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**BASICS FOR DESIGNING A DIGITAL SIMULATOR
FOR ACADEMIC WRITING SKILLS FORMATION**

Abstract. In the educational space of Kazakhstan, the concept of academic writing has been developed recently. Researchers are exploring it from both practical and theoretical perspectives, and it is being introduced in new ways at higher educational institutions. However, today social networks are not only a means of communication and entertainment, they are also a learning platform that offers various educational applications for students. Looking from this point of view, it is too early to say that the problems of academic writing in our country have been completely solved. The purpose of our study is to create an electronic content of academic writing in the Kazakh language and prepare digital language simulators and dictionaries that teach academic writing skills. To achieve this goal, we conducted a number of empirical studies. In particular, our study consisted of several stages: the works of domestic and foreign scientists were differentiated in order to determine the theories and practices of academic writing in the educational space of Kazakhstan and methods and approaches for teaching academic skills in other countries. To determine its content, an empirical analysis of research papers' types of three local higher educational institutions was carried out, and comparative analysis were also conducted between the bulletins of scientific periodicals. When analyzing the structure of writing an essay, which is also a type of scientific writing, criteria for its evaluation were proposed. Based on the collected data, the works of foreign authors who were looking for methods of using network devices in the field of education were studied, these data were grouped in order to create a digital language simulator for developing the skills of academic writing of Kazakh students.

Keywords: academic writing; digital language simulator; language model; social networks; educational institutions

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**АКАДЕМИЯЛЫҚ ЖАЗЫЛЫМ DAҒДЫЛАРЫН ҚАЛЫПТАСТЫРУҒА БАҒЫТТАЛҒАН
САНДЫҚ ТРЕНАЖЕР ҚҰРУДЫҢ НЕГІЗДЕРІ**

Андатпа. Қазақстанның білім беру кеңістігінде академиялық жазу концепциясы жаңадан әзірленіп, практикалық және теориялық тұрғыдан қарастырылып, жоғары оқу орындарында жаңадан енгізілуде. Дегенмен, бүгінгі күні әлеуметтік желілер тек қарым-қатынас пен ойын-сауық құралы ғана емес, олар білім беру құралы бола отырып, түрлі білім беру қолданбаларын студентке ұсынуда. Осы тұрғыдан алғанда біздің елімізде академиялық жазу мәселелері толығымен шешілді деп айтуға әлі ерте. Зерттеу жұмысымыздың мақсаты – қазақ тілінде академиялық жазудың электронды контентін жасау және академиялық жазу дағдыларын үйрететін цифрлық тіл тренажерлері мен сөздіктерді дайындау. Осы мақсатқа жету үшін біз бірқатар эмпирикалық зерттеу жүргіздік. Атап айтқанда, зерттеуіміз бірнеше кезеңнен тұрды: отандық және шетелдік зерттеушілердің жұмыстары Қазақстанның білім беру кеңістігінде академиялық жазу теориясы мен тәжірибесін, басқа елдерде академиялық дағдыларды оқытудың әдістері мен тәсілдерін айқындау мақсатында сараланды. Оның мазмұнын анықтау үшін үш жергілікті жоғары оқу орындарының ғылыми-зерттеу жұмыстарының түрлеріне эмпирикалық талдау жүргізілді, сондай-ақ

ғылыми мерзімді басылымдардың бюллетеньдері арасында салыстырмалы талдаулар жүргізілді. Ғылыми жазудың бір түрі болып табылатын эссе құрылымына талдау жасай отырып, оны бағалау критерийлері ұсынылды. Жиналған мәліметтер негізінде Қазақстандық студенттердің академиялық жазу дағдыларын дамыту үшін цифрлық тренажер құру мақсатында, білім беру саласында желілік құрылғыларды пайдалану әдістерін іздестірген шетелдік авторлардың еңбектері зерттелді.

Тірек сөздер: академиялық жазу; цифрлық тіл симуляторы; тілдік модель; әлеуметтік желілер; оқу орындары

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ОСНОВЫ СОЗДАНИЯ ЦИФРОВОГО ТРЕНАЖЕРА ДЛЯ РАЗВИТИЯ НАВЫКОВ АКАДЕМИЧЕСКОГО ПИСЬМА

Аннотация. В образовательном пространстве Казахстана концепт академического письма разработан с недавних времен, рассмотрен с практической и теоретической точек зрения, а также по-новому внедряется в высших учебных заведениях. Однако сегодня социальные сети являются не только средством общения и развлечения, они также представляют учебную платформу, предлагающую различные образовательные приложения для студентов. Если смотреть с этой точки зрения, еще рано говорить о том, что проблемы академического письма в нашей стране полностью решены. Целью нашего исследования является создание электронного контента академического письма на казахском языке и подготовка цифровых языковых тренажеров и словарей, обучающих навыкам академического письма. Для достижения этой цели мы провели ряд эмпирических исследований. В частности, наше исследование состояло из нескольких этапов: работы отечественных и зарубежных исследователей были дифференцированы с целью определения теории и практики академического письма в образовательном пространстве Казахстана и методов и подходов обучения академическим навыкам в других странах. Для определения его содержания был проведен эмпирический анализ видов научно-исследовательских работ трех местных высших учебных заведений, также проводились сравнительные анализы между бюллетенями научных периодических изданий. При анализе структуры написания эссе, которое также является видом научного письма, были предложены критерии его оценки. На основе собранных данных изучены работы зарубежных авторов, которые занимались поиском методов использования сетевых устройств в сфере образования, эти данные были сгруппированы с целью создания цифрового языкового тренажера для развития навыков академического письма казахстанских студентов.

Ключевые слова: академическое письмо; цифровой языковой симулятор; языковая модель; социальные сети; образовательные учреждения

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Introduction

In spite of the fact, that the issue of academic writing is widely discussed as a new direction in science and education, in the era of modern information technology, where social networks have become a means of education, students do not have a complete opportunity to learn academic writing skills through social networks, due to the absence of its electronic content. Therefore, one of the most important requirements of the modern educational environment is the creation of language simulators that form the skills of academic writing style in the Kazakh language, the creation of explanatory dictionaries of academic terms and the presentation of language models and templates that teach writing skills step by step.

In fact, educational materials on social networks are necessary to supplement, improve and develop the knowledge of students, but only by copying and pasting ready-to-use material, their

scientific skills and knowledge will not improve and will not be complete. To fill this gap, it is necessary to teach academic writing skills to users who want to summarize independently what they have learned and organize their thoughts, to introduce, to identify and define the main sections of the material. Therefore, we believe that the electronic content of academic writing is particularly useful and important for students and researchers engaged in science.

The purpose of our scientific research work is to determine the scientific, theoretical and methodological foundations of academic writing, to offer a methodological complex of writing, using the possibilities of information technology, and to offer a digital simulator for the development of Kazakh students' academic writing. Formation of students' reading and writing activities on the basis of these works.

It is planned to solve the following objectives in order to achieve the specified goal:

To study and differentiate the level of concept, investigation and usage of academic writing in the world level and the educational sphere of Kazakhstan;

To study the features, practical and theoretical model of academic discourse;

To create linguistic templates, taking into account the types and genre features of the academic style;

To determine the level nature of academic writing training and propose requirements and assessment criteria for each level; identification of academic writing requirements for bachelor and master students by conducting experiments;

To collect web-resources related to academic writing, to present a platform for teaching scientific and methodological research methods to young people and to enter the academic community of Kazakhstan.

Practical importance of research work is the usage of research materials by bachelor students and by the general community involved in written communication in a new integrated environment. It is expected that it will be useful in developing comprehensive training programs, methodological instructions, in writing official documents, scientific articles, essays and translating academic texts and in network communication. As the result of research work, a digital linguistic simulator for developing academic writing skills will be presented, that offers an academic multilingual dictionary and step by step instructions with ready-made templates in the Kazakh language.

Materials and methods

As mentioned above, the main goal of our research is to design electronic content of academic writing in the Kazakh language relying on the collected information, in particular, to prepare online language simulators based on language models, to prepare an electronic dictionary of all academic vocabulary in three languages, to create online channels that form academic writing skills.

At the very first stage of our research, a plan was created. The plan consists of three chapters, each chapter has three sections:

Prerequisites for the formation of academic writing's theory

1.1 The state of development of academic writing in the educational space of Kazakhstan

1.2 Level of investigation of the academic writing in the works of domestic and foreign scientists

1.3 Structural and stylistic features of scientific works at the bachelor and the master's degrees (basic requirements for writing and preparation, essay, research project, scientific project, start-up project, social, scientific report, diploma thesis, scientific article, dissertation works).

1.4 Modeling all types of scientific written works (academic writings' models and templates).

1.5. Presenting an electronic reference dictionary of academic words and phrases in Kazakh, Russian, and English languages, opening an online channel that teaches types of scientific writing.

Next, sources were collected in order to determine the study area of academic writing in the researchers of domestic and foreign scientists. Since it has been newly introduced in the educational space of our country as a single subject, there are very few researchers who have fully studied its theory and practice and published their investigation in this area, which is why it was possible to collect only a limited number of sources from domestic literature.

As for nearby foreign countries, since academic writing was established as a separate subject in high schools of these countries about a decade earlier than in Kazakhstan, the number of scientists that

study this field and define its content, structure, goals and objectives, and proposed ways to teach academic writing are sufficient. The amount of work to study it from a practical and theoretical point of view is much greater in comparison with our country and that is why we gathered these sources and conducted comparative analysis.

As for the works of researchers in distant foreign countries, our research question is carried out in those countries within the framework of scientific research methods. Their research is aimed mainly at differentiating the content, goals and tasks of scientific research work, methods and approaches of acquiring scientific research skills in foreign countries that had been collected and differentiated by us.

The structural and stylistic features of scientific works at the bachelor's, masters and doctoral levels were determined. The types of scientific research work in domestic higher educational institutions were compared; the main requirements for writing and preparation of essay, scientific project, start-up project, social, scientific report, thesis, scientific article, social projects, dissertation thesis were studied. In order to determine the requirements for the content, form, and types of written works in the leading higher educational institutions of Kazakhstan, we examined the section of the student's scientific research work on the official websites of the higher educational institutions and conducted an examination guided by the mandatory standard of education of the Republic of Kazakhstan. As a result of the analysis, we collected and approved the types of written works that will be included in the content of the digital language simulator.

Finally, we collected all academic vocabulary, phrases, word combinations in the Kazakh language, to design an explanatory dictionary of academic writing in Kazakh, Russian, English languages for bachelor and master students who conduct scientific research in the Kazakh language, who publish scientific articles in international periodicals, to design it as a one part of our language simulator.

Literature review

During the electronic content designing, aimed to develop the skills of academic writing in Kazakh language, we considered three main areas based on empirical research.

First, if we talk about the development and formation of academic writing tendency in Kazakhstan, its concept has been widely used in the education space of the country only in recent years and has been fully studied from a theoretical and practical point of view. Organization and compilation of an academic text in the Kazakh language, the stages of writing research papers, the main genres of academic text, essays, annotations, reviews, summaries, term papers, master's theses, doctoral dissertations are analyzed in detail, and in recent years, it has been held as a separate elective subject in higher educational institutions (Osmanov, 2020: 87).

Second, in the process of researching academic writing's concept and its development level in far and near foreign countries and studying the methods used in teaching writing skills, we have stated that among the practice and theory of academic writing, its methodology, new approaches and methods of teaching were profoundly investigated by scientists of those countries. According the foreign scientists, the sequences of academic texts, principles of writing, technologies of organization of the writing process, ways of using sources and their analysis, logical and syntactic problems of the scientific text, intra text connectedness, the contextual fitness of the ideas should be preserved in creating a text (Korotkina, 2018: 84).

Next, while discussing teaching methods, we found that, among the Blended Learning-Based Collaborative Learning, that influences to students' motivation and critical thinking skills development, (Hasanuddin, Emzir, & Akhadiah, 2019: 32-39) a problem-oriented learning technology also has a beneficial effect on students' ability to write scientific articles (Sari, Sumarmi, Utomo, & Astina, 2020: 11-26). Reflective writing approach also can be implemented into the teaching process while developing reflective portfolios, journal articles, written texts and essay types. (Asiah Mohd, Sharif, Zainuddin, 2017: 204-2013) One of essential skills in designing a scientific text is academic literacy, it is important not only in mastering the methodology and technologies of structure design, but also in having the confidence to take an active part in updating knowledge and offering new routes to solve aroused problems (Green, Beavis, 2013: 47).

Finally, we noticed that, according to foreign experience, the practice of using social networks in

the field of education is widely promoted and used. The key issues for current information technology integrated into education are directing teaching methods for digital learning and applying technology tools flexibly. Using the Internet convenience and popularity to apply digital teaching materials and achieve the goal of national competitiveness would replace traditional teaching. As a result, much research on mobile learning is being conducted to provide improved transmission performance and universal application (Lin, Chen, Liu, 2017: 3552-3563) Also, the advantages of web-based learning like availability at any time and from any location, accessibility to global resource databases relevant materials, self-pacing (for slow or fast learners), ability of self-evaluation, flexibility of learning enables learners select suitable materials and resources according to their learning styles. (Khalid Souss, 2018: 936-941)The students' view and application of social networks can be interpreted as an improvement process where the students upgrade with harmony using existing technologies (Awadeh, 2020: 117-126). A well-designed digital learning platform should be clear, simple, easy to use, educational materials should be logically structured and convenient for teacher or student evaluation (Sharif, Zainuddin, 2017), therefore, online texts should be properly linked and connected, the choice of words, tone, and idioms in the given examples should be appropriate (Turmudi, 2017), and they should be compiled according to academic standards so that students can evaluate their own written materials.

Results and discussions

During the study of local authors' work, we see that they fully studied the basics of the theory and practice of academic writing in the Kazakh language, and we noticed that the works of these authors can serve as a basis for the development of an electronic portal.

Some of the authors conducted in-depth research and expanded description of the theoretical and practical problems of academic writing. Examples of organization and compilation of an academic text in the Kazakh language, the stages of writing research papers, the main genres of academic text, essays, annotations, different types of reviews, summaries, term papers, master's theses, doctoral dissertations are described in detail. In their guidebook authors touch upon the problem of writing scientific articles, give profound instructions of how to define the relevance of a scientific topic, to identify its goals and tasks, to design the plan of the topic and to collect the sources for it (Dinayeva, Sapina, 2016: 98).

Analyzing the works of Russian researchers it can be said that there is no difference between the goals and objectives, content, structure, types of writing included in the scope of academic writing. For example, when writing essays, both languages follow the same structure – introduction, main body, and conclusion. Similarly, theses and scientific articles are written using a comparable format in both languages. Although the writing languages are different, we concluded that the meaning and content are the same as in Kazakh.

In the next part of our research topic, we considered the structural and stylistic features of scientific works at the bachelor's, master's and doctoral degrees, the main requirements for writing and formatting, and types of writing for determining the content and structure of the digital language simulator.

From the first beginning we gathered academic terms, words and word combinations in the Kazakh language in order to facilitate students' work with international sources. Two thousand terms in the Kazakh language were collected. These terms include general scientific vocabulary, logic and research methodology terms in academic and higher educational institutions, scientific-technical terms, organization, planning and management of scientific activity terms, terms for scientific personnel training, information equipment terms for scientific research, terms of information communication and information technologies in science, library funds in scientific research vocabulary, intellectual property, research methods, as well as a list of international word formation elements and their meanings in the Kazakh language. When selecting academic terms, we established clear criteria to ensure that the terms are both relevant and useful in scholarly contexts. The following criteria were taken into consideration:

Relevance: The term should be pertinent to the specific academic field or subject area. It should address key concepts, theories, or phenomena relevant to the discipline.

Accuracy: The term should accurately represent the concept it describes. It should be scientifically sound and consistent with current knowledge and research.

Clarity: The term should be clear and unambiguous. It should convey a precise meaning to avoid misunderstandings or confusion among scholars.

Prevalence: The term should be widely recognized and used within the academic community. It should appear in reputable academic sources, such as journals, textbooks, and conference papers.

Consistency: The term should be consistent with established terminology in the field. It should align with existing definitions and usage to ensure coherence in academic discourse.

In many developed countries, physical dictionaries have been supplemented with online counterparts that have become an intrinsic component of the educational process and are more functional than paper-based dictionaries, they may include capabilities such as searching, listening to pronunciation, viewing examples with multimedia, receiving professional guidance, creating your own word list, moreover translation improves understanding, promotes drive, and leads to vocabulary acquisition. It also aids with word recall. Making an efficient cross lingual comparison is beneficial to language learners, students benefit from the method of connecting the new term to the student's native tongue (Sergio, 2019: 127-138)

To identify the forms and objectives of the structural and stylistic features of students' scientific-research work in higher education in Kazakhstan, a comparative study of research work in three universities of the country was studied.

The universities under study were:

1. Kazakh National Women's Teacher Training University;
2. Al-Farabi Kazakh National University;
3. Almaty University of Power Engineering and Telecommunication named after G. Daukeev.

After comparing the scientific research works of the above-mentioned educational institutions, the following conclusions were made: forms and objectives of research work in higher educational institutions of Kazakhstan are determined by the universities themselves on the basis of curriculum and we could not notice any significant differences, the only difference is that each university organizes its scientific research work according to its field of study and curriculum. Forms and content were also similar, each based on annual research plan of the departments, which contains the following common planning criteria:

- educational research work carried out directly during the study of disciplines;
- individual research work conducted at the faculty, at department and interdepartmental student's scientific societies, clubs and circles;
- applied educational, scientific and practical activities are carried out directly as part of the research work or in the study of subjects of the curriculum independently.

They also have the same aims and goals:

- the actualization of scientific and innovative directions in Kazakhstan and the world;
- involving students to important conferences, seminars, trainings;
- organization of participation in competitions for grant funding;
- ensuring the development of new innovative companies in their field of education on the basis of

the university.

And include following activities:

- research work of the department;
- preparation and defense of master's dissertations;
- planned publications;
- organization of scientific conferences, seminars, exhibitions;
- bachelor's degree research work and magistracy and doctoral students research work;
- international cooperation (foreign business trips, internships for faculty, undergraduates, students, participation in international programs, scientific symposia, conferences, seminars, exhibitions, including exchange of faculty, undergraduates, students).

Within the survey of student's scientific-research work we came to the conclusion that it must be goal-oriented, because each type of a scientific work is a creative process and each researcher has his own point of view on the problem, and each point should be taken into consideration.

We identified that the students of all universities under study, complete their scientific-research

work in the form of scientific projects and presentations. That is why, common models of scientific project and presentation were designed and they are as follows.

Table 1 – The general requirements for writing and formatting research papers and projects

Кесте 1 – Ғылыми жұмыстар мен жобаларды жазуға және форматтауға қойылатын жалпы талаптар

Таблица 1 – Общие требования к написанию и оформлению научных работ и проектов

1	<p><i>The design of research papers and projects</i></p> <ol style="list-style-type: none"> 1. The project should be printed on the computer 2. A4 paper is used 3. The text should be placed only on one side of the page 4. Black paint is used 5. Font: Times New Roman, size 12 or 14, one-and-a-half line spacing, automatic word copying to the next page 6. Margins: 3 cm on the left side, 2 cm on the rest 7. Placement of the text by width 8. Page numbers are on the right side of the page, at the bottom. The title page is considered the first page, but is not numbered 9. The title page, table of contents, bibliography, references, citations and other structural elements of the project are compiled according to the appropriate models
2	<p><i>Methodological description of the Project</i></p> <ol style="list-style-type: none"> 1. The relevance of the Project 2. The problem of the Project 3. The subject of the Project 4. The purpose of the Project 5. Objectives of the Project 6. Methodology of the Project 7. Novelty of the Project 8. Practical significance of the project.
3	<p><i>Content of the Project</i></p> <ol style="list-style-type: none"> 1. Introductory part or methodological description of the research 2. The main part of the project <ol style="list-style-type: none"> 2.1. Description of the main concepts on the topic 2.2. Analysis 2.3. Concepts 3. Conclusion 4. Bibliography 5. Appendices

Next, we got acquainted with the requirements of the periodicals of domestic higher educational institutions, which are included in the Committee on control in the field of education and science of the Ministry of education and science of the Republic of Kazakhstan, in particular, the Bulletin of L.N. Gumilyov Eurasian National University, Bulletin of Al-Farabi Kazakh National University, Bulletin of Karaganda University named after Buketov. Journals were compared according to the following criteria: article preparation, structure, abstract requirements, graph and table requirements, bibliography preparation.

After studying the requirements presented by the three bulletins, we developed the following concept: First of all, the requirements for the author in the design of a scientific article, the amount of the article, the format of the article, font size, free space, spacing, margins in all bulletins under study are the same: font size – 12-14 (abstract 150-300 words, keywords 4-8, literature – 10-15, table text – 9-11), font – Times New Roman, alignment – text width, spacing – one, paragraph indentation – 0.8 cm,

margins: top and bottom – 2 cm, left and right – 2 cm.

Figures, tables, graphs, diagrams should be given directly in the text, indicating the numbering and its name (for example, Figure 1 – the name of the figure). The number of figures, tables, graphs and diagrams should not exceed 20% of the total volume of the article (up to 30% in some cases). The amount of the text should not exceed 3000 words and should not exceed 16 pages of computer typed text (Microsoft Word editor), the minimum size of the article should be 4 pages. In all three universities' publication and submission requirements are designed based on GOST 7.5-98 "Magazines, collections, information publications".

As for the requirements for the structure of the scientific article, all publications under consideration are almost the same and comply with the standards of the Committee on control in the field of education and science of the Ministry of education and science of the Republic of Kazakhstan. The scientific article should include introduction, research methods, discussion, results and conclusions, in case of non-compliance with these requirements, the article will not be accepted by the editors.

As previously mentioned, all educational institutions have standardized requirements for the structure of an article. However, the justification required in each section of the article should be consistent. We have developed a specific model for each structural section of the article. For instance, the introductory part of the article should include the following information.

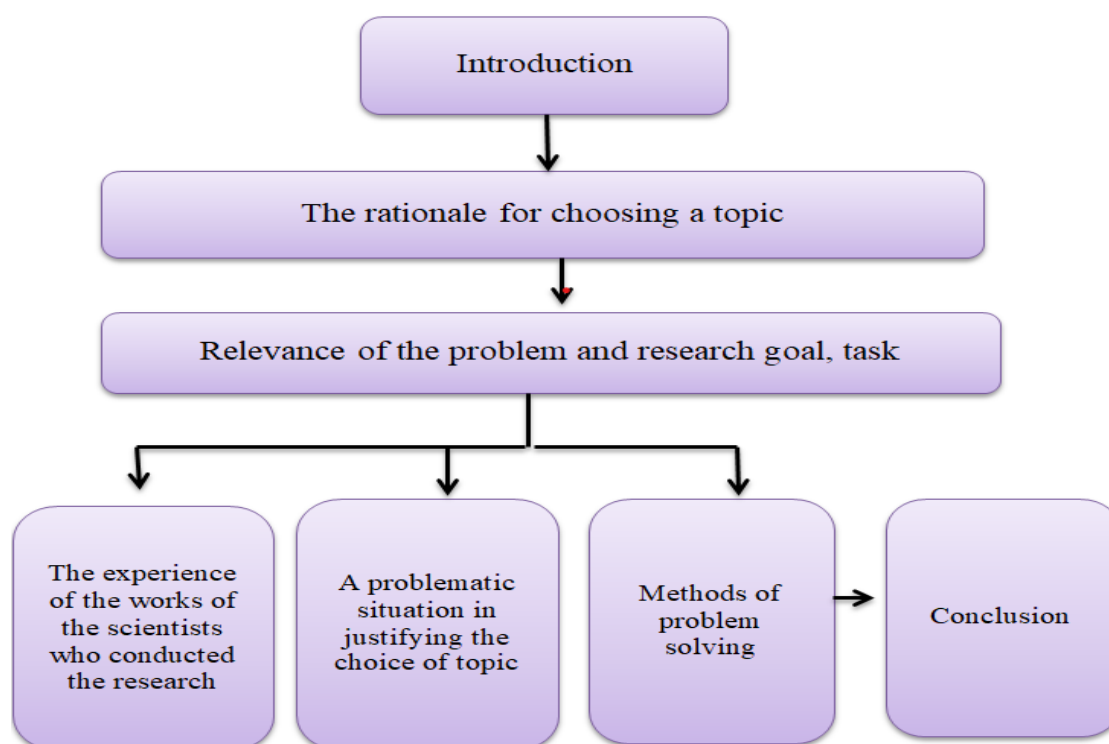


Figure 1 – The model of the introductory part of the article

Сурет 1 – Мақаланың кіріспе бөлігінің үлгісі

Рисунок 1 – Модель вводной части статьи

In the third issue, if we study the requirements of each edition for the abstract writing, we notice only difference in word count that should not exceed 100-300 words and a graphic annotation is optional, but a graphic annotation presents the content of the article in a graphical form, so it is rational because it helps to draw the reader's attention to the article. Images must be 531 × 1328 pixels (b × e), 5 × 13 cm, depending on the default screen opening format, and must be submitted in TIFF, EPS, PDF or MS Office files.

Abstracts in all publications should be written in English, Kazakh, Russian languages and describing the purpose, main directions and ideas of research, scientific and practical significance of the work, a summary of research methods, main results and analysis, results of research, value of research

are mandatory information that should be added to the abstract. All publications require a keyword of 4-8 words in English, Kazakh and Russian.

The list of used literature in all three local universities should be designed according to “GOST 7.1-2003 Bibliographic record. Bibliographic description. General requirements and rules of compilation” and the list of used literature must contain at least 15 topics; 50% of them must be taken from foreign sources. If the list of references includes works presented in Cyrillic, the list of references must be submitted in two versions: the first – in the original, the second – in Roman letters (transliteration). Literature in English must be compiled in accordance with APA International Bibliographic Standard (<http://www.bibme.org/citation-guide/APA/book>).

According to data obtained, the example model of scientific article writing was designed. The mandatory requirements for compliance of the article with international publication standards is presented in the next table.

Table 2 – The technical aspects of article writing
Кесте 2 – Мақала жазудың техникалық аспектілері
Таблица 2 – Технические аспекты написания статьи

Title page	Briefly, but accurate. Defines the main problem of the article.
Keywords	Keywords, 5-8 words
Abstract	One paragraph 50-300 words. The abstract should not contain references or abbreviations.
Introduction	Introduction. 1.5-2 pages. Determines the essence of the problem, indicates the purpose of the research, justifies the importance of the research.
Academic field	The scientific direction of the research
Literature review	Literature review. 15 sources. Analysis of the literature and materials used to justify the theoretical basis of the research, formulation of the main ideas, trends. The author's list of works aimed at developing and substantiating evidence within the framework of his scientific article and as a result of that, aimed at identifying current approaches to the problem and difficulties identified during work on this topic.
Statistical analysis	Statistical analysis. A necessary section for technical manuscripts and exact sciences. Accurate, objective, complete and in-depth presentation of processed data (either quantitative or qualitative analysis). Logical results or effect size indices derived from statistical analysis should contain sufficient information, indicate the meaning of the analysis and alternative explanations for its results.
Methods	Methods. 2-4 pages. Assessment of the reliability of the used methods and their effect on the results. The plan and sequence of the research process, experimental protocols, used materials, objects, equipment, ready-made statistics, software, etc., as well as the methodology for evaluating the results.
Results and Discussion	Results and discussion. Up to 10 pages. The studies are presented in a clear logical sequence without their explanation. Tables, figures and graphs (but not duplicates). Interpretation of research results and other materials related to the topic. New and important observations.
Conclusions	How this work improves, expands the current state of the subject; the main meaning of the results, conclusions related to the objective.
Figures	5-8 figures
Tables	1-3 tables
References	About 20 works designed in the same style and corresponding to the exact explanations in the article.
Internet sources	Availability of links to electronic sources in the bibliography.
Foreign references	Foreign literature sources should make up at least 30% of the total volume.

Continuation of Table 2 / 2-кестенің жалғасы / Продолжение Таблицы 2

Citation	Citing sources in the text. All sources used should be identified in the main text with the appropriate source number in the bibliography. All sources should be cited in the text.
Word count	The total volume of the manuscript is 12-17 pages. About 5,000 words, including background material.

In the next stage of our research we studied essay types and their requirements for writing. After having distinguished the requirements of the authors for the essay writing, we got acquainted with the works that describe the structure of Automated Essay Evaluation, Coh-Metrix, Project Essay Grade and other digital applications for the purpose of evaluating the essay writing by students on a given topic on their own. However, since these applications are intended for programmers, we have looked at works that have suggested other ways to grade essays. While some of authors offer self-evaluating method of assessing judgment abilities of students and to compare the findings with the marks assigned by tutors, others say that teacher evaluating will be more valid and reliable, but in both cases to become successful learners, students have to acquire profound evaluative judgment skills, so they should have a good acknowledging of the appropriate academic criteria and be able to apply these standards to their own work and the work of others.

Conclusion

In our research we considered the ways of preparing electronic content of academic writing in the Kazakh language. For this purpose, an empirical study was conducted, a research plan was created, the works of domestic and foreign authors were collected and differentiated. The scientific research works of advanced domestic educational institutions were reviewed and analyzed, as a result, the structure and content of the language simulator will be determined: The simulator will consist of 15 topics and a reference dictionary of academic terms in the Kazakh, English, and Russian languages, three of which will be given as examples in this article. In order to determine the requirements for writing a scientific article, three publications included in the Committee on control in the field of education and science of the Ministry of education and science of the Republic of Kazakhstan were distinguished and the international practice of essay writing was sorted.

It is well known fact, that in our age of modern information technology, when filling out documents written in a scientific style, the applicant first turns to the social media and he faces with shortage of formal information in the Kazakh language, as well as it is hard to find templates for writing reviews, annotations and so on, although the ways of writing official documents are generally indicated, there are almost no tips, models, templates for their writing in the Kazakh language.

Presenting language online models would be very useful for researchers if all types of academic writing types were stamped, modeled, posted on websites, and downloaded from you tube channels. If the linguistic constructors, built on ready-made structures that form the skills of academic writing are presented to the public, by using the digital language simulator, students will be able to develop their scientific writing skills and increase their scientific literacy through online models and simplify the search activities. It gives the opportunity of being flexible in learning, because learners can choose the materials and learning resources that suit their learning styles that are available anytime-anywhere. They provide access to global databases, electronic references, reduces stress and increases focus and retention, developing the sense of responsibility for own learning and success and intellectual interest. (Dr. Khalid Souss, 2018: 936-941) A well designed digital learning platform also should be able to fully record learners' learning history so that instructors can understand learners' learning circumstances and learners can clearly comprehend the level or learning outcome for adjustment and improvement.

The electronic explanatory dictionary of academic writing allows students to use a ready-made dictionary without searching for the necessary words on other sites when writing articles for international publications, and also to memorize academic terms in Russian and English and to improve their language skills.

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