DEVELOPING ACADEMIC ESSAY WRITING COMPETENCE IN HIGHER EDUCATION: AN INTEGRATED PROCESS–GENRE AND NATIONAL PEDAGOGICAL FRAMEWORK

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Abstract

This article analyzes the methodological foundations for developing university students' academic essay writing competence in the process of teaching English as a foreign language in higher education institutions. The study substantiates an integrated Process–Genre approach aligned with national pedagogical concepts. In particular, competence-based education, the communicative principle, and reflective teaching technologies are examined through the perspectives of Uzbek scholars. The article proposes a structured model for the gradual development of essay organization, logical coherence, argumentation, and academic discourse features. The findings demonstrate that an integrative methodological framework significantly enhances students' written communicative competence and contributes to the effective formation of academic literacy skills.

Keywords

academic writing, essay instruction, competence-based education, Process-Genre approach, English as a Foreign Language (EFL), higher education institutions.

ФОРМИРОВАНИЕ КОМПЕТЕНЦИИ АКАДЕМИЧЕСКОГО ЭССЕ В ВЫСШЕМ ОБРАЗОВАНИИ: ИНТЕГРАЦИЯ ПОДХОДА PROCESS–GENRE И НАЦИОНАЛЬНОЙ ПЕДАГОГИЧЕСКОЙ КОНЦЕПЦИИ

Аннотация

В данной статье анализируются методологические основы формирования компетенции академического эссе у студентов высших учебных заведений в процессе преподавания английского языка как иностранного. В исследовании обосновывается интегрированный подход Process-Genre, соотнесённый с национальными педагогическими

концепциями. В частности, рассматриваются компетентностный подход, принцип коммуникативности и технологии рефлексивного обучения в интерпретации узбекских исследователей. В статье предлагается структурированная модель поэтапного формирования композиции эссе, логической связности, аргументации и особенностей академического дискурса. Результаты исследования свидетельствуют о том, что интегративная методическая модель существенно повышает уровень письменной коммуникативной компетенции студентов и способствует эффективному формированию академической грамотности.

Ключевые слова

академическое письмо, методика обучения эссе, компетентностный подход, модель Process–Genre, английский язык как иностранный (EFL), высшее образование

Developing academic essay writing skills in English within the higher education system constitutes an essential component of the contemporary competence-based educational paradigm. Academic writing involves not only the accurate use of linguistic structures, but also the development of logical reasoning, argumentative thinking, awareness of scientific style, and discursive competence. In international research, the writing process is interpreted as a recursive cognitive activity, that is, a continuously evolving and self-improving process [1, pp. 365–387]. According to this approach, writing represents a complex procedure consisting of planning, drafting, revising, and editing stages. At the same time, academic writing is regarded as a communicative phenomenon embedded within a specific socio-cultural context [2, pp. 148–164].

Within the Uzbek pedagogical tradition, communicative orientation and competence-based education are recognized as central principles in foreign language instruction. Jalolov emphasizes that the functional-communicative approach ensures students' readiness for authentic communicative engagement in real-life contexts [3]. Muslimov, in turn, links competence formation to the application of integrative pedagogical technologies, reflective practice, and the cultivation of independent thinking skills [4]. Therefore, teaching academic essay writing in English necessitates a comprehensive methodological framework situated at the intersection of linguistics, pedagogy, and psychology.

Practical observations indicate that students frequently encounter difficulties in clearly formulating a thesis statement, constructing logically organized paragraphs, developing a coherent system of argumentation, and employing appropriate academic vocabulary when writing essays. This issue is often

attributed to the predominance of a product-oriented approach, in which students are primarily focused on the final outcome, while the writing process itself is not sufficiently guided from a methodological perspective. Contemporary writing pedagogy, however, recognizes the integration of process and genre approaches as an effective instructional strategy [5]. Genre-based instruction enables students to consciously internalize the structural components of an essay—introduction (hook, background, thesis), body paragraphs (topic sentence, explanation, example, analysis), and conclusion—while the process approach emphasizes the gradual and recursive development of writing through successive stages.

The integration of these two approaches constitutes the methodological foundation for developing academic essay writing competence in higher education contexts. Engaging students in the analysis of model texts, fostering argumentative thinking through thesis formulation exercises, producing initial drafts based on structured templates, and developing reflective competence through peer assessment are considered methodologically effective strategies. Ishmuhamedov provides scholarly justification for the effectiveness of collaborative learning and interactive methods in activating students' critical thinking [6]. From this perspective, peer review and formative assessment are regarded as essential pedagogical tools in teaching academic essay writing.

The development of academic writing competence strengthens not only students' linguistic knowledge but also their cognitive and metacognitive capacities. Through the writing process, students learn to structure their ideas logically, systematize arguments, and critically evaluate their own texts. This, in turn, fosters the academic literacy required for independent scholarly activity. International research indicates that organizing writing as a reflective process enhances students' motivation and engagement. Within national pedagogical perspectives, reflection and independent thinking are likewise recognized as key indicators of competence-based education [7].

Pedagogical research recognizes the development of students' artistic and speech competences as one of the central objectives of the didactic process. Scholarly sources emphasize that students' analytical and interpretative thinking is formed progressively through systematic methodological guidance, a structured sequence of exercises, and reflective practice [4, p. 31]. This theoretical perspective can be fully applied to the methodology of teaching academic essay writing, as the essay-writing process likewise requires the gradual development of students' ability to analyze ideas, construct arguments, and provide interpretation in a coherent and substantiated manner.

Furthermore, contemporary didactic approaches substantiate that written communicative competence is formed through the integration of structural accuracy and reflective practice [8, pp. 38–40]. This perspective further reinforces the methodological rationale of the Process–Genre model: on the one hand, students consciously internalize the structural organization and genre conventions of the essay; on the other hand, they develop their metacognitive competence through analyzing and revising their own writing. As a result, written discourse is perceived not merely as a linguistic product, but as an ongoing process of cognition and reflection.

The methodology of teaching academic essay writing includes the following stages:

1.   Genre analysis (identifying structural components based on model texts)

2.   Thesis formulation

3.   Development of arguments supported by relevant examples

4.   Peer review and reflective analysis

For example, when writing an essay on the topic "Globalization has both positive and negative impacts on education," a student may formulate the following thesis:

Thesis: Globalization enhances access to knowledge but threatens cultural identity.

Arguments:

– Expanded international educational opportunities

– The weakening of national values

Such a structured approach ensures clarity and coherence in argumentation.

Contemporary pedagogical research recognizes the use of digital technologies in English language teaching as an effective means of developing written communicative competence. In particular, the integration of online platforms, collaborative writing tools, and digital analytical resources into the educational process enhances students' reflective engagement and enables systematic monitoring of the writing process. Studies indicate that peer-feedback activities organized through digital tools foster critical thinking and cultivate a culture of mutual evaluation among students, thereby contributing to the improvement of academic essay quality [9, pp. 426–432]. This evidence confirms the methodological relevance of incorporating online writing platforms within the framework of the Process–Genre model.

Thus, in the process of teaching academic essay writing in English, the Process–Genre model yields effective methodological outcomes when implemented

in integration with a national competence-based approach. The step-by-step organization of the writing process, conscious internalization of genre conventions, peer assessment, and reflective analysis systematically contribute to the development of students' academic writing competence.

In conclusion, the findings of the study indicate that integrating the Process–Genre approach with national competence-based pedagogical principles constitutes an effective methodological solution for teaching academic essay writing in English. Organizing writing as a recursive and reflective process, ensuring conscious mastery of genre features, and gradually developing thesis formulation and argumentation enhance students' academic literacy and independent thinking skills. This integrative model provides a sustainable framework for the systematic development of written communicative competence in higher education contexts.

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