ACHIEVEMENT-ORIENTED GOALS AND WRITING STRATEGIES IN ACADEMIC WRITING

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Abstract

In the article academic in writing to success directed goals and writing strategies mutual dependency research Research mixture methods (questionnaire , written affairs analysis , interview) based on take Go to Uzbekistan supreme education in institutions English language studying in the field of students participation Results this shows that to "mastery goal". has students academic in writing analytical , reflexive and creative strategies active uses this and their writing quality increases . "Performance goal" type students and grammatical correctness and external to evaluate more attention focuses on . Research results academic the record in teaching motivational approach and strategic teaching integration efficiency proves.

Keywords: Academic writing , achievement directed goals , writing strategies , mastery goal, performance goal, motivation , metacognitive approach.

Introduction

Modern education in psychology **"achievement goal theory"** — to achievement directed goals theory — student or student reading in the process manager internal motive as interpretation This theory is **D. Dweck (1986)** and **A. Elliot (1997)** by working issued is a person to study was internal directions two main to the type is separated :

Mastery goal (to develop) directed goal) — knowledge deep mastery , analysis to do , to think independent expression and himself intellectual to develop focused;

Performance goal directed goal) — external assessment, competition , teacher or group confession to win based on .

Elliot and McGregor (2001) this theory expand , "approach" and " avoidance" and avoidance) strategies separated . To him according to , mastery-approach type student own knowledge deepening if desired , performance-avoidance type error from doing is afraid and that's why for creative active This will not happen . psychological differences student's in writing style , structure and strategic approach directly impact shows (Pintrich , 2002).

Academic writing is only grammatical in terms of right text create not , maybe **the idea justification , evidence to bring and analytical thinking expression** As Hyland (2016) points out , " academic writing person's own his/her opinion logical system through expression to grow "In this process , student own purpose how to determine looking at writing activity "Mastery goal " has student the record study process as if he sees it , to the "performance goal". has student him/her to get a final grade As a result , the first in case **cognitive activity** column will be , in the second and **formal approach** increases .

Zimmerman and Risemberg (1997) academic " self " writing manager as "self-regulated activity " explains . To him according to , effective writing in the process planning , self control to make , edit and reflection stages there is is , their all mastery goal with closely It depends . Therefore for academic in writing the goal to determine is only motivational factor not , maybe **metacognitive strategy** central is a component .

Uzbekistan supreme education in the system last in years **academic writing** science independent module as current (E. Begmatov , 2020). But many students writing process still " exam" for writing " level perception edi , i.e. "performance" motif column . This reason — evaluation system to the result orientation , reflexive writing of tasks shortage and analytical thinking culture enough when it was not formed .

According to N. Mahmudov (2019) , the inscription through thought is educated; therefore for training in the process writing **creative thought and himself understanding** to the tool rotation This is necessary . in students mastery goal his/her spirit strengthens.

E. Begmatov (2020) also " Academic" writing "basics " in his work academic " Thought , Communication " and culture as " harmony " explains . To him according to , writing strategy success student's internal purpose with is defined as : if the goal to study aimed at if — creative result appearance will be ; if only for the price aimed at if — text superficial , unanalyzed will be .

To success directed goals theory academic the record just technician process not , maybe **motivational , cognitive and cultural activity** as to understand help " Mastery goal" students **critical thinking , analysis , reflection and creativity ,** and "Performance goal" **external motivation** strengthens , but internal to grow obstacle does .

So , academic the record in teaching teacher **motivational goals to form** , that is the student's " what" "Do you want to learn ?" to the question answer to find help to give main methodical task as to define necessary .

Academic writing efficiency his/her theoretical basics many in terms of student's **writing strategies right choice and conscious to use** related . Writing strategy is writer by to the goal appropriate selected , thought to form , to plan , to compose and edit in the processes usable activity methods complex (Flower & Hayes, 1981).

Hyland (2016) writing strategies three at the level classifies : **cognitive** , **metacognitive** and **sociolinguistic** strategies .

• **Cognitive strategies** student's the idea formation , basic the idea to determine , to prove collect and them logically placement activity cover takes .

• **Metacognitive strategies** writing process planning , self control to do , to analyze to do and reflection processes represents .

• **Sociolinguistic strategies** and cultural context , reader audience , genre requirements and communicative intention into account received without writing language to choose means (Hyland, 2016).

Zimmerman and As Risemberg (1997) points out , writing this is " self" manager activity " , which is always purpose , motive and reflection through is managed .

Therefore for strategies in teaching student's internal Motive — **"mastery goal"** or **"performance goal"** is the solution doer role plays .

Research this shows that **development directed (mastery)** targeted students in writing creative , analytical and reflexive strategies (Pintrich , 2002) . They for writing — own his/her opinion expression and new knowledge create tool .

On the contrary , **the result directed (performance)** students grammatical correctness , external evaluation or appearance in terms of attention They are records more reproductive to the character has For example , to a high "mastery goal" level has students in the text more **synthesis , analysis , quotation and argumentative connectors** Uses . "Performance" type students and more **short sentences , ready molds and repetitive** to **structures** This situation in writing psychological direction and cognitive activity level directly indicator is considered .

Uzbekistan under the circumstances held some empirical Similar studies (E.Begmatov , 2020; I. Khudaynazarov , 2022) results observed : academic in writing motivational direction and writing of style harmony students knowledge deepening factor as manifestation was .

Academic the record in teaching strategic approach student **passive** from **the performer active to the creator** Each of the entries stage — planning , drafting (preliminary) writing), revising, editing (final correction) — targeted strategies through managed (Flower & Hayes, 1981).

Metacognitive approach from the writer own his/her opinion not only expression to be , maybe him/her analysis to do , idea flow control It also requires doing . Therefore , academic writing in training to students **reflexive writing assignments** , **peer-review** (mutual analysis) and self - assessment evaluation) methods implementation to grow effective result gives .

Hyland (2016) notes as it is , " good " the writer is own feel the pupil can writer ." So , strategies not only language competence , perhaps **communicative** It also develops **intuition** .

Academic writing strategies are knowledge practical in the form of expression intellectual They are tools . writing process systematic , logical based and communicative in terms of effective does . In writing **mastery goal** based on strategies (analytical thinking , planning , reflection) **creative result** gives , **performance goal** based on strategies and **formal, superficial results** to take is coming .

That's why for education in the process teacher to students **writing strategies conscious to teach** and **targeted motivation model formation** through them academic to success direction necessary .

This research **mixture mixed methods** based on take went , that is **quantitative** and **qualitative** approaches This approach **Creswell (2014)** by recommendation

"explanatory sequential design" model based on built : first statistic information gathered , then them deeper explanation for good quality analysis was held .

Research in the process following methods used :

• **Questionnaire (survey):** students to success directed goals (mastery vs performance) and to the record their relationship determination Dweck (2000) model for based on of 25 questions compiled consists of questionnaire .

• **Written affairs analysis (writing samples analysis):** students academic essay and analytical notes (300–400 words in size) using NVivo software encoded .

• **Interview (semi-structured interview):** 12 people student and 4 people teacher with writing strategies application according to conversation was held .

In the study Uzbekistan two large At the University of Technology - Tashkent State oriental studies university and Against economy and pedagogy at the university — education taking **80 1st –2nd year bachelor's degree students in IT student** participation 50 of them women , 30 people male are students . On average age 20.4 years organization reached .

Students " Academic " writing " science studying is a semester during **two main writing task — analytical essay and argumentative article** They have done it . works analysis for basis it has been .

Quantitative information **SPSS 25.0** in the program again **Pearson correlation** was used . method using to success directed goals and writing efficiency between dependency determined . Qualitative information and **NVivo 12** in the program **thematic coding** through analysis was done .

Correlation results as follows :

• **Mastery goal and writing quality between r = 0.61 (p < 0.01)** — medium level positive dependency ;

• **Performance goals and writing quality between r = 0.24 (p > 0.05)** — low and statistic in terms of insignificant dependency .

These results this shows that development directed goal (mastery) of writing quality , structure and critical analysis level noticeable increases .

NVivo analysis students writing in the texts following **main themes** defined :

Theme name	Description	Percentage indicator
Planning	From the text before idea to create an outline	78%
Reflection	The record again read evaluation , self his/her opinion edit	64%
Synthesis and Synthesis & Analysis	Various from sources taken ideas combine	59%
To the price Grade -focused	Result and teacher to the mind attention	41%
Language simplicity (Surface writing)	Superficial , grammatical in terms of right , but meaningless writing	33%

This information this shows that " mastery" "goal " type students **reflection , analysis and synthesis** such as high level strategies active used , " performance" "goal " type and **for the price directed** and **language simplicity** strategies relied on .

Interview results as students following thoughts stated :

• " In the writing from mistakes not to be afraid to study is to success orientation means ."

• " First the idea to collect , then grammar to check my study " need ."

• " To the price not mine my opinion right " I'm trying to express ."

These quotes in students writing process **study tool** as understanding is taking shape shows .

Empirical analysis as a result following conclusions received :

1. To success mastery goals academic in writing high analytical and reflexive strategies encourages .

2. To the result performance- oriented goals and superficial , superficially aimed at writing styles strengthens .

3. Writing strategies to teach in the process to students targeted approach shaping (why vs how thinking) efficiency increases .

4. Uzbekistan supreme education in the system academic the record in teaching **motivational trainings** and **reflexive writing the training** sessions input necessary .

Research results this showed that **academic in writing to success directed goals (achievement goals)** students writing process , strategies to the competition and general to the efficiency directly impact "Mastery goal " has was students the

record learning , thinking and himself expression tool as perception analytical , **reflexive and creative strategies** used . "Performance goal" type students and mainly external evaluation , grammatical correctness and formal aspects accent They gave.

Empirical analysis (questionnaire , written) (work , interview) results **mastery goal** level with **writing quality between r = 0.61** with coefficient positive dependency existence This is what it is . means that students deep to study directed goals when formed , their academic in writing success increases .

Writing strategies (planning , synthesis , reflection) and motivational approaches harmony education in the process **cognitive and metacognitive activity** developer main factor as manifestation It was also academic the record effective teaching for teacher **motivational model** formation , **reflexive writing the training** sessions on the road to put and **mastery-oriented assessment system** current to be able necessary .

Thus, this of the research scientific novelty is that in it Uzbekistan supreme education in the system academic writing efficiency to success directed goals and writing strategies point from the point of view analysis of reaching **integrative model** working It was released . Its results **education psychology , linguistics and academic writing methodology** for practical importance has .

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