

Development of Concepts of Academic Writing in the Genres of Scientific Language among Students of Technical Universities

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ABSTRACT

In the article, the author examines the relevance of the development of concepts and skills of academic writing in the scientific genre among students from the very first years of study at the university, and it is better to start from high school and in no case stop there. At the same time, it is desirable, but not at all necessary, to have a special subject in academic writing in the curriculum. The need to develop skills of writing annotations in English and Russian for students of technical universities is relevant. The question of the need for the formation of academic writing skills among students of technical universities is raised. Which is conditioned not only by the requirements of the third generation, but also by the internal need of the students themselves, striving for the development of an integrative complex of skills and abilities necessary for successful entry into the professional research community, to increase individual competitiveness and effective adaptation to variable environmental requirements. The conclusions and points of view of both domestic and foreign leading experts are also considered.

KEYWORDS: *Academic writing, scientific genre, primary text, genre, sphere, project, scientific discourse, scientific publications.*

1. Introduction

In modern society, more and more university teachers and heads of educational programs understand the importance of developing the skills necessary to create an academic text in the educational process. These skills are needed by all students of higher educational institutions without exception, not to mention undergraduates and postgraduates engaged in scientific work, and especially, of course, those who study social and humanitarian sciences, as well as technical areas. Academic writing should be taught even in lyceums and schools.

In life, at work, and in school, we deal with a variety of texts. We will divide them conditionally into academic and non-academic. The first group includes, for example, the following types of texts: abstract, report, essay, term paper, article in a scientific publication, textbook, review, grant application, project report, collection of scientific papers, monograph, dissertation, abstract.

Of course, this list does not exhaust the whole set of varieties of academic texts. But even with these examples, it is immediately clear that the features of the creation of academic texts are diverse, they are determined by the tasks facing the author, individual features of the style, as well as the genre specifics of a particular work.

And yet they undoubtedly have something in common that distinguishes them from texts that do not belong to academic genres, including journalistic texts, personal documents, biographies, diaries, travel notes, recipes, dream books, announcements, reminders. At the same time, many of the non-academic texts can become primary research documents and thereby fall into the sphere of scientific knowledge. Here are some examples of academic and non-academic texts. The division is

conditional. Some scientific texts are written fascinatingly and are very easy to read. And the official business style may include academic writing techniques.

However, if we take general characteristics, then the techniques that are used in fiction differ significantly from the language of science. The texts of talented writers are not only understandable, they make us empathize with the heroes. In turn, the scientific style, although it allows the use of lively and imaginative language, for the most part differs from fiction or journalism and official business style. Like any other texts, an academic text can be presented in different works, the structure and style of writing of which are subject to the laws of the genre.

Genre (from the French genre - genus, species) is a historically established, stable type of work; for example, in music — a symphony, cantata, song; in painting - portrait, landscape, everyday subjects; in science and education - lecture, article, monograph, textbook, term paper, thesis, dissertation, abstract, and so on.[3] Primary and secondary genres of academic texts differ.

II. Experimental methods

Primary genres: article, monograph, chapter of a monograph, review, textbook or textbook, report or communication, oral presentation, presentation, lecture, dissertation.

Secondary genres include texts compiled on the basis of primary ones by reducing their volume, this is a concentrated expression of the content of larger forms, for example: abstract (summary of the article, report or dissertation), abstract (summary of the dissertation), theses (a brief description of the materials of the article or speech), synopsis (the main positions of one or more primary texts).

There are also educational and methodological (textbooks, work programs, methodological guidelines) and educational and scientific genres: lectures, reports or presentations at a seminar, term paper, essay, abstract. Despite the fact that each of the mentioned genres has characteristic features, they are all united by common signs of scientific style, first of all, rigor, strict adherence to rules, logical sequence of presentation, ordered connections between sentences, paragraphs and sections of the text, conciseness and at the same time semantic saturation.

Despite the common scientific style, each discipline has its own peculiarities, and texts on chemistry, physics and mathematics differ both from each other and — very significantly — from texts on sociology, psychology or social work. A person without special training is more likely to understand a social scientist and a humanitarian than a natural scientist, but much depends on the level of accessibility and training.

According to the level of accessibility, the texts are divided into scientific, educational and popular science. The scientific style is intended for an academic audience, such texts are more saturated with special terminology, the author counts on a prepared reader, and the tasks of the text include presenting new data and substantiating scientific conclusions. Educational texts are written for the purpose of their application in the educational process, which requires the definition of new terms, the presentation of known facts as examples.

The popular science text retains the main features of the scientific style, but is easier to understand because it is addressed to the general public. In this style, emotional means of expression are allowed, comparisons with well-known phenomena are common, special cases are more often considered, rather than generalizations and classifications.

Scientific discourse, i.e. the accepted style of reasoning, following Morozov's interpretation, is based on the principles of universalism, generality, selflessness and organized skepticism. [4] Despite the specifics of the scientific language, it is necessary to strive for clarity, intelligibility and conciseness of the text.

In his book "Sociological Imagination", Charles Wright Mills conducts editorial work with the text of Talcott Parsons, trying to sort meaningful statements from verbal play [5]. Howard Becker talks about how he works with students on an academic writing course: editing a draft of his colleague's article, a group of listeners reduced the text by three together. [1]. Let's consider some important features and techniques of preparing a scientific text.

III. Development of oral speech skills

Features of the composition of the sentence

In fiction, journalism, personal diaries and letters, we can use any form. For example, a sentence may consist of a single word, which is any part of speech: Dusk. Ah! Such sentences convey the mood, emotions, some characteristics of the moment or the relationship between people. And in an academic text, a sentence is always a complete grammatical form and is often complex or compound.

Unlike a literary text, scientific communication has somewhat different tasks: to present and explain facts, to identify patterns, to find and justify causes and effects, to show the dependencies between phenomena or characteristics of processes. These functions determine the features of the scientific style. The authors of scientific texts, as a rule, do not write about feelings and moods, but about facts or causes and consequences, they reason on an abstract level. At the same time, the sentences in the academic text should be clear and clear, for this it is important to read what is written several times, check yourself.

Vocabulary and grammar of scientific style

The vocabulary and grammar of the scientific style includes special concepts — terms, as well as some typical phrases: it should be noted ..., according to the author ..., from our point of view ..., let's give an example ... and so on. In educational-methodical and scientific-educational genres, it is required to define terms, indicating the sources of their origin. If the term is new to the discipline, it should be defined both in articles and in academic papers.

The narration is usually conducted in the impersonal form "It seems that ..." or in the first person plural "We believe that ...". Less often, the narration is conducted in the first person singular: "I can't agree with...". Philologists point out that in the scientific text verbs are used less often than nouns, and most verbs have a very broad and indefinite meaning apart from nouns: to be, to appear, to present, to exist, to occur.

[7]. Very often in scientific speech, sentences in the passive, passive voice are used, in which there is no actor (or some generalized actor is assumed), for example: "Disabled people are discriminated against", "Reforms have been implemented", "Teenagers are stigmatized".

Howard Becker critically comments on this manner in his book on academic writing, believing that this is how the theoretical ideas of authors are expressed, in whose reasoning there is no active social subject, individual or collective actor responsible, for example, for the marginalization of poor or racial minorities. [1] The singular form of nouns is often used in the plural sense, it is presented as a category: "family is being transformed", "social policy of different countries", but sometimes categories are specifically used in the plural to emphasize pluralism and differences, for example: "youth cultures", "everyday practices".

In an academic language, whether it is a scientific article, an essay or an application for a research project, it is necessary to closely monitor the sequence or logic of the presentation, which is achieved by the presence of semantic connections between the units of the text (sentences, paragraphs, sections). To do this, introductory words and phrases are used: firstly, secondly, in addition, finally, on the one hand, on the other hand, however, nevertheless, thus in conclusion.

IV. Activity monitoring

Since the task of a scientific statement is to identify the links between cause and effect, between the general and the particular, complex sentences are often used, as well as compound subordinate conjunctions: because of what; because of what, while. At the same time, it is not enough to simply arrange introductory words-bundles. It is important that the conclusions follow consistently from the content, the text is divided into separate, but related parts, reflecting the movement of thought from the particular to the general or from the general to the particular.

Many students consider the published text almost sacred. Howard Becker tells about his experience of editing the text of a colleague in a group of students, when he discovered that the students' attitude to someone's text was filled with very tender feelings — the text created by another author was considered as something that could not be revised and changed.[1] Meanwhile, both artistic, journalistic, and scientific texts are rewritten many times. Ernest Hemingway rewrote the last page of the novel "Goodbye, Weapons!" 39 times until he was completely satisfied with the ending version.

In order for the scientific text to be understandable, so that the text awakens thought, the authors diligently work on it, re-reading and rewriting, and after that the text is read by the reviewer and the editor of the publication. However, such a luxury is practically not available to many domestic authors, especially beginners. Only in rare publications on social sciences and humanities are independent reviewers involved.

And most of the educational essays are not subject to alteration at all, they are given up once and for all. By the way, it is this circumstance that Becker points out as an obstacle to the development of the culture of academic writing. Teaching a professionally oriented language in technical universities, in particular, is aimed at developing academic writing skills. In the learning process, students are involved in both academic and research activities. Students get acquainted with the results of scientific activities of domestic and foreign researchers in the field of professional interests.

V. Conclusion and Recommendation

Students present the results of their own research activities in the publications of specialized scientific publications. At the same time, the requirement of scientific journals to accompany a research article with an abstract in English often causes difficulties for authors. It is natural to assume that such difficulties may be associated with a low level of development of foreign-language professionally-oriented communicative competence. However, practice shows that this is not the only problem faced by novice authors of articles. Most students demonstrate a fairly low level of proficiency in scientific speech, both in Russian and in English.

From the above it follows that the need to develop skills of writing annotations in English, in Russian for students of technical universities is relevant. The need for students of technical universities to develop academic writing skills is due not only to the requirements of the third generation, but also to the internal need of the students themselves, striving to develop an integrative set of skills and abilities necessary for successful entry into the professional research community, to increase individual competitiveness and effective adaptation to variable environmental requirements.

And so, the skills of working in academic writing in the scientific genre should be developed among students from the very first years of study at the university, and it is better to start from high school and in no case stop there. At the same time, it is desirable, but not at all necessary, to have a special subject in academic writing in the curriculum. Academic written speech is based on reading scientific literature and preparing texts on a topic of interest to the author, so any experienced subject teacher can help students develop a style and master the simple rules for the design of the reference apparatus. Only in this case, we can expect that the rules learned once will not disappear on the day

of the test in the discipline "Creating an academic text", but will become a good habit.

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