HOW TO DEVELOP STUDENTS' WRITING SKILLS IN ESP

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Abstract. This article examines effective ways of developing writing skills among students studying English for Specific Purposes (ESP). Particular attention is paid to expanding professional vocabulary, using model texts, organizing step-by-step writing activities, collaborative learning, and error correction. The article also highlights the importance of English writing skills in the future professional careers of pharmacy students and discusses practical classroom strategies that can help learners become more confident and effective writers.

Keywords: ESP, writing skills, professional English, written communication, vocabulary development, teaching methods, pharmacy students.

ESP (MAXSUS MAQSADLAR UCHUN INGLIZ TILI) TA'LIMIDA TALABALARNING YOZISH KO'NIKMALARINI RIVOJLANTIRISH YO'LLARI.

Annotatsiya. Ushbu maqolada ESP (English for Specific Purposes – maxsus maqsadlar uchun ingliz tili) yo'nalishida tahsil olayotgan talabalarning yozish ko'nikmalarini rivojlantirish usullari yoritilgan. Xususan, kasbiy lug'at boyligini oshirish, namunaviy matnlardan foydalanish, bosqichma-bosqich yozma topshiriqlarni bajarish, guruhda ishlash va xatolar ustida ishlash kabi samarali metodlarning ahamiyati tahlil qilingan. Shuningdek, farmatsevtika yo'nalishi talabalarining kelajakdagi kasbiy faoliyatida ingliz tilida yozish ko'nikmalarining o'rni va ularni amaliy mashg'ulotlar orqali rivojlantirish imkoniyatlari ko'rib chiqilgan.

Kalit so'zlar: ESP, yozish ko'nikmalari, kasbiy ingliz tili, yozma nutq, lug'at boyligi, ta'lim metodlari, farmatsevtika talabalari.

СПОСОБЫ РАЗВИТИЯ НАВЫКОВ ПИСЬМЕННОЙ РЕЧИ СТУДЕНТОВ В РАМКАХ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ ДЛЯ СПЕЦИАЛЬНЫХ ЦЕЛЕЙ (ESP).

Аннотация. В данной статье рассматриваются эффективные способы развития навыков письменной речи у студентов, изучающих английский язык для специальных целей (ESP). Особое внимание уделяется расширению профессионального словарного запаса, использованию образцовых текстов, выполнению письменных заданий поэтапно, групповой работе и анализу ошибок. Также рассматривается значение навыков письменной речи на английском языке в будущей профессиональной деятельности студентов фармацевтического направления и возможности их совершенствования посредством практических занятий.

Ключевые слова: ESP, навыки письма, профессиональный английский язык, письменная речь, словарный запас, методы обучения, студенты фармацевтического направления.

Introduction: In modern education, English plays an important role in students' academic and professional development. English for Specific Purposes (ESP) is designed to meet the language needs of learners in particular professional fields, including medicine, pharmacy, engineering, economics, and technology. Unlike General English, ESP focuses on the vocabulary, communication skills, and language structures that students need in their future professions. Writing is one of the essential skills in ESP learning. Students may need to write emails, reports, summaries, descriptions, instructions, and other professional documents in English. For example, pharmacy students should be able to describe medicines, explain basic medical information, prepare short reports, and communicate professional ideas clearly. However, many students experience difficulties when writing in English. They may have limited vocabulary, make grammatical mistakes, or struggle to organize their ideas into meaningful sentences and paragraphs. Therefore, ESP teachers need to use effective and practical teaching methods to develop students' writing abilities.

The Importance of Writing Skills in ESP

Writing is not simply the process of putting words on paper. It is a way of expressing ideas, organizing information, and communicating knowledge. In ESP, writing is closely connected with students' future professional responsibilities. For instance, pharmacy students may need to prepare descriptions of pharmaceutical products, write instructions

for medicine use, or provide written information about healthcare topics. These activities require accurate vocabulary, correct grammar, and clear sentence structure. Moreover, writing activities help students improve other language skills. Reading model texts introduces new vocabulary, grammar exercises support sentence formation, and speaking activities allow students to discuss ideas before writing them down. Consequently, writing should be integrated with other language skills rather than taught independently.

Effective Methods for Developing Students' Writing Skills

Several teaching methods can help ESP students improve their writing skills.

1. Developing Professional Vocabulary

Vocabulary is the foundation of successful writing. Students cannot express professional ideas effectively without knowing the relevant terminology. ESP teachers should introduce vocabulary related to students' academic specialities. For example, pharmacy students can learn words such as medicine, prescription, dosage, tablet, treatment, patient, pharmacy, and side effects. Teachers can encourage learners to use these words in sentences and short paragraphs.It is also important to teach vocabulary in context. Instead of memorizing separate words, students should practise using them in meaningful situations.

2. Using Model Texts

Model texts provide students with examples of well-organized writing. Teachers can introduce short professional emails, reports, medicine descriptions, and other texts related to students' fields.

3. Practising Writing Step by Step

Writing skills should be developed gradually, especially among beginner-level students. Teachers should begin with simple tasks and move towards more complex activities.The learning process can include the following stages:

Writing individual words and simple sentences.

Completing sentences with appropriate vocabulary.

Describing pictures related to professional topics.

Writing short paragraphs.

Preparing simple emails and reports.

This approach makes writing more manageable and helps students gain confidence.

4. Encouraging Collaborative Writing

Collaborative writing allows students to work together in pairs or small groups. They can exchange ideas, discuss vocabulary, organize sentences, and correct grammatical mistakes.For example, a group of pharmacy students can prepare a short paragraph on the topic "The Importance of Pharmacists in Society". Each student can contribute several sentences.This method develops teamwork, communication, critical thinking, and writing abilities. It also creates a supportive learning environment in which students can learn from one another.

5. Providing Feedback and Error Correction

Feedback is an important part of the writing process. Teachers should help students identify and correct mistakes related to grammar, spelling, punctuation, vocabulary, and sentence organization.However, feedback should be constructive and understandable. Instead of simply marking incorrect sentences, teachers can explain why a particular form is wrong and suggest a correct version.Students should also have opportunities to revise their texts. Peer correction, in which learners check each other's writing, can make the learning process more active and effective.

Practical Writing Activities for ESP Students

Writing lessons become more effective when classroom activities are connected with students' professional interests. The following activities can be used with pharmacy students:

Medicine Description: Students write a short paragraph describing a medicine and its general purpose.

Patient Instructions: Students prepare simple instructions about the proper use of a medicine based on teacher-provided information.

Professional Email: Students write a short email to a pharmacy manager or university teacher.

Health Poster: Students create a poster with short written messages about healthy lifestyles.

Short Report: Students write a paragraph about the importance of pharmacists in society.

These activities connect English learning with real professional situations and demonstrate the practical value of writing skills.

The Process and Genre Approaches to Teaching Writing

In ESP methodology, two complementary perspectives on writing instruction deserve special attention: the process approach and the genre approach. The process approach treats writing as a cycle of thinking, drafting, revising and editing rather than a single act of producing a finished text. Learners are invited to brainstorm ideas, sketch an outline, write a first draft, receive comments and then improve their work. Such a view reduces the anxiety that many students feel in front of a blank page, since the first version of a text is no longer expected to be flawless. As Harmer (2004) points out, drawing learners' attention to the stages of writing helps them see that a good text is the outcome of planning and careful revision.

The genre approach, in contrast, concentrates on the typical forms of texts that circulate within a particular professional community. Swales (1990) explains that members of a discourse community recognise genres through their shared communicative purposes and conventional structure. For pharmacy students, the most relevant genres include patient information leaflets, product descriptions, laboratory reports and professional correspondence. When learners

analyse how such texts are organised, which phrases typically open and close them, and what degree of formality they require, they gradually learn to write in a way that meets the expectations of real readers.

Combining both perspectives tends to produce the best results. Badger and White (2000) proposed a process–genre model in which students first study the features of a target genre and then move through planning, drafting and revising stages to create their own texts. In a pharmacy class, for instance, the teacher may present a sample leaflet, discuss its sections with the group, and then ask students to draft a leaflet for a different medicine, exchange drafts with a partner and prepare an improved final version.

Using Digital Tools in ESP Writing Lessons

Modern technology opens up new opportunities for developing students' written communication. Online dictionaries and specialised glossaries help learners check the meaning, pronunciation and typical collocations of pharmaceutical terms. Shared online documents allow several students to work on the same text simultaneously, while the teacher can leave comments directly in the margins.

At the same time, teachers should guide students towards responsible use of digital resources. Automatic translators and text-generating tools may tempt learners to skip the thinking stage of writing, which limits their real progress. A more productive strategy is to use such tools for checking and comparing rather than for producing whole texts. For example, students can write a paragraph on their own, run it through a grammar checker, and then discuss with the teacher which suggestions are justified and which are not. Keeping an electronic portfolio of drafts and final versions also enables both the learner and the teacher to observe progress over the semester.

Common Writing Difficulties and Ways to Overcome Them

Classroom experience shows that ESP learners face a number of recurring problems. One of the most frequent is interference from the native language: students often translate word by word from Uzbek or Russian, which leads to unnatural word order, missing articles and incorrect prepositions. Another difficulty is a lack of specialised terminology, so learners either avoid professional topics or replace precise terms with vague everyday words. Many students also find it hard to organise a paragraph logically, to connect sentences with appropriate linking words, and to keep a consistent level of formality. Finally, fear of making mistakes reduces motivation and makes some learners reluctant to write at all.

These problems can be addressed through carefully planned support. Pre-writing activities, such as matching terms with definitions or completing word maps, prepare the necessary vocabulary before the main task begins. Sentence frames give beginners a reliable starting point, for example: "This medicine is used to treat…", "It should be taken…", "Possible side effects include…". Short exercises on linking words (first, in addition, however, therefore) help students build coherent paragraphs. Equally important is a positive classroom atmosphere: when the teacher recognises even small improvements and treats errors as a natural part of learning, students become more willing to experiment with the language.

Assessing Students' Writing in ESP

Assessment plays a significant role in shaping how students approach writing. In ESP, a written text should be evaluated not only for grammatical accuracy but also for the correctness of professional content, logical organisation, appropriate vocabulary and adherence to the conventions of the genre. Clear assessment criteria, presented to learners before they start writing, show them what a successful text looks like and make the evaluation process transparent and fair.

It is useful to combine formative and summative forms of assessment. Formative assessment, carried out during the course through comments on drafts, peer review and self-assessment checklists, helps students notice their weaknesses and correct them in time. Summative assessment at the end of a unit or semester demonstrates the overall level that learners have reached. A writing portfolio links these two forms, since it contains both early drafts and polished final texts.

Conclusion:Developing writing skills among ESP students requires regular practice, appropriate teaching strategies, and activities related to learners' professional needs. Teachers should provide opportunities for students to expand their professional vocabulary, study model texts, practise different forms of writing, work collaboratively, and receive constructive feedback.For pharmacy students, writing in English is particularly important because it supports their future academic and professional communication. By introducing simple, practical, and student-centered activities, teachers can help learners overcome writing difficulties and become more confident users of professional English.In conclusion, writing should be considered an essential component of ESP education. A systematic approach to teaching writing can improve students' language competence and prepare them for the communication requirements of their future careers.

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