

individual learners in the group too. It is not possible to take the learner out of the group, nor the group out of the learner: attending to one means implicitly attending to the other. All language classrooms need to begin with helping to develop a positive set of interpersonal relationships in the group, which will, in turn, generate the positive classroom atmosphere, known as conducive to and necessary for successful language learning and use.

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#### BOOSTING ACADEMIC WRITING SKILLS WHILE ADDRESSING THE CONTEXT OF SDG ISSUES

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**Resume.** *The writing proficiency of students has been under considerable attention from educators for its complicated mechanisms and various approaches which have been undergoing significant changes in the course of technological improvements. Students capability and eagerness to combine theoretical knowledge with practical experience often lack professional supervision such as pedagogical strategies and novel modality. Thus, SDGs content as a global pool of diverse interdisciplinary issues, in combination with collaborative learning environment and computer assisted writing tools are intended to augment students` academic writing skills which are necessary not only to succeed in research positions and international opportunities, but is also pivotal for the professional growth.*

**Key words:** *academic writing skills, pedagogical strategies, SDG issues, critical thinking, instructions.*

**Introduction.** Nowadays, alongside with strong communicative skills, academic writing skills have become the most important skills for assessing students` professional knowledge and further professional accomplishment. Long enough, pre-sessional and in-sessional academic writing courses, touching upon a range of topics, have been developed to help students manage the overall outline of the essential elements: paragraph structure, functional styles and target audience which influence the choice of writing aspects such as formality, cohesive devices, supplying evidence, avoiding plagiarism and others. What is more, collaborative learning, critical thinking and autonomous learning are viewed from another angle [1]. SDGs donate to the deeper insight of enduring ideas.

**Main part.** Writing an academic article, structured analytical feedback on the researched topic, is a multidimensional skill which requires mastery over syntax, vocabulary and style keeping in mind the ability to convey the ideas in a clear and coherent way. The marker of the academic proficiency today is not only the academic written product, but also a critical skill of judging the information taken from various sources. Though, still, the majority of learners, experience significant challenges, incorporating the lack of practice opportunities, inadequate feedback and cultural-linguistic interference while demonstrating independent thought.

The aim of the article is to find the pivot elements and mechanisms that lead to boosting academic writing skills among students studying a foreign language by integrating findings from recent literature and examining the best practices from diverse educational settings anchored by SDGs. This paper intends to shed light on how teachers and institutions can better support their students writing development. Moreover, in the light of technological advancements in digital communication platforms, new modalities of writing instructions are emerging. These include process oriented teaching methods, computer assisted writing environments and collaborative learning strategies that leverage peer feedback and online tools. Writing in a foreign language is inherently complex process as it demands not only grammatical accuracy and lexical knowledge, but also socio-cultural competence and theoretical skills.

Researchers noted that foreign language learners often exhibit “a linguistic threshold effect” there, whereby their written output may remain structurally simpler until their overall language competence reaches a critical level [2]. This phenomenon is compounded by the cognitive load associated with simultaneously processing language from the context. Hence, many scholars advocate for a process oriented approach to writing instructions that focus on multiple drafts, revision and feedback rather than a sole emphasis on final written products. Traditionally writing instructions have been between process oriented and product oriented pedagogies. The product oriented model places strong emphasis on the final written text and often involves rigid formatting and correctness criteria. In contrast, process oriented instruction encourages writers to engage in recursive writing processes including planning, drafting, revising and editing. Studies have demonstrated that process-oriented writing instruction can foster improved quality of written output as learners are given opportunities to reflect on their thought process, receive feedback and make interactive improvements.

Feedback is a cornerstone of writing development as various forms of feedback have been examined in the literature including teacher feedback, peer review and automated systems. Research suggests that corrective feedback, when provided in a supportive environment, can significantly advance the interlanguage development of modern language writers. Peer feedback possesses dual function through providing an opportunity not only to enrich the reflective practices but also to deepen the knowledge.

Digital tools in writing instructions accompany the writers on various stages providing immediate scaffolding at various stages of writing nevertheless lacking in asynchronous collaboration and self-paced learning. Greater dependence on technology has turned up to reduce students' language skills and do not give enough space for developing coherent argumentation under the influence of fragmented focus. Instead of developing a personal academic writing style, students might reproduce the same sentence patterns or expressions suggested by artificial writing assistants. As a result, the text often lacks originality through repeated structures, thus, risking deep-level expertise.

The choice of the appropriate issue, which is primarily supposed to convey something new based on the existing realm, is the starting point for excellent academic writing. Clear and manageable topics require critical thinking and a strong sense of purpose whereas most students struggle to focus on the topic without being pulled in multiple directions. 17 global objectives, whose basic direction is to tackle major world challenges (poverty, inequality, climate change, law, public health and so on), serve as a roadmap for students to reflect on how to implement their knowledge while integrating it across different sectors of economy. Students tend to cultivate a global-mindset involved in meaningful discourse over urgent international issues. SDGs content is not just about knowing, but about juggling of ideas, asking questions and building understanding through research.

The researchers identify two principal functions of the Sustainable Development Goals (SDGs) within the context of English as a Foreign Language (EFL) education [4]: 1) enhancing sustainable development competencies by providing students with knowledge about global issues; 2) utilizing the SDGs as educational materials for English language learning, such as discussion topics or project assignments. All the studies reviewed by the researchers showed a positive impact on students' linguistic proficiency as well as their comprehension of global issues. These findings underscore the notion that integrating the SDGs into language instruction engages students meaningfully and contributes to their development as informed global citizens. Numerous academic challenges are uncounted by students while they learn to deal with interdisciplinary terminology that may not have been previously encountered by them, making the comprehension and the expression far more difficult. Being non-native speakers, students deepen understanding and implement additional linguistic features to convey profound arguments as well as try to stick to the logical structure related to the cohesion of ideas. There are certain methods that can be of high importance at early stages of the pre-writing process. First of all, writing structured templates and genre models help students to better understand academic conventions. This process can be optimized in time and expanded through the use of collaboration technologies, while giving the teacher more and more mentor and mentor functions.

**Conclusion.** Boosting academic writing skills aims at empowering students to be able to communicate complex ideas in a scholarly context clearly and effectively. Through developing the ability to produce well organized, coherent and evidence based text from the academic discourse, it facilitates the expression of nuanced arguments, supports rigorous analysis and forces the integration of theoretical knowledge with practical insights. Such elaborated skills help students build credibility within their disciplines allowing them to get better prepared for professional communication in research driven fields.

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