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Changing the Term "Academic Skills" In Pedagogy and Ways of Their Development

Fayzullaeva Nilufar Sadullaevna

Professor of the department "Economic Theory" Tashkent State University of Economics, Uzbekistan

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ABSTRACT

The article discusses the concept of "academic skills". The author used methods of comparative analysis and schematization to clearly demonstrate the content of different interpretations of the term "academic skills".

Keywords: Academic skills, academic skills, academic skills, academic competencies, speech activity.

INTRODUCTION

The new paradigm of society, based on informatization and digitalization, has significantly changed the foundations of interpersonal communication, and with them approaches to learning. According to today's educational requirements, the formation and development of students' academic skills is based on a competency-based approach, which, unlike the traditional one, is focused mainly on practical application.

Accordingly, the main task of education is to create conditions that would allow the formation and development of skills, as well as professional and personal qualities of students necessary for the implementation of successful research activities during the learning process and upon completion of university education.

Education cannot be successful if students are not equipped with a system of skills and educational skills. The development of these skills determines the learning ability of students, the rate at which they process and assimilate information, and the quality of their knowledge.

Academic skills development has become necessary in higher education for several reasons. Firstly, the constant increase in the volume of information leads to the fact that students get lost in this stream and, without developed

skills, cannot identify the information that is relevant to them. Secondly, the result of the availability of information on the Internet is that the research function has been replaced by the search function, because students copy information from the Internet without critical analysis. All this negatively affects the quality of work created by students. Thirdly, many students of bachelor's programs are thinking about continuing their studies in a master's program abroad. In this regard, they need to know the rules for scientific work in foreign universities.

The phenomenon of "academic skills" is increasingly gaining popularity in pedagogical science. However, this concept has not yet been clarified from the point of view of translation and compliance of the content of the concept in the terminological base of methodological and pedagogical sciences.

The concept of "academic skills" appeared in Western science in 1974 [1, p. 267], this concept began to be introduced into domestic pedagogical science, presumably, in 2003 after Uzbekistan transitioned to a two-stage system of higher education and expanded the framework in the context of the Bologna process. This process took place especially intensively during the development of educational programs and academic disciplines in the master's program, since higher demands were placed on its

teaching staff.

The formation of academic skills in students is a scientific problem, interdisciplinary in nature, related to didactics, educational psychology and private methods. Teaching students organizational, informational, intellectual, and communicative academic skills is a guarantee of the success of the educational process.

Literature analysis

In scientific methodological, pedagogical and psychological sources, terms such as “academic skills”, “academic skills”, “academic competencies” are found. Such diversity and different specifications of interpretations of the term “academic skills” cause certain difficulties in the assimilation of this term in pedagogical science and the practice of professional training of bachelors and masters.

The skills necessary for conducting scientific research are widely covered in the psychological and pedagogical literature and were considered by such authors as Adams H, Gordon V, Zueva S, Morozova N, Savenkov A, Sukhanova E. and others.

Analysis of theoretical sources showed that the concept of “academic skills” in research works has several names.

First, let's define the meaning of the word “academic”, presented in the Collins, Oxford, and Webster dictionaries. Of particular interest to this work is the following meaning: relating to learning in educational institutions. In other words, the entire context of studying at a university (space, content, technology, programs, results, etc.) is covered by this term and is the starting point for many other words, for example, academic certificate, academic debt, academic leave.

The second element of the phrase “academic skills” causes even more difficulties. In most cases, attention is focused on skill as the formed ability to apply acquired knowledge in action, which is as close as possible to the concept of competence. If we look at the translation of the words “skill” and “ability” into English, we will see that in both terms there is a variant of the translation “skill”.

However, the distinctive point is the following meanings of the word “skill” - “habit (manual)” (habit, manual labor) and “skill” - skill, competence (competence), competency

(competence), art (art); dexterity (dexterity); proficiency (skill). This diversity of translation means that the content of the concept “skill” has a behavioral component (habit), as well as a psychological and physical component (dexterity, dexterity). The term “skill” combines the meanings of “skills”, “abilities”, “competence” and “competence”, on the basis of which it can be assumed that the term “academic skills” can be considered as “academic abilities”, “academic skills”, “academic competencies” and, presumably, “academic competence.”

From the analysis of the definitions of the main types of skills, it becomes obvious that academic skills are the student's ability to solve educational and cognitive problems based on general methods of logical thinking in a variety of subject-related activities. Consequently, academic skills are built on the basis of students' fluency in a range of complex mental actions.

RESULTS

The introduction of the discipline “Academic skills and professional competence” into the educational process revealed several errors.

The most common mistake is that both the teacher and the student regard written assignments only as a tool for achieving the goals of the educational process. You need to rethink your approach to teaching writing to put academic skills first. In order to teach students to complete a task, you need to not just give them a written task, but you need to show how completing this task will affect the achievement of the goals of the educational process and what they will learn, and how this will help them in their studies. If a student does not understand the purpose of academic skills, his attempts to learn them will be reduced to copying the structural elements of the text instead of developing an interest in the subject.

In pedagogical science, the concepts of “skill”, “ability”, “competence” are differentiated depending on the level of formation of the system of practical or mental actions. In the most general form, “ability” and “skill” are considered as components of any activity, i.e. mastery of a specific activity means the formation of skills and abilities.

It is the skill that allows you to manage a certain type of human activity due to the fact that it is based on certain knowledge (concepts, information, rules) and includes a sequence of interrelated steps. In relation to academic

skills, this may mean information about a specific type of academic activity (working with theoretical sources, semantic reading, abstracting, etc.), about the procedure for performing this action and the presence of experience in the practical implementation of the action in the academic field.

From the point of view of the activity approach [2], skills are the ability to carry out any activity efficiently and effectively. According to the authors, skills are mandatory, automated components of skills. Some authors believe that ability and skill reflect different degrees of mastery of the way to perform a specific action or operation. At the same time, skills precede a skill (it's like a "pre-skill"), and a skill is an automated stage of action, when the performer of the action no longer thinks about the operations that comprise it and their sequence. Skills are developed in the same repeated conditions of activity through systematic exercises, and skills are formed in the process of performing various exercises of a reproductive, constructive and creative nature in changing or increasingly complex conditions; At the same time, both the educational material itself and the conditions for performing the action become more complicated.

In Western pedagogy, the term "academic skills" traditionally combines academic reading, academic writing, general academic competencies, including academic oral presentations.

M. A. Lytaeva and E. V. Talalykina [3] emphasize that in the Western system of higher education, "each of the components of academic skills is taught as a separate subject: academic reading (academic reading), academic writing (academic writing), strategies for college success (general educational competencies)". It is interesting that the translation of the expression "general educational competencies" emphasizes the aspect of achieving academic success, i.e. these skills significantly influence the academic and educational achievements of students.

In the triad of "academic reading, writing, speaking" in relation to the educational practice of foreign universities, as a rule, academic writing and speaking are in the lead. Academic writing can be interpreted as one of the ways to carry out academic reading, since written recordings, notes, and generalizations made by the student contribute to the meaningful perception of the text.

All of the above authors associate "academic skills" with

generally accepted types of speech activity - reading, writing, speaking. There are four types of speech skills: reading, writing, speaking and listening, each of which includes private skills. Communication skills are mastery of types of speech activity as a means of communication with varying degrees of perfection. A mandatory component of communication skills is speech skills.

Thus, based on the analysis of the meanings of the terms "academic", "skills", "abilities", "competence", "competence", presented in the studied literary sources, we can conclude that the concept of "academic skills" can be interpreted as "academic skills " and "academic competencies".

The conditions for the formation of academic skills include: the presence of pedagogically organized purposeful activities through the solution of educational and cognitive programs that require generalization and transfer to the next stage of education; awareness of the nature of the activity, acceptance of its purpose by students; increasing the share of independence, which will be achieved by posing educational problems and creating problem situations; reliance on existing knowledge and skills; stimulating students' interest in acquiring advanced methods of activity.

"Academic skills" are aspect automated components of verbal academic skills, for example, academic reading, writing, speaking, and listening skills. In turn, "academic skills" are the ability to perceive and express thoughts orally and in writing using scientific style. "Academic competencies" are a set of skills that ensure the educational activity and independence of the student, the achievement of academic, educational and personal goals.

Academic skills, academic abilities and academic competencies are in a hierarchical relationship to each other.

A graduate of a modern university must have such skills and abilities that will help him, when entering an independent professional life, navigate in a situation of uncertainty, when the old norms and meanings of professional activity have already been lost, and new ones have not yet been identified.

Competence is a socially defined requirement for a student's educational preparation, relevant at a given stage of development of society as a whole and its educational

sphere.

Competence, in turn, is an established personal quality [4]. Thus, academic skills in the competency-based approach can be interpreted as a set of personal qualities that allow one to independently and successfully solve standard and non-standard tasks in the academic field.

It seems possible to propose several ways to avoid mistakes when introducing the discipline “Academic skills and professional competence”.

Typically, students pay special attention to the language component, while for teachers the content side is more important.

First, it is necessary to organize the reading and discussion of texts that include elements based on argumentation. These texts act as a model upon which students can build their own written product.

Work was carried out to compare the quality of work of four groups of students: 1) a group in which the teacher explained the process of writing an argumentative essay; 2) a group in which, along with teaching argumentative writing, students also read and discussed texts that expressed different points of view on the same issue; 3) group in which students discussed the same texts, but there was no teaching of argumentative writing and 4) control group.

A comparison of the works showed that the quality of the work of students from the first two groups is much higher than the quality of the work of students from the third and fourth groups. These results allowed the authors to conclude that an integrated approach is necessary: including reading texts when teaching writing.

In addition to discussing texts, it may be useful to draw up mental maps for these texts, because To do this, students need to understand the main idea, arguments and counterarguments proposed by the author of the text, and in the absence of the latter, students must “complete” the mental map by offering their counterarguments.

In order to evaluate the argumentation, it is necessary to apply the following criteria: clarity, accuracy, logic, evidence base, relevance, topicality, depth and breadth of consideration of the issue. By discussing topics in class, students receive a model of joint logical reasoning, and the

acquired skills can be transferred to another type of activity - writing.

Secondly, the teacher must give precise, clear and detailed instructions from the very beginning. Research shows that in a group in which students received detailed instructions from a teacher, students produced higher quality work than in a group in which students were given general instructions.

In addition, constructive criticism is important for a student, i.e. Negative criticisms should not be the only comments; the teacher should also indicate areas in which the student has made progress. Students also prefer to receive detailed analysis of their work regarding their ability to formulate arguments, make connections between ideas, communicate clearly, use terminology correctly, and adhere to academic writing standards. It is assumed that if all of the above is taken into account, the process of learning academic writing will be effective and interesting for students.

CONCLUSIONS

Thus, the author has made an attempt to systematize terms and concepts that are relevant today in the field of higher education, but are not always correctly understood by specialists in the field of education. As an analysis of scientific articles has shown, the term “skills” combines the concepts of “skills”, “abilities”, “competence”, “competence”.

An analysis of students' written work showed that the errors they made ranged from relatively minor (small deviations from style, repetition of cognates instead of using their synonyms) to quite serious (violation of logic, disruption of communication, or an implicit connection between the main idea and arguments).

The process of teaching academic skills can be more effective and interesting for students if, firstly, the topics for discussion and further writing of a paragraph (essay) attract students or have practical significance for them and, secondly, students have previously read texts containing argumentation , and analyzed it, i.e. We saw in practice how to present our ideas. In addition to discussing the texts they have read, students need practice in writing texts of an academic nature, which involves organizing the development of the structure of a paragraph/essay and training in formulating sentences that represent the main

elements of the text.

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