ACADEMIC WRITING COMPETENCE DEVELOPMENT THROUGH THE LENS OF A FOUR-COMPONENT MODEL

Gulieva Elnara Fakhretdinovna
Samarkand State Institute of Foreign Languages
Senior teacher of the Department of
Lexicology and Stylistics of English Language
e-mail: egulieva.1979@gmail.com
phone number: +998907428846
Samarkand / Uzbekistan

Abstract: This paper deals with the examination of the theoretical foundations of academic writing competence and proposes a multi-component model for its development in the context of English Language Teaching teacher education. The study reviews major approaches to writing theory, including cognitive process-oriented perspectives, socio-cultural and discourse-based approaches, and multidimensional models of writing competence.

Keywords: academic writing competence, academic discourse, linguistic competence, rhetorical competence, cognitive competence, socio-cultural competence, discourse communities, intercultural competence, English Language Teaching, multilingual education

The fundamentals of writing competence theory are characterized by contradicting conceptualizations. The earliest process-oriented theories based on the Flower and Hayes' works focused on the cognitive architecture of construction, i.e., planning, translating, editing, and considered writing as a nonlinear, recursive cognitive activity [1]. This approach became a significant step ahead in comparison with exclusively product-oriented methodologies. Hyland confirms that writing, mainly academic writing, may not be sufficiently theorized as a contextually independent cognitive ability; on the contrary, it mostly looks like a social activity formed by expectations, values and communicative traditions of discourse communities in the frameworks of which it is used [2]. This position utilizes Swales' definition of discourse communities to assert that academic writing proficiency fundamentally constitutes an understanding of the communicative conventions of a specific scholarly community. From this point of view, the question about what it means "to write well" is closely connected with the question about for whom the writing is performed and what exactly the author is intending to express.

Cumming combines these approaches in the extensive multi-aim framework, highlighting the language competence, compositional processes, the knowledge of rhetorics, and disciplinary enculturation as the key primary dimensions through which the mastery of academic writing is performed [3]. His multi-dimensional framework, as its primary fundamental theory, is adapted to a specific professional teacher-training context in the field of English Language Teaching.

Makhkamova has illustrated that communicative competence in a foreign language, and consequently competence in academic writing, cannot be considered separately from the formation of intercultural competence. Her doctoral research demonstrates that the norms of written academic communication are not universal but characterized as culturally specific. Moreover, it is claimed that learners should improve their reflective competence to interact with cultural differences rather than limiting themselves to acquiring the knowledge of linguistics [4]. This understanding has immediate consequences for the conceptualization of academic writing ability utilized in the

current study: the construct must include a cultural-discursive aspect as an integral, non-peripheral component.

Based on the above-mentioned theoretical review, a four-component model of academic writing competence development is shown in Figure 1.1 below.

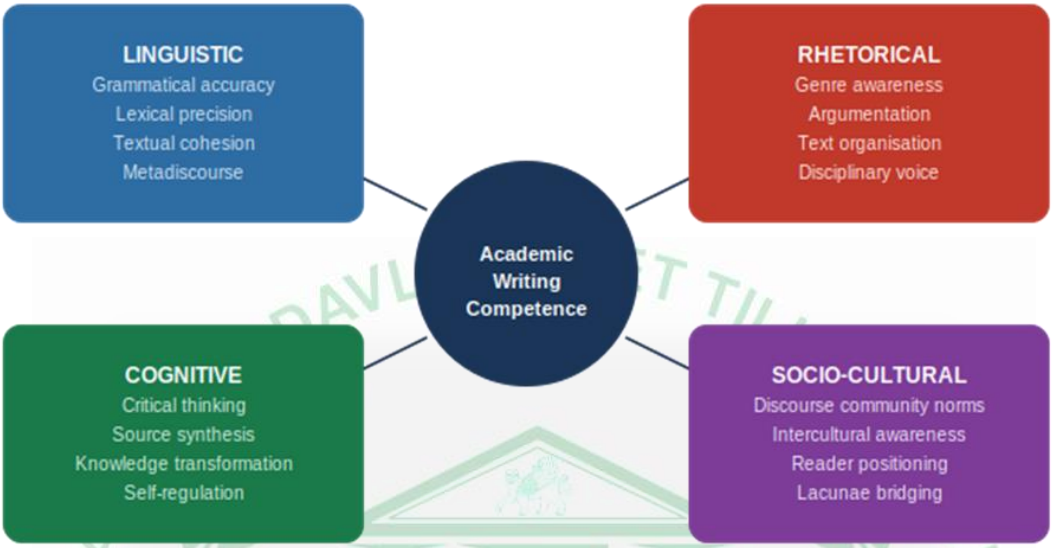


Figure 1.1. Multi-Component Model of Academic Writing Competence [5]

A. Linguistic component. The linguistic component consists of the formal means the authors use at the sentence, clause, and text levels, such as grammar accuracy, lexical diversity and precision, as well as methods for ensuring text coherence. These tools constitute a necessary, insufficient, foundation for academic writing: an author who lacks mastery of the formal characteristics of written academic English cannot effectively participate in academic discourse, notwithstanding with the complexity of their ideas.

B. Rhetorical component. The rhetorical competence refers to the author's ability to structure and convey the ideas in the text in the way so that the content might be logically consistent and meet the genre style. Its essential constituents are the knowledge of genre characteristics and the ability to convey the viewpoint correctly. Christine Tardy considers genre awareness as the comprehension of communicative aims, rhetorical approaches and structural models peculiar to the texts of a specific discipline. The argumentative competence is the ability to formulate reasonable claims, organize and evaluate the evidences, predict and reject the opposite viewpoints, but also to come to well-reasoned outcomes [6].

C. Cognitive component. Cognitive aspect refers to the epistemic procedures with the help of which the writers of the academic texts formulate, structure and evaluate the knowledge critically. The critical thinking defined as systematic evaluation of evidences, revealing logical deficiencies and rationale analysis of contradictory theoretical approaches makes up the foundation of this component. The synthesis characterized as the ability to use several resources not only for summarizing, but also for comparing, evaluating and integrating to support a new argument, represents more complicated form of this competence. Akhmedova shows that when students are provided with formal educational frameworks helpful to outline, develop drafts and review their written works, they considerably cope with the cognitive demands of difficult academic tasks [7].

D. Socio-cultural component. Sociocultural aspect refers to the writer's understanding of social norms, values and evaluative standards regulating academic communication in the specific discourse community's framework. This aspect has its particular importance for multilingual

writers who need to overcome the differentiation between discourse conventions of their first language academic culture and norms of English-speaking scientific community to whom they are aiming to address. Dzhusupov shows that in the conditions of multilingual education the students face not only with challenges connected with linguistic transfer but also more profound problems of discourse and cultural transfer, particularly variations in the authority construction, supporting balance between individual self-expression and respect to the existing scientific tradition, but also in the management of interpersonal relationships between the writer and the reader in various cultural contexts [8].

Conclusion

In conclusion, the theoretical perspectives reviewed above demonstrate that academic writing competence is a multidimensional construct that cannot be reduced solely to linguistic accuracy or cognitive skill. Contemporary approaches emphasize that successful academic writing emerges through the interaction of linguistic, rhetorical, cognitive, and socio-cultural dimensions, each of which contributes to the writer's ability to participate effectively in academic discourse communities. The proposed four-component model therefore reflects the complex nature of academic writing as both an intellectual and socially situated activity. By integrating formal language proficiency, genre and argumentative awareness, critical and reflective thinking, as well as intercultural and discourse-related sensitivity, this framework provides a comprehensive foundation for understanding and developing academic writing competence in the context of English Language Teaching teacher education.

References

1. Flower L., Hayes J. R. A Cognitive Process Theory of Writing. College Composition and Communication, 1981, Vol. 32, No. 4, pp. 365–387.
2. Hyland K. Second Language Writing. Cambridge: Cambridge University Press, 2003.
3. Cumming A. Goals for Academic Writing: ESL Students and Their Instructors. Amsterdam; Philadelphia: John Benjamins, 2012.
4. Makhkamova G. T. Formirovanie mezhkulturnoy kompetentsii studentov filologicheskogo vuza (angliyskiy yazyk). Tashkent, 2011.
5. Cumming A.; Hyland K.; Swales J.; Tardy C. Compiled by the author based on selected academic writing competence studies.
6. Tardy C. M. Building Genre Knowledge. Fort Collins, CO: Parlor Press, 2009.
7. Akhmedova L. T. Rol i mesto pedagogicheskikh tekhnologiy v professionalnoy podgotovke studentov. Tashkent: Fan va texnologiya, 2009.
8. Dzhusupov M. Bilingual Education: Problems of Sound and Linguocultural Interference. Vestnik RUDN, 2017, No. 3, pp. 351–358.