

MINISTRY OF HIGHER AND SECONDARY SPECIAL  
EDUCATION OF THE REPUBLIC OF UZBEKISTAN

SAMARKAND STATE INSTITUTE OF FOREIGN LANGUAGES



# INTERACTION OF COMMUNICATION, SOCIETY, SCIENCE AND CULTURE IN THE PROCESS OF SCIENTIFIC AND PROFESSIONAL EDUCATION

MATERIALS  
OF THE INTERNATIONAL SCIENTIFIC CONFERENCE  
*Samarkand, 12-13 November, 2021*





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**MINISTRY OF HIGHER AND SECONDARY SPECIALIZED  
EDUCATION OF THE REPUBLIC OF UZBEKISTAN  
SAMARKAND STATE INSTITUTE OF FOREIGN LANGUAGES**

**ILMIY VA PROFESSIONAL TA‘LIM JARAYONIDA  
MULOQOT, JAMIYAT, FAN VA MADANIYATLAR  
INTEGRATSIYASI**

**XALQARO ILMIY-AMALIY ANJUMAN  
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## ROLE OF FUNDAMENTAL CLASSROOM PRACTICAL STRATEGIES IN ENHANCING STUDENTS' AWARENESS OF ACADEMIC WRITING SKILLS

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**Annotatsiya .** Ushbu maqolada talabalar har qanday ilmiy ishlarni yozish jarayonida duch keladigan qiyinchiliklar, yozish asboblari to'g'risida xabardorlik yo'qligi va ilmiy tadqiqot sohasida ulardan samarali foydalanish qobiliyati muhokama qilinadi. Maqolada o'qituvchi uchun ham, o'quvchilar uchun ham akademik yozish malakasini oshirish uchun yordamchi vosita bo'lishi mumkin bo'lgan asosiy amaliy strategiyalar to'g'risidagi ma'lumotlar mavjud.

**Аннотация.** В этой статье рассматриваются проблемы, с которыми студенты сталкиваются в процессе написания каких-либо академических работ, недостаточная осведомленность о письменных принадлежностях и способность эффективно использовать их в научной области исследований. Статья содержит данные об основных практических стратегиях, которые могут служить полезными инструментами как для учителя, так и для учеников, чтобы улучшить академические навыки письма.

**Annotation .** This article deals with the challenge of students encounter with while the process of writing any academic works, lack of writing instruments awareness and the ability to use them effectively in the scientific field of research. The article contains the data on basic practical strategies that may serve as helpful tools both for a teacher to implement in the classroom and students to improve academic writing competence.

**Kalit so'zlar:** Yozish jarayoni, yozma mahsulot, akademik yozish, akademik savodxonlik, yozish strategiyasi, yozish vositalari, yozma topshiriq, tahlil, rejalashtirish, tahrir qilish, ko'rib chiqish, taqdim etish, haqiqiyliigi, akademik yozish standartlari, tadqiqot bilimlari, ilmiy maqolalar.

**Ключевые слова:** Процесс письма, продукт письма, академическое письмо, академическая грамотность, стратегии письма, письменные принадлежности, письменное задание, анализ, планирование, редактирование, рецензирование, представление, аутентичность, стандарты академического письма, исследовательские знания, научные статьи.

**Key words:** Process of writing, product of writing, academic writing, academic literacy, writing strategies, writing instruments, written assignment, analyzing, planning, editing, reviewing, presenting, authenticity, standards of academic writing, research knowledge, scientific articles.

For the last two decades or so, there has been the requirement from students to provide their research-based findings on a piece of paper regarding a certain topic of investigation. The creation of any scientific work writing should be based on the fixed criteria regulations observed and taught at any higher establishment. Teachers should serve as connecting link between young researchers and science fundamentals delivering instructions, monitoring the process of writing, assessing and reflecting towards students' written scientific findings. Unfortunately, not all teachers possess enough knowledge of the ways on instructing students how to create a research paper and this may affect the result of students' success.

Consequently, learners face with a number of challenges concerning writing procedure, not knowing about the existence of writing instruments and how to use them properly in order to be engaged in the process of writing and receive their final product as a result of conscious thorough work.

The solutions to this issue have been reflected in a number of scholars' views on the developing and enhancing students' academic writing skills. So, Ursula Wingate and Cécile A. Dreiss (2009) in their article, support advantages of e-learning for developing academic literacy. Speaking about the significance of research-based learning, Prahmana R.C.I. (2017) notes that students must go through to enhance their skills in doing research and writing an academic paper, started from analyzing journals until communicating their research result in the form of scientific articles published in a journal. Muhammad Zohaib (2021) says that "...a content-based approach, the contents, and the contexts of the prose book of intermediate are transformed

into language tools and instructional activities are carried to involve students in practicing contents and academic writing”.

So, this article reveals some reasons of unsuccessful academic written works, questions helpful to assess a written paper and some academic writing strategies for the teacher to acquire before entering the classroom and teaching students.

As we mentioned above, not always the process and product of students’ written paper is successfully achieved. Assignments that receive a poor mark frequently demonstrate the following characteristics:

- badly investigated
- insufficiency of data in introductory and conclusion parts
- insufficiency of focus
- the questions identified by the instructor are not responded
- lack or no supporting evidences
- poor usage of grammar constructions and spelling errors
- insufficiency of references or usage of incorrect references
- do not meet the required limit of words
- lack proficiency in writing planning and discourse matters

The following factors can help identify the mark received for a certain piece of written paper:

- Was the question actually responded?
- Did you manage to critically answer the question without just stating other experts’ viewpoints?
- How well did you keep to the point and use the data relating to the topic of your investigation providing your arguments with a supporting evidence or fact?
- Is your work distinguished from others in regards to authenticity, responding to the standards of academic writing and broadening your research knowledge?

As a consequence, teachers should know what they need to teach when they teach research writing in English language classroom:

- planning (data collection)
- organizing and expressing ideas
- APA citation style
- discourse peculiarities (written and spoken)
- communicative competence
- formal register
- variation in disciplines
- variation in genre
- grammar rules (the ways to construct more complex sentences)
- noun phrases and nominalization
- impersonal style
- vocabulary (expanded range of lexical units)
- punctuation
- outline development
- significance of presentation
- research analysis

The prior task required from the trainer is to teach students to analyze the task, that is before starting any written assignment students should ask themselves what the purpose of their assignment is, who the reading audience is, what aims students are expecting to achieve in their paper, which form of writing can suitably respond to these aims, what structure can best suit the purpose and aims of students’ piece of writing.

After the first draft of academic paper is completed, it is to be reviewed by students themselves, as it is definitely far from being submitted and assessed. Therefore, the tips below can assist a learner to review his/her written paper and check the content being confident that

- they have met the assessment criteria
- their introduction clearly states the topic of investigation or discussion
- the thoughts are logically constructed
- the thoughts are supported with evidences
- their concluding part is presented on the basis of the issues negotiated in a previous statement
- their work is completed on the basis of a wide range of relevant and up-to-date references

One should not forget that extra time spent for *rewriting* one's paper may be evaluated accordingly receiving additional marks as the quality of the final assignment can be improved. So, trainers should teach learners to skim over parts of the work and do some more research so that they provide a well-thought written paper.

Another tip concerning a successful written work deals with *editing* students' papers. Editing implies double checking learners' assignments. To familiarize with the assignment requirements is really important especially when students deal with writing a dissertation. All criteria regarding final presented work should be given by the tutor or found in a special handbook that requires writers to create their written paper including

- a title, date, student's ID number
- word limit criteria
- headings or sub-headings used in students' work should be reasonable and thoughtful.
- paraphrased words usage
- correct grammar usage
- correct spelling usage
- correct APA citation format
- clearly written assignment

It is recommended that the work is to be edited more than once to support the learner identify various thoughts for improvement.

Requirements for presenting students' written work to any scientific journal should be clearly instructed in a special designed course guidebook or conference announcement done by administration office.

So, students who experience feelings of hesitation and anxiety while producing any sort of written assignment may avoid or at least reduce these feelings if they realize the whole importance of writing skills techniques helpful in becoming a successful academic writer.

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### COMMUNICATIVE STRATEGIES AND VOCABULARY EXPANSION WHEN LEARNING ENGLISH AS A SECONDARY LANGUAGE

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**Annotation:** The article deals with the problem area of intensive teaching of English as a secondary language. Conceptual ideas on the formation of communicative competence are realized on the basis of expanding the vocabulary of the English language in order to verify the developed methodology. The following article describes the methodical and pedagogical techniques of working with ESL vocabulary and identify the mechanisms that contribute to the psychological conditions of active vocabulary acquisition.

**Key words:** *communicative strategies, vocabulary, lexical units, lexical skills, communicative competence, speech exercises.*

The distribution of knowledge is carried out according to the principle of social fields, not only in the scientific, but also in the ordinary sense. Any person who is engaged in in-depth study of foreign language, thinks about how to increase the vocabulary of that language. This aspect is paramount to success. Students must have a high level of motivation to learn lexical units. The level of motivation development depends, first of all, on the teacher's experience and the relevance of the material being studied. In everyday situations, language learners are often confronted with unfamiliar words and phrases that hinder their understanding of

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