



ESP DARSLARIDA KASBIY YOZISH (PROFESSIONAL WRITING) KO'NIKMALARINI RIVOJLANTIRISH STRATEGIYALARI

Begimkulova Shaxnoza Axmedovna

Iqtisodiyot va pedagogika universiteti NTM v.b.dotsenti

Annotatsiya. Ushbu tadqiqot ESP ingliz tili darslarida kasbiy yozish ko'nikmalarini rivojlantirish strategiyalarining pedagogik samaradorligini baholaydi. 14 haftalik aralash metodli eksperimentda 3-kurs talabalari bilan genre-based writing, audience-centered drafting, process writing, corpus-driven xatolik tahlili, peer review scaffolding, rhetorical moves training va AI-assisted iterativ yozish strategiyalari sinovdan o'tkazildi. Analitik rubrik baholash va yozma refleksiya tahlillari ushbu yondashuvlar leksik-grammatik aniqlik, kollokatsion kompetensiya, ritorik izchillik va pragmatik moslikni sezilarli oshirishini ko'rsatdi. Natijalar ESP darslarida professional writingni tizimli, auditoriyaga yo'naltirilgan va iterativ tahrir sikllariga tayangan holda o'qitish an'anaviy yondashuvlarga nisbatan yuqori natija berishini tasdiqlaydi.

Kalit so'zlar: ESP, professional writing, kasbiy leksika, janrga asoslangan yozish, auditoriya tahlili, process writing, peer review, korpus tahlili, rhetorical moves, AI-assisted feedback, iterativ tahrir.

Аннотация. Исследование оценивает педагогическую эффективность стратегий развития навыков профессионального письма в курсах ESP английского языка. В 14-недельном эксперименте со студентами 3-курса апробированы стратегии genre-based writing, audience-centered drafting, process writing, corpus-driven анализ ошибок, peer review scaffolding, rhetorical moves training и AI-assisted итеративное письмо. Оценивание на основе аналитической рубрики и анализ письменных рефлексий показали значительный рост лексико-грамматической точности, коллокационной компетенции, риторической связности и прагматической уместности.



Результаты подтверждают, что системное, адресато-ориентированное и итеративное обучение профессиональному письму в ESP существенно эффективнее традиционных подходов.

Ключевые слова: *ESP, профессиональное письмо, жанровое письмо, анализ аудитории, процессное письмо, взаимное рецензирование, корпусный анализ, риторические ходы, AI-обратная связь, итеративное редактирование.*

Annotation. *This study evaluates the pedagogical effectiveness of professional writing skill development strategies in ESP English courses. A 14-week mixed-method experiment with 3rd-year students tested genre-based writing, audience-centered drafting, process writing, corpus-driven error analysis, peer review scaffolding, rhetorical moves training, and AI-assisted iterative writing. Assessment using an analytic rubric and analysis of reflective writing indicated a significant improvement in lexical-grammatical accuracy, collocation competence, rhetorical coherence, and pragmatic appropriateness. The findings confirm that systematic, audience-aware, and iterative revision-based instruction in ESP professional writing yields superior results compared to traditional methods.*

Keywords: *ESP, professional writing, genre-based writing, audience analysis, process writing, peer review, corpus-driven learning, rhetorical moves, AI-assisted feedback, iterative revision.*

Kirish.

ESP ingliz tili (English for Specific Purposes) darslari bugungi kunda oliy ta'limning eng muhim amaliy yo'nalishlaridan biri bo'lib, unda o'quvchilarning kasbiy kommunikativ kompetensiyasini rivojlantirish asosiy maqsad hisoblanadi. Kasbiy yozish, ya'ni professional writing ko'nikmalari esa ushbu kompetensiyaning markaziy komponentlaridan biri bo'lib, mutaxassislarning real ish jarayonlarida aniq, mantiqli, pragmatik jihatdan to'g'ri va auditoriyaga mos matnlar yarata olish qobiliyatini ifodalaydi[1]. Mazkur tadqiqot ESP darslarida aynan kasbiy yozish ko'nikmalarini rivojlantirishga xizmat qiluvchi strategiyalarni o'rganishga, ularning



pedagogik samaradorligini baholashga va amaliy qo'llash mexanizmlarini asoslashga qaratilgan.

Metodlar.

Tadqiqotda professional writing ko'nikmalarining shakllanishi uchun muhim bo'lgan lingvistik, kognitiv, pragmatik va metodik omillar tizimli tahlil qilindi. Tadqiqot metodologiyasi sifatida aralash yondashuv – quantitative va qualitative metodlar uyg'unligi tanlandi. Tajriba guruhi sifatida 3-kursda tahsil olayotgan, turli kasbiy yo'nalishlardagi 32 nafar talaba jalb qilindi. Nazorat guruhi esa 30 nafar talabadan iborat bo'lib, ularga an'anaviy ESP yozish mashg'ulotlari olib borildi[3]. Tajriba 14 hafta davom etdi va haftasiga 2 akademik soatdan tashkil topgan professional writing moduli joriy qilindi. Modul doirasida 7 ta asosiy strategiya sinovdan o'tkazildi: genre-based writing, audience-centered drafting, process writing, corpus-driven error awareness, peer review scaffolding, AI-assisted iterative writing va rhetorical moves training.

Natijalar.

Tadqiqot jarayonida talabalar 5 ta turdagi kasbiy matn yaratdilar: email, technical report, proposal, instruction manual va professional summary. Har bir matn bo'yicha baholash mezonlari 3 ta blokdan iborat bo'ldi: til aniqligi (grammar + lexis), ritorik tuzilma (coherence, cohesion, rhetorical moves), pragmatik moslik (audience fit, tone, intent clarity). Baholash uchun analytic rubric (0–20 ball) va leksik-grammatik xatoliklar chastotasi tahlili qo'llandi. Quantitative natijalar shuni ko'rsatdiki, tajriba guruhi professional writing bo'yicha o'rtacha 13.2 balldan 18.6 ballga ko'tarildi ($p < 0.01$), nazorat guruhida esa 12.8 balldan 15.9 ballga o'sish kuzatildi ($p < 0.05$)[2]. Leksik-grammatik xatoliklar tajriba guruhida 41% ga, nazorat guruhida esa 18% ga kamaydi. Eng yuqori ijobiy dinamikaga ega strategiyalar quyidagilar bo'ldi: genre-based writing (retention va structural accuracy bo'yicha +29%), peer review scaffolding (+22%), AI-assisted iterative feedback (+34%). Mazkur strategiyalar nafaqat til xatoliklarini kamaytirish, balki matnning auditoriyaga mos pragmatik ohangda bo'lishini ham ta'minladi. Qualitative tahlil



(interview va reflective journals) natijalariga ko'ra, talabalar professional writing jarayonida eng katta qiyinchilik sifatida 3 jihatni ko'rsatgan: (1) fikrni auditoriyaga mos ohangda yetkazish, (2) mantiqiy bog'lanishlarni shakllantirish, (3) kasbiy kollokatsiyalarni to'g'ri qo'llash. Shu sababli, eksperimentda ritorik harakatlar (rhetorical moves) va kollokatsion pattern awarenessga alohida urg'u berildi[5]. Rhetorical moves training (Swales modeli asosida) professional emaillarda purpose clarityni 27% ga, reportlarda argument sequencingni 31% ga, proposal matnlarida persuasive stance expressionni 33% ga yaxshiladi. Jarayon yozish modeli (process writing) esa drafting, revising, editing va finalizing bosqichlarining mustahkam shakllanishiga yordam berdi. Ushbu yondashuvda o'qituvchi feedback provider emas, balki writing coach roliga bo'lib, o'quvchilarning yozish jarayonini boshqarish va o'z-o'zini tahrirlash kompetensiyasini rivojlantirishga xizmat qildi. Corpus-driven error awareness strategiyasida o'quvchilar real kasbiy matnlar korpusidan yozish patternlarini va xatoliklar tabiatini mustaqil aniqladilar[7]. Bu yondashuv xatoliklarning sabab-oqibat bog'lanishini tushunishga, repetitiv lexical bundlesni ongli tanlashga va domain-specific phraseologyga moslashishga yordam berdi. Peer review scaffolding esa talabalar o'rtasida konstruktiv baholash madaniyatini shakllantirdi. Talabalar bir-birining matnlarini "problem–evidence–suggestion" modeli bo'yicha tahlil qildilar. Bu jarayon writing anxiety darajasini pasaytirib, yozish sifatini oshirdi. Bu muhim jihat edi, chunki tadqiqotning maqsadi – yozish kompetensiyasini mashinaga topshirish emas, balki AI orqali writing awarenessni oshirish va o'quvchini iterative improvementga yo'naltirish edi.

Audience-centered drafting strategiyasi professional writingning pragmatik markazga ega ekanini mustahkamladi. Talabalar har bir matnni yozishdan oldin reader persona, communicative intent, desired outcome va tone mappingni belgilab oldilar. Bu yondashuv matnning samaradorligini sezilarli oshirdi. Masalan, professional emaillarda tone accuracy 38% ga, professional summarylarda information density + audience fit 42% ga, proposal matnlarida persuasive alignment 44% ga yaxshilandi. Shuningdek, metakognitiv writing strategies – outlining, claim



mapping, paragraph micro-intent tagging, hedging accuracy, stance markers balance, positive politeness + negative politeness calibration, readability scoring, controlled sentence length, information ordering heuristics, terminological precision checks va revision loopsni vaqtga bog'lash (timed revision cycles) ham professional writing retention va accuracyga ijobiy ta'sir qildi[6].

Tadqiqot natijalari shuni tasdiqladiki, ESP darslarida professional writingni rivojlantirish tasodifiy grammar correctionga tayanmasligi kerak; u aniq janr, aniq auditoriya, aniq pragmatik maqsad va boshqariladigan yozish jarayoniga tayanishi lozim. Writing competence – bu faqat grammatik to'g'rilik emas, balki rhetorical + pragmatic alignment ekanini tajriba natijalari aniq ko'rsatdi. Tadqiqot shuni ham aniqladiki, kasbiy yozish ko'nikmalarini baholashda analytic rubriclar holistik baholashdan samaraliroq bo'ladi, chunki ular writing weaknessesni aniq diagnostika qiladi va o'qitish strategiyalarini adaptiv boshqarishga imkon beradi[4].

Xulosa.

Xulosa sifatida aytish mumkinki, ESP professional writing modullarida eng samarali yondashuvlar – genre awareness, audience mapping, iterative revision, peer-based scaffolding, corpus-driven phraseology awareness va AI-suggestionga tayangan writing improvement sikllari ekan. Mazkur strategiyalarni joriy qilish orqali talabalarning real kasbiy matn yaratish kompetensiyasi, leksik aniqligi, pragmatik ohangi, auditoriyaga moslashish qobiliyati va writing confidence darajasi sezilarli oshadi. Shu sababli, oliy ta'lim ESP dasturlarida professional writingni alohida modul sifatida, explicit strategy training asosida va baholash mezonlari aniq strukturalashtirilgan holda o'qitish tavsiya etiladi.

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