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Challenges of Academic Writing in Russian for Engineering Students: Error Analysis and Pedagogical Implications

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Abstract: *Academic writing is a crucial component of professional and scientific communication in the field of engineering. Developing this competence can be particularly challenging for students of Russian as a foreign language, as they must combine linguistic precision with the ability to convey specialized knowledge in accordance with the norms of scientific discourse. This study examines the typical difficulties encountered by engineering students when writing academic texts in Russian. A descriptive qualitative approach based on error analysis was employed to identify and interpret issues at both the linguistic and discursive levels. The analysis revealed that the challenges associated with academic writing span various linguistic aspects, including grammar, syntax, the choice of vocabulary and terminology, academic style, and textual coherence. The analysis indicates that academic writing challenges extend beyond knowledge of individual grammatical rules and involve the ability to select precise terminology, construct complex relationships between ideas, maintain an appropriate academic register, and organize information coherently. The findings support an integrated approach to Russian language instruction in technical higher education. Grammar, professional vocabulary, scientific style, and textual organization should be developed through contextualized writing activities related to students' disciplinary and professional needs. Process-oriented writing, guided revision, terminology-based tasks, and structured work with scientific and technical texts are proposed as relevant pedagogical strategies.*

Keywords—academic writing; Russian as a foreign language; engineering education; error analysis; academic discourse; language pedagogy

INTRODUCTION

University writing assignments serve as a means for students to convey, internalize, and systematize knowledge. Consequently, academic literacy should not be viewed as a universal skill acquired prior to university entry. Requirements regarding argumentation, terminology, structure, evidentiary support, and style vary significantly across disciplines [1]. As a result, a student who successfully handles writing assignments in one academic context may encounter difficulties when required to work according to the norms and conventions of another.

Students at engineering universities encounter this issue particularly often. Technical educational programs are typically associated solely with mathematics, physics, design, and similar exact sciences; however, written communication skills play a vital role in both university studies and professional practice. Students are required to prepare laboratory reports, project documentation, technical descriptions, analytical reviews, and research papers, as well as to describe the operating principles of various processes and systems.To produce such texts, in addition to basic language proficiency, the author must identify significant information, arrange it logically, ensure the accuracy and appropriateness of terminology, and make the technical content readable. Research in engineering communication indicates that students often struggle to meet these requirements. However, writing instruction becomes more effective when it is directly linked to specialized subject-matter courses [2]. Specialists in the field of technical communication reach similar conclusions: they highlight the importance of precision and consideration of the audience as key characteristics of engineering texts [3].

Students studying engineering in a foreign language face even greater challenges. They must not only acquire technical knowledge but also master the specific vocabulary and speech patterns essential to their field of study. A student may grasp the technical concepts yet struggle to articulate them — particularly when an assignment requires the use of highly specialized terminology, complex syntactic structures, or adherence to the conventions of formal academic or scientific writing. Studies conducted at technical universities indicate problems with establishing logical connections, as well as with the precision and structure of the presentation [4]. These results confirm that the success of a written assignment depends on the level of language proficiency.

Scientific and educational texts are particularly important for Russian language instruction, as they familiarize students with the language's lexical and grammatical features, as well as specific terminology relevant to their professions [5]. The Russian language presents a number of challenges that can become especially apparent in writing: case forms, agreement, verb aspect, government, word order, and complex syntactic structures—all of which require a high level of language proficiency. When students attempt to present technical material, additional challenges arise: they must use precise terminology, establish logical connections between ideas, and

maintain a style appropriate for scientific writing. Often, a text may be understandable overall yet contain numerous professional errors regarding terminology, coherence, and syntactic structure.

Such tasks make it possible to identify the actual difficulties students face. When error analysis is approached comprehensively, shortcomings are viewed as part of the process of developing language proficiency and highlight areas requiring special attention [6]. This approach is particularly effective in teaching academic writing, where error correction can otherwise appear disjointed. Singling out individual grammatical errors often fails to explain why a student repeatedly produces texts lacking clarity and logical coherence. Examining similar issues collectively helps reveal patterns that can be used to target specific areas for improvement during class.

For instance, the incorrect use of terminology may indicate that students do not fully grasp the meaning of terms encountered during reading and confuse them in practice. Weak logical connections between paragraphs, in turn, reflect difficulties in establishing cause-and-effect relationships when studying scientific material. This approach to analyzing students' written work shifts the focus from correcting technical errors to addressing deeper learning issues.

Issues regarding academic writing in engineering education and the teaching of Russian as a foreign language in technical universities have frequently been examined in isolation; however, far less attention has been paid to the interrelationship between them. In particular, little is known about the challenges faced by engineering students for whom Russian is a foreign language. Engineering education requires students to master and utilize specialized terminology, understand and explain cause-and-effect relationships, and structure information in accordance with the conventions of scientific and technical writing; consequently, this issue is of significant relevance.

This study examines the difficulties most frequently encountered by engineering students — for whom Russian is a foreign language — when writing academic papers in Russian. Rather than evaluating individual students, the analysis focuses on recurring linguistic and discursive features of their academic work. The research methodology covers spelling and punctuation errors, grammatical and syntactic issues, lexical and terminological inaccuracies, deviations from academic style, and challenges related to textual coherence and cohesion.

Research Questions

1. What types of errors and writing difficulties recur in the academic Russian writing of engineering undergraduates?

2. Which areas of academic Russian writing appear particularly challenging for engineering students?

3. What pedagogical strategies can be proposed to address the identified difficulties in Russian-language instruction for engineering students?

Therefore, the aim of the analysis is to identify the interrelationships between the challenges students face and the development of practical solutions for teaching academic Russian within an engineering and technical context. This can help ensure that language instruction better addresses the specific ways the language is used—both during their studies and in their professional careers.

LITERATURE REVIEW

Academic writing skills develop differently across various fields of study; they cannot be viewed as a universal skill that remains unchanged regardless of the discipline. Each academic field imposes its own requirements regarding terminology, text structure, argumentation, and writing style [1]. This is particularly evident in engineering, where written texts must convey technical information precisely and follow a clear, logical sequence. Students need to describe processes, identify interrelationships between technical phenomena, and use specialized terminology that precludes ambiguity. Consequently, the development of writing skills in the engineering field must proceed in close conjunction with the formation of professional competencies.

Engineering students often find it difficult to transition from writing non-technical texts to the more rigorous forms of exposition standard in the field. Ericsson [2] notes that writing assignments are far more effective when they align with the norms characteristic of the students' professional field. Wiederkehr and Rudolf von Rohr [3] share this view. They also argue that instruction in technical writing should be gradual, as this allows students to familiarize themselves with the structure of engineering documentation and understand the specific information it is intended to convey. In this context, such training should be part of professional preparation rather than remaining merely a matter of language study.

These difficulties are already visible at the undergraduate level and are not limited to advanced research writing. Selwyn and Renaud-Assemat [7], who examined around 300 first- and second-year engineering students, found that technical report writing was particularly challenging for those with little previous experience of this type of task. Their study also showed that students' performance improved when the assignments themselves were more clearly structured and incorporated reflection. This indicates that writing skills do not develop simply through the study of technical subjects; students require targeted guidance and regular practice.

Moreover, engineering students need to be able to articulate technical knowledge in writing clearly and logically on their own. This requires systematizing information, distinguishing between essential and non-essential details, and using terminology correctly. Consequently, difficulties in completing written assignments may stem from factors such as insufficient language proficiency, a lack of familiarity with

academic writing conventions, or a misunderstanding of professional vocabulary. Therefore, the quality of written work should not be assessed solely on the basis of spelling and grammar.

Recent studies also show that foreign students in technical programs need more focused support with academic writing. In a survey of 140 international students studying at Russian universities, Zhang Xuan [13] identified several recurring difficulties, including the use of academic vocabulary, text structure, genre conventions, and the ability to condense information. These results indicate that students in technical fields studying in a foreign language encounter difficulties when writing texts that require specific academic and professional modes of expression.

For those studying Russian as a foreign language, learning academic writing requires the simultaneous development of general language proficiency and the mastery of the academic style. At a technical university, the latter is directly linked to students' ability to work with specialized literature, describe professional concepts, and engage in research activities. Research into Russian language teaching methodologies has repeatedly emphasized the importance of professionally oriented instruction for international students in technical fields. Parochkina and Zhileykina [5] identify the scientific text as a crucial component in developing the linguistic competence of international students at technical universities. Working with such texts immerses students in the lexical, grammatical, and structural characteristics of scientific literature and serves as a foundation for communicative activity.

Pisar [8] also asserts that instruction in the scientific style of speech is essential for developing students' professionally oriented language competence. This method requires attention to linguistic structures characteristic of scientific and technical discourse. Students must be able to distinguish and independently construct definitions, classifications, process descriptions, expressions of cause-and-effect relationships, and comparisons.

The importance of integrating language instruction with subject-specific content is also demonstrated in the work of Timoshenko, Ushakova, and Shuvalov [9]. Their study, which focuses on teaching Russian as a foreign language at a technical university, employs authentic materials on materials science and metallurgy alongside lexical, grammatical, and communicative exercises, as well as problem-based tasks. This approach illustrates a key principle of language instruction within technical education: language competence is developed more effectively when linguistic structures intersect with the professional content that students must apply in practice.

In this context, academic writing constitutes a particularly complex form of productive activity. Students must go beyond merely comprehending a text; they need to be capable of reproducing the norms of academic discourse in their own work. Sitsyna-Kudryavtseva [10] argues that international students require targeted instruction regarding the structural and linguistic characteristics of academic texts. Skills such as organizing information, synthesizing material from various sources, and presenting it in accordance with academic standards require systematic instruction and ongoing practice.

For those learning Russian, this task can be further complicated by linguistic features such as case government, agreement, verb aspect, prepositional constructions, word order, and complex syntax. Students must also ensure textual coherence, lexical accuracy, and adherence to academic style. Consequently, errors in Russian academic texts should be analyzed at various levels rather than treated as a single category.

Error analysis serves as a suitable basis for identifying these difficulties. In second language acquisition research, learner errors are viewed as an indication of developing linguistic competence. Corder [6] established the importance of the systematic analysis of learner errors as a means of tracking the process of language development. Later, Richards [11] described error analysis as a method that serves to identify learning processes and yield information applicable to language teaching methodology.

Thus, the pedagogical value of an error is determined not only by its occurrence but also by its frequency and recurrence, as well as its impact on the communication process. Proper classification makes it possible to determine whether students' primary difficulties stem from orthography, grammar, syntax, or vocabulary, or from broader aspects of the language. Such an approach helps instructors focus more attention on the most significant issues.

Research on written Russian as a foreign language confirms the effectiveness of a comprehensive error analysis. For instance, Ogneva [12] analyzed written assignments from Russian language learners and demonstrated that recurring spelling errors can be classified and linked to specific linguistic factors. Although the nature and causes of errors may vary depending on language proficiency, this study shows that a proper analysis of student work reveals patterns that would be difficult to detect through simple checking.

This study examines errors in academic writing at both the sentence and text levels. It adopts a classification comprising seven categories: orthographic, punctuation, grammatical, syntactic, and lexical-terminological errors; errors related to academic style; and issues concerning textual coherence and cohesion. This categorization makes it possible to distinguish between problems of linguistic formulation and difficulties inherent to the nature of academic discourse. Furthermore, it establishes a direct link between the difficulties identified among learners and the resulting methodological recommendations.

3. RESEARCH METHODS

The study employed a descriptive qualitative approach based on error analysis and a pedagogical interpretation of the

difficulties encountered in writing academic texts. The choice of the error analysis method was driven by the opportunity to gain valuable insights into the development of linguistic competence and to identify areas requiring focused instruction [6], [11]. The aim of the study was not to assess individual students' language proficiency or to identify statistically significant differences between groups. The analysis focused on systematic linguistic and discursive errors made by engineering students. The identified patterns were analyzed in light of the specific requirements of academic and professional communication in engineering.

The study examined academic texts written by engineering students at technical universities. For the majority of these students, Russian is a foreign language, and they pursue their university studies in Russian.

The written assignments examined in the study were completed as standard coursework. They required students to explain, describe, summarize, or discuss concepts, processes, phenomena, and issues in a structured written format. This entails a combination of Russian language proficiency and the ability to use appropriate specialized vocabulary, construct a logical narrative, and adhere to an academic style.

Particular attention was paid to patterns identified in students' written work. No information enabling the identification of individual students was used in the analysis.

Error Classification

1. Orthographic errors included incorrect spelling, incorrect use of capital and lowercase letters, and other violations of Russian orthographic norms.

2. Punctuation errors included missing, unnecessary, or incorrectly placed punctuation marks, particularly in complex sentences and constructions characteristic of written academic Russian.

3. Grammatical errors included difficulties with case forms, agreement in gender and number, prepositional government, verb forms and aspect, and other violations of morphological or grammatical norms.

4. Syntactic errors referred to problems in sentence construction, word order, coordination and subordination, incomplete constructions, and syntactic ambiguity.

5. Lexical and terminological errors included inappropriate word choice, inaccurate use of technical or academic terminology, incorrect collocations, unnecessary lexical repetition, and the use of general vocabulary where greater terminological precision was required.

6. Academic-style errors included conversational or informal expressions, excessive subjectivity, redundancy, inappropriate register, and constructions inconsistent with scientific and academic discourse.

7. Coherence and cohesion errors included weak logical relationships between ideas, insufficient use of linking devices, abrupt transitions, poorly organized paragraphs, unnecessary repetition, and inconsistencies in the development of the main idea.

The framework distinguishes sentence-level linguistic difficulties from broader problems associated with academic discourse and textual organization.

The analysis of students' written work focused on recurring errors. These were classified according to the seven categories previously identified. In cases where a problematic construction could be assigned to multiple categories, the primary characteristic — whether linguistic or discursive — was taken into account.

The analysis also distinguished between issues concerning linguistic formality and difficulties related to the academic aspect. For instance, errors in government (case agreement) were treated as grammatical difficulties, whereas replacing a technical term with an overly general expression was classified as a lexical or terminological error. Similarly, a grammatically correct sentence could be considered problematic at the discourse level if it violated the text's logical structure or academic style.Illustrative examples were constructed on the basis of the recurrent types of difficulty considered in the analysis.

The identified categories were analyzed with regard to the requirements for academic Russian and professionally oriented communication in engineering education. Therefore, the analysis served both diagnostic and pedagogical functions. Based on recurring errors, areas for improving Russian language instruction for engineering students were identified, and methodological recommendations regarding grammar, syntax, terminology, academic style, and text coherence were formulated.

4. RESULTS

4.1 Linguistic Difficulties in Academic Russian Writing

The qualitative analysis of academically oriented writing produced by engineering undergraduates revealed difficulties at several interconnected levels of language use. The identified patterns were consistent with the analytical categories established in the methodology and included orthographic, punctuation, grammatical, syntactic, lexical and terminological, academic-style, and coherence and cohesion difficulties.

At the grammatical level, particular attention was drawn to constructions involving the Russian case system, agreement, and prepositional government. Such difficulties can affect the grammatical relationship between elements of a sentence and may reduce the precision of written academic communication. Verb forms and the choice of aspect also represent an important area in academic Russian, especially when students describe processes, sequences of actions, experimental procedures, or relationships between technical phenomena.

Syntactic difficulties constituted another significant area of concern. Academic and technical writing frequently requires students to construct complex sentences expressing causal relations, conditions, comparisons, definitions, and sequences of processes. Difficulties may arise when several ideas are combined within a single sentence without sufficiently clear grammatical or logical connections. Problems of word order, coordination, subordination, and sentence boundaries may therefore affect not only grammatical correctness but also the reader's ability to interpret technical information accurately.

Orthographic and punctuation difficulties were considered separately because they represent different aspects of written accuracy. In academic texts, punctuation is especially important in complex syntactic constructions, where incorrect or missing punctuation may obscure relationships between clauses and ideas. Orthographic problems, although generally operating at the word level, can also influence the professional quality and readability of an academic text.

4.2 Lexical, Terminological, and Academic-Style Difficulties

The analysis also highlighted difficulties that extend beyond formal grammar. One such area concerns lexical and terminological precision. Engineering communication requires accurate use of specialized vocabulary because individual terms often refer to clearly defined processes, materials, properties, or technical phenomena. The use of overly general vocabulary, inappropriate word combinations, or inconsistent terminology can therefore reduce the precision of a technical explanation even when the sentence remains grammatically understandable.

For students who use Russian as a foreign or non-native language, lexical choice can be particularly challenging. A word may be semantically related to the intended meaning but inappropriate in a specific scientific context. Similarly, a term may be understood receptively when encountered in a textbook or lecture but remain difficult to reproduce accurately in independent writing. These difficulties illustrate the distinction between recognizing professional vocabulary and being able to use it productively in academic discourse.

Another group of difficulties concerns academic register. Everyday communication and academic writing operate according to different stylistic expectations. Informal expressions, vague evaluative words, excessive subjectivity, conversational constructions, and unnecessary repetition may be acceptable or understandable in everyday communication but are less appropriate in scientific and technical writing. Developing academic Russian therefore involves learning not only correct grammatical structures but also appropriate ways of presenting knowledge.

Students also need to distinguish between statements based on personal impression and formulations that present information in a more objective academic manner. For example, expressions equivalent to "we can see that this method is good" may need to be reformulated through more precise language indicating what the results demonstrate and under which conditions a method can be considered effective.

The analysis made it possible to identify difficulties at several interconnected levels of linguistic formulation. The patterns identified corresponded to the categories defined in the methodology and included issues related to orthography, punctuation, grammar, syntax, vocabulary and terminology, and academic style.

Regarding grammar, particular attention was paid to constructions involving the case system, agreement, and prepositional government. Such errors affect the grammatical relationships between words and reduce the clarity of written scientific exposition. Verb forms and the choice of verb aspect also constitute an important part of linguistic norms. This is especially critical when describing processes, sequences of actions, the course of an experiment, or the interrelationships between technical phenomena.

Syntactic difficulties represent another significant challenge. Writing technical texts requires students to construct complex sentences that describe cause-and-effect relationships, conditions, comparisons, definitions, and process sequences. Difficulties arise when combining multiple ideas into a single sentence without sufficiently clear grammatical or logical connections.

Difficulties related to orthography and punctuation were examined separately, as they represent distinct aspects of written literacy. Although orthographic issues primarily concern individual words, they can also affect the overall readability of an academic text.

The analysis also revealed difficulties extending beyond grammar. One such issue concerns lexical and terminological precision. In engineering communication, the accurate use of specialized vocabulary is essential, as terms often denote strictly defined processes, materials, properties, or technical phenomena. Consequently, the use of overly general words, awkward phrasing, or inconsistent terminology constitutes a serious error.

For students learning Russian as a foreign language, the choice of vocabulary can present a particular challenge. A word may be semantically close to the intended meaning yet inappropriate in a specific academic context. Similarly, a term might be understood when reading a textbook or listening to a lecture, but using it accurately in independent written work can prove difficult. These challenges highlight the distinction between the ability to recognize specialized vocabulary and the skill of using it correctly on one's own.

Another set of challenges relates to academic style. Conversational and academic styles are governed by different norms. Informal expressions, vague evaluative terms, excessive subjectivity, colloquialisms, and unnecessary repetition — while perhaps acceptable or understandable in everyday communication — are inappropriate in scientific and technical texts. Therefore, mastering professional language

requires learning the academically appropriate ways of presenting knowledge.Students also need to distinguish between statements based on personal impression and formulations that present information in a more objective academic manner. For example, expressions equivalent to "we can see that this method is good" may need to be reformulated through more precise language indicating what the results demonstrate and under which conditions a method can be considered effective.

Another challenge relates to the coherence of the writing. A text may consist of grammatically and stylistically correct sentences yet lack overall cohesion. This lack of coherence stems from insufficient connections between sentences and a lack of clearly defined purposes for the paragraphs.

To produce a coherent academic text, students must establish explicit logical links between ideas. This is particularly important in engineering-related writing, as technical explanations often rely on a logical progression from conditions to processes, and from processes to results.

In addition, students need to learn how to organize information hierarchically, distinguish key ideas from secondary details, and ensure terminological consistency throughout the text. Consequently, difficulties in maintaining textual coherence and cohesion may indicate the challenge of transforming subject-matter knowledge into a structured academic text.

Illustrative Patterns

The following examples are constructed for analytical illustration and do not reproduce identifiable student texts. They demonstrate the types of difficulties considered in the qualitative analysis.

TABLE 1: ILLUSTRATIVE EXAMPLES OF ACADEMIC RUSSIAN WRITING DIFFICULTIES

Category	Illustrative Problem	Improved Version	Main Difficulty
Orthographic	В следствии повышения температуры изменяются свойства материала.	Вследствие повышения температуры изменяются свойства материала.	Spelling
Punctuation	При повышении давления система становится нестабильной поэтому требуется контроль параметров.	При повышении давления система становится нестабильной, поэтому требуется контроль параметров.	Punctuation in a complex sentence
Grammatical	В результате эксперимента были получены информация о свойствах материала.	В результате эксперимента была получена информация о свойствах материала.	Agreement
Syntactic	В трубопроводе происходит из-за повышения температуры увеличение давления.	Из-за повышения температуры в трубопроводе происходит увеличение давления.	Word order and sentence organization
Lexical and terminological	При нагревании металл становится хуже.	При нагревании прочностные характеристики металла снижаются.	Terminological precision
Academic style	Мы видим, что этот способ довольно хороший.	Полученные результаты свидетельствуют о том, что данный метод эффективен при указанных условиях.	Informal and imprecise register
Coherence and cohesion	Давление в системе увеличивается. Следующий вопрос — свойства материала.	Повышение давления в системе следует рассматривать во взаимосвязи со свойствами материала.	Logical connection between ideas

Taken together, these criteria indicate that developing academic writing skills in Russian among engineering students entails the development of several interconnected aspects. While literacy is important, successful linguistic communication also depends on the precise use of terminology, command of syntactic structures, adherence to a scientific style, and the coherence of the exposition.

5. DISCUSSION AND PEDAGOGICAL IMPLICATIONS

The study results confirm that the difficulties engineering students face when writing academic texts in a foreign language (Russian) cannot be attributed solely to gaps in their knowledge of specific grammatical rules. The observed patterns encompass a range of interconnected aspects of writing competence, including linguistic accuracy, syntactic organization, lexical and terminological precision, academic style, and textual coherence. This necessitates a broader understanding of academic writing as a practice specific to a particular subject area—one that requires not only a command of linguistic forms but also familiarity with the conventions for systematizing and conveying knowledge [1].

Grammatical aspects such as case government, agreement, prepositional constructions, and verb forms require learners to simultaneously consider multiple grammatical categories. This task becomes more complex when composing scientific and

technical texts, as students must attend to linguistic form while simultaneously explaining specialized concepts and establishing complex logical connections.

Syntactic challenges must also be viewed within the context of the requirements of engineering discourse. Technical literature requires students to express cause-and-effect relationships, conditions, classifications, sequences, and comparisons. If students attempt to replicate the complexity of scientific discourse without sufficient command of Russian syntax, the logical structure of their sentences is compromised. Previous research in the field of engineering writing also emphasizes that the effectiveness of professional communication depends on the ability to clearly organize specialized information [2], [3].

Lexical and terminological challenges reveal another important distinction between general Russian language proficiency and competence in the scientific domain. Students may possess a vocabulary sufficient for conversational purposes yet lack the lexical precision required to write texts in their field of specialization. Technical terminology is sensitive to imprecise substitutions and generalizations, as terms with similar meanings may denote distinct properties, processes, or technical concepts. Consequently, instruction in Russian for professional purposes must focus on the accurate understanding and use of terminology [5], [9].

The identified patterns indicate that Russian language instruction for engineering students should not be limited to grammar exercises; instead, academic writing practices grounded in a professional context should be actively incorporated. While grammar forms the foundation of language learning, grammatical structures should be practiced using materials that closely resemble actual scientific and technical texts.

A Process-Oriented Approach

The results also demonstrate the relevance of employing a process-oriented model for teaching writing. Research in engineering education has confirmed the effectiveness of an approach in which the text-writing process is broken down into stages — planning, drafting, analyzing, and editing [3], [7]. This approach is particularly beneficial for students writing in a non-native language, as it allows for the separation of the cognitive tasks involved in text creation.

During the preparation stage, students can create a brief outline describing the core content, supporting information, specialized terminology, and the logical flow of the text. During the editing process, they can use a checklist to verify the structure, terminology, grammar, and syntax, as well as adherence to academic style. Breaking the editing process down into several stages helps students identify issues that might otherwise go unnoticed when attempting to revise the entire text at once.

Peer review can also be incorporated into this process, provided students are given clear assessment criteria. Instructors can direct students' attention to specific questions: Is the main idea clear? Does the paragraph follow a logical sequence? Does the writing style meet academic standards?

This type of work enables students to gradually grasp academic standards and become accustomed to these norms. In this format, the instructor focuses on identifying recurring patterns and helping students develop strategies for self-correction [6], [11]. By observing frequent errors in students' written work, instructors can refine course content, design targeted exercises, and pay special attention to the most significant issues.

Overall, the study results demonstrate the importance of combining work on language proficiency, professional terminology, scientific style, and text organization for the effective teaching of Russian to students in technical fields.

6. CONCLUSION

This study examined common difficulties encountered by engineering students—for whom Russian is a foreign language—when writing academic texts in Russian. The analysis revealed that the challenges associated with academic writing span various linguistic aspects, including grammar, syntax, the choice of vocabulary and terminology, academic style, and textual coherence.

Research findings indicate that writing academic texts in Russian effectively requires a combination of linguistic proficiency and professional communicative competence. Students in technical fields must be able to convey technical information accurately, maintain terminological consistency, establish logical connections, and adhere to the conventions of scientific and academic writing. These requirements are particularly challenging for students learning Russian as a foreign language, as the development of language skills occurs concurrently with the acquisition of professional knowledge and specialized terminology.

From a pedagogical perspective, this study substantiates the need for a comprehensive approach to teaching Russian in technical universities. Instruction in grammar and vocabulary should take place within meaningful academic and professional contexts. Greater emphasis should be placed on technical descriptions, definitions, terminological consistency, paragraph structure, and text-editing strategies. The use of tasks focused on professional literature, alongside independent error analysis and structured peer review, can help students better master both linguistic form and academic writing skills.

This study has a number of limitations. The analysis is confined to a single technical university and does not compare students based on their year of study, native language, or Russian language proficiency. The examples provided illustrate common difficulties rather than reproducing texts written by specific students.

Future research could utilize larger text corpora, compare different student groups, and analyze the impact of native language or language proficiency on academic writing in

Russian. Additionally, future studies could evaluate the effectiveness of targeted writing instruction strategies.

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