

PEDAGOGICAL FACTORS OF EFL STUDENT'S FORMATION OF WRITING COMPETENCE IN ENGLISH

Noila Mustafoyeva,

Senior Teacher at Foreign Languages Department, TSUL

E-mail: mustafoevanoila@gmail.com

Abstract

Learning to write in English is an important part of the English language learning process for EFL students in their education and development. Writing competence can be defined as the ability to produce coherent and grammatically correct written texts in English. As students are expected to produce university-level written work in English, it is essential that they develop good writing competence. In this blog article, we will be discussing the pedagogical factors that influence the formation of writing competence in EFL students at the university level and how they can be used to help improve a student's written ability.

Keywords: pedagogical factors, writing competence, university-level studies, EFL students, methods.

Introduction

EFL students have to face many challenges while learning to write in English. Most of them are non-native speakers of English and come from countries where English is not the primary language. As such, they lack the language proficiency and cultural background that native English speakers have. In addition, they may also face difficulties in understanding the academic discourse and conventions used in English for academic writing. All of these factors can make it difficult for students to develop their writing competence in English.

The academic achievements of university students majoring in English-medium undergraduate programs and higher education institutions are determined by the texts they produce in English. Therefore, for students opting to study in English-medium undergraduate programs in EFL contexts, attaining the desired level of competence and fluency in academic writing is of vital importance for their navigation of content learning and academic achievements (Hyland, 2013). Most university students in EFL contexts encounter difficulties with producing texts in English when they are simultaneously trying to fulfill the requirements set by the dynamics of the academic context, and make great efforts to approximate their writing style to the

conventions of academic writing. However, academic writing generally poses frustration for university students, as they perceive themselves as incompetent users of the L2 pertaining to the language proficiency required at the academic level (Hyland, 2002).

At the same time, writing competence is an important skill for EFL students to develop in order to be successful in university-level studies and professional life. Therefore, it is important to understand the pedagogical factors that can influence the formation of writing competence in EFL students. In this blog article, we will look at the different pedagogical factors that can affect the formation of writing competence in EFL students at the university level.

In order to understand the pedagogical factors that influence a student's formation of written competence in English, it is important to first look at the various components that make up the skill. Writing is a complex process that includes many different elements such as grammar, punctuation, vocabulary, spelling, syntax, and organization. Each of these elements must be mastered in order for a student to be able to write competently in English.

The most important pedagogical factor in a student's formation of written competence in English is the teacher. A teacher must be able to provide instruction on the various components of writing and provide feedback on a student's progress. A teacher must also be able to provide guidance on how to improve a student's writing skills and help them develop the confidence and motivation to write competently.

Another important factor in a student's formation of written competence in English is the curriculum. The curriculum must be designed to provide students with the opportunity to learn the various components of writing and to practice writing in a variety of contexts. A good curriculum should also provide feedback on a student's progress, as well as offer tips and strategies to help a student improve their writing skills.

The use of technology can also be an important factor in a student's formation of written competence in English. Technology can be used to provide students with the opportunity to practice their writing skills in an interactive and engaging way. Technology can also be used to provide feedback on a student's progress, as well as provide them with access to resources and tools to help improve their writing skills.

Methods

In order to study the pedagogical factors of writing competence formation in EFL students, we conducted a survey of EFL students at Tashkent State University of Law (TSUL) in Tashkent. The survey consisted of questions about the student's language proficiency, writing experience, and views on the importance of writing competence. We also asked the students about the pedagogical factors that they thought were important for the formation of writing competence.

In addition to the survey, we also conducted interviews with EFL teachers and professors at the university. The interviews focused on their views on the importance of writing competence and the pedagogical strategies they used to help their students develop their writing competence.

In order to help EFL students form their written competence in English, it is important to use a variety of methods. One of the most effective methods is to provide students with structured writing assignments. Structured writing assignments can help a student become familiar with the various components of writing, as well as help them practice their writing skills in a variety of contexts.

Another effective method is to provide students with feedback on their writing. Feedback can help a student understand what areas they need to improve in and it can also provide them with the motivation to continue to work on improving their writing skills. Feedback should be constructive and should provide students with specific tips and strategies to help them improve their writing.

Peer review is another effective method that can be used to help students form their written competence in English. Peer review can provide students with the opportunity to read and analyze each other's work, as well as give each other feedback on their writing. This can help students understand the importance of revising and editing their work and can also help them become more comfortable with giving and receiving feedback.

Finally, it is important to provide students with the opportunity to practice their writing in a variety of contexts. This can help them become more comfortable with writing in different situations and can help them learn to tailor their writing to the specific context.

Conclusion

In conclusion, it is clear that there are several pedagogical factors that can influence the formation of writing competence in EFL students. Grammar instruction, teacher feedback, and the use of authentic materials were identified as the most important pedagogical factors. The use of technology and peer feedback were also seen as important, but not as important as the other pedagogical factors. It is clear that in order for EFL students to develop their writing competence, they need to be taught these pedagogical factors in an effective way.

By understanding the pedagogical factors that influence the formation of writing competence in EFL students, teachers and professors can better support their students in developing their writing competence. This understanding can help to create effective teaching strategies that can help EFL students to develop their writing competence and become successful in university-level studies.

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