.Mahmoud and Z.Dörnyei and E.Ushioda emphasize the importance of connecting writing tasks with career objectives.

Conclusion. Developing writing competence in ESP students is a multifaceted challenge that involves addressing linguistic, cultural, and pedagogical factors. By providing targeted vocabulary instruction, adopting task-based approaches, offering clearer feedback, and increasing cultural awareness, educators can significantly improve ESP students' writing abilities. As the findings from this study and the literature review indicate, addressing these areas is essential for helping students achieve greater academic and professional success.

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