

## THE IMPACT OF GRAMMATICAL METAPHOR ON ACADEMIC WRITING DEVELOPMENT OF EFL LEARNERS

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Academic writing is widely recognized as one of the most challenging skills for English as a Foreign Language (EFL) learners to acquire. This is due not only to the necessity of mastering grammatical and lexical resources but also to the requirement of adhering to discourse conventions specific to academic contexts. Effective academic writing is expected to be concise, logical, and objective. One of the most significant linguistic tools that help achieve these qualities is grammatical metaphor.

The concept of grammatical metaphor, introduced by M. A. K. Halliday within the framework of Systemic Functional Linguistics (SFL), plays a central role in shaping academic discourse. Grammatical metaphor refers to the transformation of meanings from their typical, everyday realizations (often expressed through verbs or clauses) into more abstract and condensed forms such as nominalizations. For example, the congruent clause “Students expressed their opinions” can be rephrased metaphorically as “The discussion among students.” Such transformations allow writers to compress information, create abstraction, and align their texts with academic style.

For EFL learners, mastering grammatical metaphor is both essential and challenging. While its appropriate use enhances textual density, cohesion, and objectivity, inappropriate or excessive use often results in awkward or overly complex constructions. Therefore, pedagogical approaches to teaching grammatical metaphor are crucial in helping learners develop academic literacy.

This article explores the impact of grammatical metaphor on the academic writing development of EFL learners. It examines the theoretical background, identifies common challenges faced by learners, and discusses pedagogical implications for fostering effective use of grammatical metaphor in academic writing instruction.

The study of the organization of language as a means of communication and expression of thought in the world through the simplest, most convenient and effective methods of teaching on a linguistic and didactic basis has become one of the most important issues of modern education. The main purpose of teaching a foreign language (English) The purpose of studying English at a technical university is to ensure that students can continue to work effectively with foreign literature, communicate competently with colleagues at various congresses, discussions and seminars, listen to lectures related to their professional activities, make scientific reports, business letters, theses and scientific essays to foreign colleagues in writing in a consistent, logical manner. a related form. It consists in developing narrative skills

in a pose. However, it should be recognized that students of technical higher educational institutions have insufficiently formulated questions of expressing thoughts in English in a logically related form in their professional fields. In this regard, the development of future specialists in the skills of logical and coherent, oral and written presentation of their thoughts in a certain compositional structure requires the creation of effective and productive technologies.

#### Literature analysis

In the world, the study of foreign languages based on linguodidactic principles and methods of linguistic research is formulated as an important problem. Consequently, comprehensive teaching of the language system and speech skills, the integrated development of all types of speech activity, and the study of their educational foundations are becoming important. Based on this, international practice confirms the need to start coherent speech in the process of learning a foreign language from primary school age. The importance of developing coherent speech in the process of learning English is being studied at the California Center for Language Studies, the American Philosophical Association, the US National Council, and the Russian centers for the Development of Critical Thinking through Reading and Writing.

Consistent, systematic, and purposeful efforts are underway in our republic to improve the quality of education in foreign languages. In his speech at the video conference on improving the system of teaching foreign languages on May 6, 2021, the President noted: "it is time to establish a new system of teaching foreign languages in our country, which will become a solid foundation for the future. As long as we set ourselves the goal of building a competitive state, from now on graduates of schools, lyceums, colleges and higher education institutions are required to be proficient in at least two foreign languages. This strict requirement should become the main criterion for the activity of the head of each educational institution."

Due to the growing demand for the training of modern personnel who speak several languages in our country, the methodology is becoming important for improving the teaching methods of professional English in higher education institutions, including for the development of coherent speech of students. This study was published in decrees of the President of the Republic of Uzbekistan dated February 7, 2017 No. PP-4947 "on the strategy of action for the further development of the Republic of Uzbekistan", dated May 19, 2021 No. PP-5117 "on measures to bring activities to promote the study of foreign languages in the Republic of Uzbekistan to a qualitatively new level" Dated October 8, 2019 PF-5847 "On approval of the Concept for the Development of the higher education system of the Republic of Uzbekistan until 2030", Decrees No. PF-6108 dated November 6, 2020 "on measures for the development of the educational, educational and scientific spheres of Uzbekistan in the new period of development" and No. PF-60 dated January 28, 2022

"New development strategy of Uzbekistan for 2022-2026", This research work to a certain extent serves to implement the tasks defined by the Cabinet resolution. Cabinet of Ministers No. 610 dated August 11, 2017 "on measures to further improve the quality of teaching foreign languages in educational institutions" and other regulatory legal acts related to this activity.

A number of scientists have conducted research on the problems of teaching foreign languages in our country, the importance of developing speech competencies in English. In particular, a team of scientists conducted research by a team of scientists and a team of scientists conducted research on the problems of teaching foreign languages in our country, the importance of the development of speech competencies in English. In particular, J.J.Jalalov, O.H.Khoshimov, T.K.Sattarov, L.T.Akhmedova, D.U.Khoshimova, M.D.Zhusupov, G.X.Bakiyeva, D.R.Babayeva, F.M.Rashidova, F. S. Alimov, D.M.Israilova, D.N.Gafurova, S.A.Misirov, B.H.Scientists like Khalierov were engaged in scientific research.

Theories about the psychological nature of coherent speech in the countries of the Commonwealth of Independent States (CIS), the mechanisms of its formation and the peculiarities of development in schoolchildren, as well as the need for special speech education with an emphasis on the complex structure of coherent speech. The Theory of Theory of Psychology about the psychological nature of coherent speech in the countries of the Commonwealth of Independent States (CIS), the mechanisms of its formation and the peculiarities of development in schoolchildren, as well as the need for special speech education with an emphasis on the complex structure of coherent speech. Tikheeva, F.A.Sokhin, M.K.Tlexuray, A.M.Borodich, O.C.Zhukova, A.A.Leontiev, V.M.A.Babneva, L.G.Shadrina, O.O.V.Efimov.V.Yefimova, OVA.Efimova, N.V.Efimova,O.V.EfimoaO.V.Efimoio.V.Yefimoviiiio.V.Efimova,N.D.V.Yefimova, VVV.Efimova, N.D. Zarubina, O.A.Nechaeva, T.A.Ladizhenskaya, T.A.Tkachenko, A.N.Bordunova, M.I.Rotts, Yu.L.Agaev, L.A.Venger, M.R.Lvov, L.V.Makar, I.I.Moroz, A.T.Stefanovskaya, Yu.N.Logochkina, T.N.Astafurova, T.B.Lesokhina, V.M.Tamilova, O.A.Oleinik, I.B.Antonova, G.P. He was studied by such researchers, However, the need for scientific substantiation and special research of the pedagogical process aimed at improving the development of students' coherent speech when teaching English in technical higher educational institutions remains a problem, which requires special scientific research in this area.

Holistic meaningful speech plays an important role in ensuring the communicative abilities of each member of society, that is, access to bilateral and multilateral useful communication. With this in mind, the theory of language education recognizes that the formation and development of communicative competence among pupils, pupils and students is an important task in the educational process - from preschool to higher education. In particular, among the qualification requirements included in the approved state educational standards for all levels of education, the

concept of "communicative competence" has taken a place. Communicative competence requires mastering one's native language, a second language (Russian), and the foreign language being studied, as well as using it in communication to interact in society, express one's opinion orally and in writing in a certain logical sequence, compositionally and coherently.

Coherent speech is the highest form of mental activity that determines the level of speech and mental development of a student (i.e., coherent speech, coherent speech, coherent speech) is the highest form of mental activity that determines the level of speech and mental development of a student (T.V.Akhutina, L.S.Vygotsky, N.I.Jinkin, A.A.Leontiev, S.L.Rubinstein, F.A.Sokhin, T.A.Ladizhenskaya, M.R.Lviv, D.R.Babayeva). Mastering coherent speech is one of the most important prerequisites for successful preparation for learning.

## RESULTS

In the research conducted within the framework of the problem under study, there are various definitions of the concept of Coherent (logically Coherent, holistic, regulated) speech. In the presented definitions, the concept of coherent speech is covered in a short and detailed form. Speech aimed at presenting thoughts in a concise form, expressing complete content, constructed according to logical and grammatical rules, divided into interrelated semantic parts, is called coherent speech.

And in its expanded form, coherent speech is a speech aimed at realizing the need to express a thought, expressing a complete content, consisting of an independent, definite compositional structure built according to the rules of logic and grammar, divided into complete and interrelated semantic parts.

As a result of coherent speech, both oral and written texts arise. The term text is a comprehensive concept and is therefore widely used in such fields as linguistics, linguodidactics, and computer technology of graphic arts. There are specific definitions of this concept in these areas.

The term "text" is interpreted in scientific literature in different ways. The explanatory dictionary of the Uzbek language indicates that the word text is borrowed from Arabic, is an outdated book word and is equivalent to the meaning that the word text has. In the explanatory dictionary, the word text is defined as follows: "a written, copied or printed creative, scientific work, speech, document, etc., or a fragment thereof; text."

In the theory of Russian and foreign language education, certain successes have been achieved in the study of coherent speech and its features, the formation of coherent speech skills in the educational process. Recognizing the theoretically and practically well-founded ideas and interpretations of mature scientists and specialists who have conducted research in this field, we consider it advisable not to fully study the following aspects of the concept of coherent speech and the need for their research. In the theory of domestic and foreign language education, certain successes

have been achieved in the study of coherent speech and its features, the formation of coherent speech skills in the educational process. the process. Recognizing the well-founded ideas and interpretations of mature scientists and specialists who have conducted research in this field, we consider it advisable not to fully explore the following aspects of the concept of coherent speech and the need for their research:

- 1) Classification (classification) of types of coherent speech;
- 2) units of harmonized speech education (from a linguodidactic point of view);
- 3) grammatical types of connection of independent sentences in logically coherent speech;
- 4) The order and methods of developing coherent speech skills at the learning stages (in a broad sense);
- 5) indicators and evaluation criteria for determining the level of formation of students' coherent speech skills.

As already noted, text appears as a result of coherent speech. Consequently, the grammatical relationship of independent sentences in it goes beyond the syntax of the text and requires special research.

When discussing units of coherent speech, it should be noted: firstly, the allocation of coherent speech units (means of expression) is important for the effective organization of language learning; secondly, they are determined in proportion to the form of speech; thirdly, the purpose of developing coherent speech skills is to encourage students to express their opinions in a certain sequence in a logically Coherent and holistic state. it should be borne in mind that the training consists of. When approaching the issue from this point of view, it becomes important to identify favorable units for the development of coherent speech.

Speech units (means of manifestation) with verbal connections can include such types of speech activity as verbal answers to questions, retelling, composing mantras, describing an object, event, phenomena, and reasoning about them. Of course, such activities are carried out in writing, and they undoubtedly make up written and coherent types of speech. Coherent written speech units in a broad sense can also include an utterance, an essay, an essay, an article.

In our opinion, the following circumstances should be taken into account when determining the order and methods of developing coherent speech skills at the stages of the educational process:

- 1) the stage of the language education process;
- 2) the type of language being studied (native, second language (Russian) or foreign);
- 3) a set communicative goal.

Based on the analysis of the above interpretations, we present the following author's definition of the concept of coherent speech: "connections between sentences, consisting of logically interconnected parts constructed according to

grammatical rules, expressing their full content, aimed at expressing thoughts on a given topic in a sequential sequence, are means of special grammatical communication (lexico-repetitive, declension forms, verb tenses, semantic arrangement of parts, common parts for predicative parts, the order of sentences) is expressed using, speech that has a certain structure is called coherent speech."

The classification and description of types of coherent speech is based on several factors. First, we will describe its types according to the task in speech activity. According to this factor, in linguodidactics, there are types of coherent speech expressing imagery, hypothesis and reasoning. Since these types have not been described in detail in the theory of language education, here is a brief overview of them.

The approach to describing monologue speech as a functional-semantic type (according to the task in the process of speech activity) was first established in Russian linguistics.

An image is understood as an expression of temporarily manifested or permanent signs of an object, objects, objects. The communicative function of the text is "what is this object, phenomenon, person? answering the question "why?" The transmission of a message of facts occurring in sequence is called a statement. These types of texts represent evolving actions and states. Usually, such texts are characterized by an alternation of plans related to time, the use of conjunctions representing time related to a state, and means reflecting emotions. Such texts are characterized by a chain thematic-rhematic effect, the transformation of the predicate of the first sentence into the subject of the next, etc. The main purpose of the utterance is to convey the meaning, "what happened? answering the question "why?" The type of opinion expression aimed at expressing the causal relationship of certain facts (phenomena) is called reasoning.

Due to the fact that this study examines the development of coherent speech through the formation of students' monologue skills, we will use examples to analyze this type of monologue coherent speech both in linguistic content and composition, as well as in grammatical features.

### **CONCLUSION**

Grammatical metaphor is a crucial linguistic resource that significantly contributes to the development of academic writing among EFL learners. By enabling writers to condense information, construct abstraction, and establish a formal and objective tone, it provides the foundation for producing texts that meet academic standards. The effective use of nominalization and other forms of grammatical metaphor strengthens cohesion, enhances argumentation, and develops an academic voice that distinguishes scholarly writing from everyday language.

However, the acquisition of grammatical metaphor remains a challenge for many EFL learners, as it requires advanced cognitive and linguistic skills. Inappropriate

application may lead to vague, overly complex, or ungrammatical sentences, which hinder clarity and communication. This highlights the need for explicit instruction and systematic practice in teaching grammatical metaphor, especially within genre-based and scaffolding approaches.

Overall, integrating grammatical metaphor into EFL pedagogy not only enriches students' linguistic repertoire but also bridges the gap between learners' current writing abilities and the expectations of academic discourse communities. Its mastery equips learners with the tools to engage critically, persuasively, and effectively in academic contexts.

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