

## THE MAIN ISSUES OF ACADEMIC ESSAY WRITING

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**Abstract.** The article describes the crucial role of academic essay writing in creating the academic writing skills of students and considers its benefits in developing the abilities like critical thinking, intellectual development, expressing the ideas logically, necessary in scientific research conducting. From the first beginning, the article turns back to the brief history of the essay genre foundation among western and Russian investigators and outlines its current development since essay writing has become one of components in the field of academic writing. The ways, methods and approaches of essay writing, the compositional and structural design of its structure, requirements to the summary of each part of essay are the main issues under consideration in given article and the results of them, types of evaluation, criteria for each essay part are designed and are given in tables. Also, the types of essay such as opinion essay, response essay, research essay, persuasive essay, argumentative essay, compare and contrast essay, analysis essay are profoundly studied and described, and the next types of essay like narrative essay, description essay, comparative essay, argumentative essay are deeply analyzed in the article. Moreover, the deep survey of differences between essay and composition are conducted and presented in form of table.

**Keywords:** academic writing, narrative essay, description essay, comparative essay, argumentative essay, compositional features of essay, structural components of essay, characteristics of essay types

### Basic provisions

The economic and social changes that have taken place in our country and around the world in recent years require from a modern person not only deep knowledge, but also the manifestation of independence, initiative, the ability to think in an original way. In this regard, in the scientific sphere appeared a new task, that is a fulfilling a new social order, where they should form a creative socially adapted linguistic personality, that has an ability to be creative in a wide variety of fields of activity. After all, a person with a creative type of thinking quickly adapts to various conditions of life, finds non-standard solutions to any problems that arise, is able to adequately assess his results and, making mistakes along the way, is able to correct them.

In the system of development of written speech, among the most important in terms of compliance with the scientific, educational, upbringing and developmental

tasks of learning and the most significant in the experience of modern mass communication, the essay genre can be defined.

When most scientists and engineers are asked why we must write, they first think of the need to communicate. It's easy to forget about our other reasons for writing because communication is so vital in science and engineering. We can only offer a decent account of ourselves as students, job candidates, and employees if we write well, writing, for example, letters, instructions, progress reports, articles and reviews, and papers for publication.

We think in words, and we try to express ourselves in writing. As a result, writing is a creative activity that aids us in sorting out our thoughts and saving them for later contemplation [1, p. 51].

The main issue of our research will be the genre of essay, due to the fact that an essay is one of the topical genres of speech social practice, which is characterized by a special disposition to the addressee factor and an increased subjective status and the choice of speech utterance in the form of an essay as a subject of study is also due to the ever-increasing importance of this genre in the life of modern society, its implementation in various areas of life and its great scientific and educational potential. The essay is increasingly included in academic writing practice as one of the types of writing. This genre is actively used in electronic media, in telecommunications, opening up new technological opportunities for extracurricular independent creative activities of students. An essay as a genre of writing is considered the most effective form of developing the skills of writing one's thoughts, contributing to the development of students' creative freedom through the ability to act on their own behalf, since the essay is characterized by the personal nature of the perception of the problem and its comprehension, which allows students to express their point of view, subjective personal assessment of the situation and the possibility of creative, original coverage.

### **Introduction**

Many researchers have written about the role of writing and its positive impact on human intellectual development. R. Reich and A. Knopf predicted that the majority of modern graduates would work in the field of the so-called symbolic-analytic services. The authors explain that, in addition to disciplinary knowledge, future specialists need critical thinking skills like the acquisition, reproduction and demonstration of knowledge. Writing in this case should not be the final product or result of the educational process, but a method of effective learning, approach of writing to acquire learning skills.

The Western education system is written-oriented, writing acts not only in the function of knowledge control like writing as a product, but also as the main teaching method such as writing as a process, and as an approach to learning in the case of writing-to-learning. By creating written texts, students simultaneously acquire new knowledge, develop critical thinking skills. Writing is perceived in a different light due to fact that this skill acquires a new meaning, ceases to be purely formal, becomes a key one, allowing both to successfully study at a university and work effectively in the future, to be an academically competent specialist.

Essay writing holds such a prominent position in higher education because it serves two primary functions: it is both a tool for assessment and a means of learning. The coursework essay hasn't always played a role in evaluation. Until the 1960s, the only essays that directly determined degree outcomes were those written in final examinations, when students were forced to write from memory under extreme time limitations. However, in the last two decades, students' 'coursework' essays, which they produce as part of their daily studies, have received more formal respect. In comparison to a test answer, coursework essays allow students to use a variety of sources and allow time for continuous thinking [2, p. 106].

From the first beginning let's turn our attention to a brief history of this genre foundation. The essay genre was founded by the French thinker M. Montaigne. In his paper scientific work, published in 1580, the phenomenon of essay was first presented and enhanced writer's introspection, the movement of thought and the process of thinking, subordinated to the internal individual melody, striving for purity, sincerity and naturalness were depicted, the effect of an unpretentious subjective style, immediacy and spontaneity was created in his feature article [3, p. 146].

Almost a century later, the English philosopher F. Bacon turned to the essay genre, titled his work essays. Meanwhile, in the XVII-XVIII centuries, the essay did not belong to the sphere of art or science, therefore, more attention was paid not to writing and reading procedures and ways of self-expression, but to the philosophical meaning of the work, which in turn predetermined its criteria - meaningful clarity, transparency, systematic and completeness of form.

The situation begins to change in the 19th century, when the rapid development of literature was accompanied by significant shifts in philosophical thought, namely the birth of the cult of genius and individuality, the development of the concepts of the subject I, the development of forms of intellectual writing, the search for new, fundamentally different language strategies and means. Now the text as an integrity ordered by an idea has ceased to suit philosophers. The potential of the essay genre with its self-reflection, semantic ambiguity, again turned out to be in demand [4, p. 196].

Today essay writing being one of components of academic writing, is one of the important ways to develop students' functional literacy, including writing skills. It allows us to comprehensively develop both cognitive skills like the ability to put forward an assumption, express your own idea, evaluate, analyze information and language skills like ability of formulating a thought and structuring it, using different language tools in his written work and it is also the issue of our research work discussed in given article.

## **Methods**

Currently, there are many compositional types and models for the implementation of this genre, embodied in various forms. In domestic humanitarian practice, the following types of essays are distinguished and following types of essays were profoundly analyzed according to their structure, type, content and aim of writing using the analysis and synthesis methods of research:

In terms of the type of speech and functioning we divided them to academic and non-academic.

In terms of content into literary and artistic, scientific and artistic, journalistic, philosophical and legal, linguistic, literary and physical, pedagogical art criticism, cinematography, television and so on.

In terms of form it can be differentiated to a review, a note, a letter, a page from a diary and so on.

From the point of view of the type of speech they can be description, reasoning, narration essays.

According to the western humanitarian school we differentiated a different classification of essays:

Opinion essay, where it is given an expression and argumentation of one's opinion on any controversial issue, response or reaction essay where the writer reviews a literary work or a film, research essay where writer conducts a research, close in purpose and objectives to a course or thesis, persuasive essay, argumentative essay, compare and contrast essay, analysis essay.

But in given article we will present the discussion of an academic essay that was investigated considering the observation, data analysis methods of research and that is included to the research sphere of academic writing among with diploma work, qualification projects, writing a scientific article, an abstract, annotation to an article, a review, a report.

In Kazakh language, the word academic means referring to the academy as a scientific institution or institution of higher education. The name academic writing came to our country from Western universities that offer students a cycle of classes, which necessarily include Academic Reading and Writing or Introduction to Effective Reading, Introduction to University Writing. In English, the word academic means focusing on a certain circle of people, their community, which has its own rules of behavior, communication and forms of information transfer.

Based on observational research methods the structure of the essay that is its design was prepared, which allows the reader to quickly and conveniently perceive the information contained in it. The structure depends on the tasks and purpose of the text, but usually includes some points like headline that grabs attention, designation of the problem, problem solving or issue disclosure, conclusions or calling to action.

Introduction and conclusion are the most important components of any text. Their main properties of these sections can be the introduction problematizes the reader and informs him of the main topic or idea that will be discussed, and the conclusion sums up and looks to the future.

The structure of the text is characterized by the fact that it is divided into units larger than sentences - paragraphs. Each paragraph has its own micro-theme, which plays the role of the main connecting beginning in the named segment of the text. Although occasionally, several topics can be revealed in one paragraph.

Next, using the method of explanatory research we defined the unity of the text, like the unity of the paragraph, is determined by the main idea that runs through the entire text. This idea is clearly expressed by a thesis sentence in the introduction in

the form of a topic, then subdivided into separate aspects, each of which corresponds to one paragraph.

The paragraphs are ordered so that the aspects form a logical sequence leading the reader to the main conclusion, which is expressed in the conclusion. It follows from this that in the text, firstly, there is not a single paragraph that would not support the main idea in any particular aspect, and secondly, the sequence of paragraphs will be subject to a single logic that builds aspects in a strictly defined order and, respectively, requires for each paragraph only one specific place in the text.

The most characteristic types of logical order are chronological order, logical division of ideas, causal order, and comparison or opposition.

Chronological order is the order of presentation in time, for instance sequence of events or phases of a process.

In the logical division of ideas, the topic is divided into parts, and each of the parts is discussed separately.

In the causal order, the causes or consequences, results of any actions, events or processes are discussed. The text can discuss both causes and effects at the same time.

Comparison or opposition is a logical order in which similarities or differences between two or more phenomena or objects are discussed [5, p. 16].

The unity of the text is determined not only by the logical order and the correct structure. There are important language tools available to link text together and help the reader not lose attention from the main idea. First of all, these are transition signals and repetition of keywords and pronouns.

### **Research result**

First of all, the differences of essay from composition were distinguished and its definition, the goals and objectives were observed. Today the genre of essay upgrades all the time due to the fact that it is becoming highly necessary skill at the present time, when educational environment needs an ambitious person. Essay can be a prose composition that has completeness of its composition and logical sequence. The essay has to explicit an exclusive impression of a given problem, reinforced with patterns taken from literary texts, the correspondence, also privy own acquaintance.

A major target of essay calligraphy may be establishing the ability of students to device fully assimilate a theme that has been elected, assert their view point, moreover intuition the problem posed, disputing their position. Its goals are correctly conveying their own judgment, being able to giving arguments, trying to give relevant examples to the discussed topic, showing thinking skills like critical, concomitant, showing competent, appropriate spelling, proficient punctuation, revealing and stylistic writing of problem under consideration, presenting a variety of lingual units.

A prose work can be considered as one of distinguishing essay's features, small amount of its volume, subjective author's impressions, reflections, compositional, configurational integrity, imagery and citation. Unlike composition, an essay as a genre deals with one particular thematic topic conveying the author's individual

consciences, impressions, adding judgments, thoughts about a designated particular problem, about particular occasion, event, episode and phenomenon.

Since composing a well-structured paper can be a difficult thing to do, where do you start? The most exhortation will tell a student to think of the exposition in three parts: the presentation, the most body and the conclusion. All three parts are completely basic to any piece of composing, it is completely incorrect to start a topic without presenting it, or tail off at the conclusion of a paper without coming to any conclusion [6, p. 25].

Each essay type is characterized by the individual predominance of writer's impressions, not only facts, emotional form of presentation, a mixture of speech patterns, some stylistic layers. It really focuses on colloquial speech, which can provide ease, presumption, confidence in addressing the reader and in given table you can see the difference between an essay and a composition.

Table 1. The difference between an essay and a composition

|                         | Essay   | Composition   |
|-------------------------|---|---|
| Definition              | A kind of writing genre or a type of creative work presented in the form of reasoned argumentation and reflecting the author's subjective position in relation to a socially significant problem of a social, moral, ethical, scientific, cultural and historical plan. | A creative work on a given topic, which can be performed as a description, narration, reasoning or analysis of a literary text, literary images, aesthetic concepts.  |
| Aim                     | To encourage readers to think, to evoke an emotional response in them to what they read due to the persuasiveness and brightness of the presentation.   | Develop oral and written speech skills related to the ability to formulate one's own judgments on problematic issues, analyze individual phenomena, facts or text fragments, express thoughts in a logical sequence, make generalizations and draw conclusions. |
| Topic disclosure method | Subjective author's position  | Objective analysis  |
| Composition             | Free  | Structured  |

Among above described types of essays, the following types of essays were analyzed profoundly in our research:

- Narrative essay,
- Descriptive essay,
- Comparative essay,
- Argumentative essay.

Each type of essay aimed to reflect the author's personal opinion and his definite individual ideas, impressions on given particular single topic, occasion, issue and obviously does not fully claim to be a complete description. Own opinion, thoughts, can be profoundly supported by extend examples from related literary materials, texts, the media, own life experience, observations [7-56 66].

The purpose of writing an essay is to develop the ability of students to creatively comprehend the chosen topic, express their opinion and judgment on the problem posed, arguing their position.

Teaching essay writing should be carried out in accordance with the developed criteria: compliance with the task, disclosure of content, the presence of a structure that allows the most complete presentation of the topic, variability, variety of lexical and grammatical material, coherence.

In this regard, in the essay preparation classes, students, as a rule, are taught:

- to understand a given topic or find your own, determine its content and volume, its boundaries, adhere to the topic at all stages of preparing and designing a story;

- to approach the material, to the topic as a whole, to express one's attitude to the depicted, to convey in the text of the essay one's own point of view on exciting issues;

- accumulate material: observe, highlight the main thing from your experience - that which relates to the chosen topic; comprehend the facts, transfer their knowledge, feelings;

- arrange the material in the desired sequence, draw up a plan and adhere to it in the construction of a coherent text, and, if necessary, change a sequence;

- syntactic and linguistic constructions, comprehensible, coherent text should be built,

- the necessary, relative words, lexical units and other means of the language should be selected,

- the text spelling should be correctly punctuated and written;

- selected text should be divided into several paragraphs; the red line, fields, margins should be observed, including all text's requirements;

- shortcomings, errors, mistakes should be detected then analyzed [8, p. 47].

## **Discussion**

Features of narrative essay were designed. In the essay-narration, occasions, events are described in a particular, certain sequence, usually considering the chronological order of narration. Usually, in many of cases the author not only shows the sequence of occurring events, he also tries to express, to present his attitude, his standpoint towards them.

Analyzing the compositional features of narrative essay, we divided them into following parts:

1. Tie or introduction to the story

2. Development of events

3. Climax (most interesting, intense, or turning point)

4. Decoupling or conclusion

For any storytelling, the writer should pay his attention to given components:

1) The place. It is the place, neighborhood the action takes place.

2) The main characters. They are the people, participants of essay story.

3) A plot. It is what occurs or happens in an essay story, a sequence of particular events. Usually, often an essay has a climax, in other words turning point where takes place changes in description of story.

4) Subject or meaning. It is the main point, idea to which the author guides, leads the essay reader. In many cases the story's subject, meaning do not distinguish

from chosen theme of essay story, you can talk about your hometown (topic) for different purposes (meaning): invite the reader to relax, draw attention to acute social or environmental problems, share information about the glorious past of the city and so on [9, p. 76].

The Structural Components of narrative essay can be seen from given table:

Table 2. Structural Components of Essay Narrative:

|                          |  |
|--------------------------|--|
| <b>Introduction</b>      | <p>The first beginning part starts the story. The narration place is described, the characters are presented, the reader will be prepared for storytelling.</p> <p>The next second part is usually designed and structured to grab and turn the reader's concentration, attention. In each narrative essay, it is really important to arouse the reader's desire, wish to find out, guess for himself what situation will happen further.</p> <p>Those interests the essay reader, makes them want to know in what situation will be the author? After profound reading, the reader may have many story related questions.</p> <p>For instance:</p> <ul style="list-style-type: none"> <li>- Who is the author? I</li> <li>- Why was he so worried?</li> <li>- What airport are we talking about?</li> <li>- Why did the author take so long to get to the airport?</li> <li>- Did the author make it to the right flight or not?</li> <li>- What did he do if he was late?</li> </ul> |
| <b>Statement</b>         | <p>The narration statement should contain the core, main idea, outlining its structural order.</p>   |
| <b>Main Part</b>         | <p>The main intrigue is contained in the main part of the essay. Events have taken place can be deeply told different ways. In many cases chronological essay writing order is used. In this case, the reader, as they get acquainted with the text, consistently learns about the events that have occurred.</p>  |
| <b>Linking sentences</b> | <p>With the chronological style of organization of the essay, each single paragraph usually ends with linking sentence. Such type of sentences is often written aiming to mark the final end of a paragraph, connecting the information among paragraphs.</p>  |
| <b>Conclusion</b>        | <p>A closing idea is usually needed in a narrative essay. The last passage, paragraph ends narration, description of the story,event. The last sentence can serve two functions:</p> <ol style="list-style-type: none"> <li>1. The author can draw a moral from the story being told, or share thoughts about what the characters in the story have learned from the event described.</li> <li>2. The author can suggest what will happen in the future, or share his discovery (if he learned something new that he did not know before).</li> </ol>  |

A narrative essay may have success if:

- its statement facilities an impulse due to which the further narrative develops;
- there are special sentences in the text that represent, show the close connection between each event and may help the reader's following the development of essay's plot;
- the text ends with the derivation of morality, the statement of an assumption or a message about the author's discovery .

The next types of essays under investigation were descriptive essay and comparative essay. Descriptive essay writing skills, as a rule, contribute to the formation of comparative essay skills.



In a comparative essay, objects or phenomena are compared. The author's attention is focused on the common features of two people, objects or phenomena, on their differences, or on both at the same time. The goal is to show the reader how the compared objects, phenomena are similar or how they differ, what their advantages and disadvantages are.

Also, two main methods for writing a comparative essay were distinguished: complex and step-by-step. So, what is a complex method? With the help of this method, one object of comparison is first considered and the whole complex of its characteristics is described, and then the same is done with the second object of comparison. In this case, profound description of one person, object does not overlap with the visualization of another.

The step by step method is characterized by considering both objects according to one or another compared parameter, and then moving on to another point of comparison.

If, with the complex method, the second and third paragraphs are very similar in their organization to the fourth and fifth, then with the step-by-step method, all paragraphs are built according to the same scheme: the definition of the comparison parameter, the description of the features of the first object, the description of the features of the second object. In both cases, repeating structures are used, so this type of text organization is called parallel.

Like other types of essays, a comparative essay begins with an introduction, which contains an opening, followed by the main body that has three to four paragraphs in descriptive style depending on parameters, and then a conclusion.

Under the study we identified some of requirements for writer such us clearly formulating the position and explaining it in writing, selecting weighty arguments to support one's position and correctly present them in a written text, maintaining the structure of the text-argumentation, expressing one's ideas in writing [10, p. 124].

## **Conclusion**

While investigating the types of essays, their structural components, their compositional features, requirements for their writing we designed several tips or rules of their writing and some mistakes to avoid when writing any type of essay.

First of all, one should avoid the misunderstanding of the essence of the stated topic, one should follow a strict structure in the presentation, one should avoid inability to adhere to the answer to the main question or lengthy distractions from the topic, use of rhetoric statements instead of argumentation or evidence, careless handling of data, including overgeneralization, too extensive descriptive part, not supported by analytical material, statements of other points of view without reference to the authors of these ideas and without expressing one's own position, repetitions unnecessarily.

On the basis of obtained data on this issue, the research work will be continued and the next step in this investigation is criteria for essay evaluation, in which using research methods, analyses for each part of essay including introduction, main part and conclusion will be conducted and according them evaluation criteria will be designed and they will be divided into two following components like essay content

evaluation criteria and criteria for assessing literacy and actual accuracy of essay speech.

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#### АКАДЕМИЯЛЫҚ ЭССЕ ЖАЗУДЫҢ НЕГІЗГІ МӘСЕЛЕЛЕРІ

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**Аңдатпа.** Мақалада студенттердің академиялық жазу дағдыларын қалыптастырудағы академиялық эссе жазудың негізгі мәселелері талқыланып, эссе жанрының шығу тарихынан қысқаша ақпарат беріліп, алғаш рет батыс ойшылдарының жұмыстарында көрініс табуы және алыс жақын шет елдердің ғалымдарының зерттеулері бойынша эссе жанрының қалыптасуы жайлы ақпарат беріледі. Қазіргі таңда академиялық жазылымның компоненттерінің бір болып саналатын академиялық эссенің ізденушінің сыни ойлау,

талқыланатын тақырып бойынша өз ойын логикалық тұрғыдан дұрыс жеткізу, эссе жазудың студенттердің функционалдық сауаттылығын, оның ішінде жазу дағдыларын дамытудың маңызды тәсілдерінің бірі бола отырып, болжам жасау, ақпаратты бағалау, талдау сияқты когнитивтік дағдыларды және сөйлем деңгейінде тілдік құралдарды пайдалана отырып, ойды тұжырымдау қабілетін арттыратын тілдік дағдыларды жан-жақты дамыту сияқты күзiреттiлiктердi қалыптастырудағы орны сипатталады. Эссе жазудың жолдары, талаптары, әдістері мен тәсілдері, оның құрылымының композициялық және конфигурациялық дизайны және бөлімдерінің атаулары мен олардың сипаттары мақалада толығымен баяндалады. Эссенің әрбір бөлігін қысқаша мазмұндауға қойылатын талаптар ұсынылған мақаланың негізгі мәселелері болып табылатындықтан, эссенің кіріспе, негізгі және қорытынды бөлімдеріне талдау жасала отырып, әр бөлімге қойылатын талаптар кесте түрінде ұсынылады, сонымен қоса эссенің әр бөлімі кестеде дербес түрде мысалдар келтіре отырырылып сипатталады. Сонымен қоса мақалада эссенің сипаттамалық эссе, салыстырмалы эссе, аргументациялық эссе сияқты түрлері тереңінен талқыланып, олардың жазылу алгоритмдері мен бағалау критерийлері беріледі және эссе және шығарма арасындағы ұқсастықтар мен айырмашылықтар саралана отырып кесте түрінде мақалада ұсынылады.

**Тірек сөздер:** академиялық жазылым, сипаттамалық эссе, салыстырмалы эссе, аргументациялық эссе, эссе құрылымы, жазылу алгоритмі, бағалау критерийі, эссе түрлерінің сипаттамалары

## ОСНОВНЫЕ ВОПРОСЫ НАПИСАНИЯ АКАДЕМИЧЕСКОГО ЭССЕ

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**Аннотация.** В данной статье рассматриваются основные проблемы написания академического эссе, так как эссе является одним из компонентов академического письма и относится к научной письменной работе студентов. Следует отметить, что работа над эссе является одним из важных способов развития функциональной грамотности студентов, включая навыки письма, который позволяет комплексно развивать когнитивные навыки студентов, такие как: умение выдвинуть предположение, высказать собственную идею, оценку, проанализировать информацию, а также языковые навыки: формулировка мысли писателя и ее структурирование с использованием языковых единиц, средств на уровне целого предложения, абзаца, а также выбранного текста. Статья также дает краткую информацию о становлении жанра эссе и роли в этом западных мыслителей и о дальнейшем формировании данного жанра как компонента письма. Главной целью данной работы является обзор всех видов эссе, таких как: эссе-повествование, эссе-описание, сопоставительное эссе, эссе- аргументация. Авторы делают обзор характеристик каждого

вида эссе, описывают композиционные особенности и структурные компоненты каждого отдельного вида эссе. Методы и подходы написания эссе, оформление его структуры и наименования разделов и их характеристики, требования к изложению каждой части эссе являются основными вопросами предлагаемой статьи. Кроме того, авторы статьи разработали таблицу, где представлен аналитический разбор каждой части эссе и приводятся примеры с использованием критериев для данной части, сопоставляются и сравниваются различия и сходства между эссе и сочинением в отдельной таблице.

**Ключевые слова:** академическое письмо, повествовательное эссе, описательное эссе, сопоставительное эссе, аргументативное эссе, композиционные особенности эссе, структурные компоненты эссе, характеристики видов эссе

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