

## РАЗРАБОТКА СПОСОБОВ ОБУЧЕНИЯ В НАПИСАНИИ НАУЧНОЙ РАБОТЫ Жумакулов Ш.Р. Email: Jumakulov648@scientifictext.ru

Жумакулов Шамсиддин Рахматилла угли – преподаватель английского языка,  
кафедра методики преподавания английского языка,  
Узбекский государственный университет мировых языков, г. Ташкент, Республика Узбекистан

**Аннотация:** на сегодняшний день предмет написания научной работы все еще является скучным и неинтересным для выпускников высших учебных заведений. Во многих случаях они не совсем понимают важность и ценность этого предмета как в обучении, так и в перспективе своей будущей работы. Следовательно, цель учителей должна состоять в том, чтобы отработать систему задач, тем самым воодушевляя и заинтересовывая учащихся этим предметом. Учитывая предыдущие факторы, эта статья предлагает несколько заданий по обучению основам правильного и успешного написания научных работ.

**Ключевые слова:** необходимый, обогащение, пугающий, ободрять, быть признательным, приступать, выводить, цитировать, выполнять, представлять на рассмотрение.

## DEVELOPING THE WAYS OF TEACHING RESEARCH PAPER WRITING Jumakulov Sh.R.

Jumakulov Shamsiddin Rakhmatilla ugli – English Teacher,  
ENGLISH LANGUAGE TEACHING METHODOLOGY DEPARTMENT,  
UZBEKISTAN STATE WORLD LANGUAGES UNIVERSITY, TASHKENT, REPUBLIC OF UZBEKISTAN

**Abstract:** research paper writing still remains a boring and tedious subject for many university graduates. More often than not they do not fully understand its cost in their perspectives and target workplaces. For that reason, teachers are to offer rather appealing and inspiring writing tasks to stimulate students' interest in creating different educational texts. Hence, this article suggests some tasks that teachers may use in their research writing classes when they teach the basics of academic writing.

**Keywords:** essential, enrichment, intimidating, encourage, appreciate, proceed, derive, cite, accomplish, submit.

УДК 372.881.111.1

Writing an academic paper remains a difficult, frustrating, and intimidating task for learners and they sometimes associate research paper production merely with voluminous references and a semester of sleepless nights since most of the courses a student will take while in a university require research paper writing as a compulsory exercise [2]. Students more often than not are to study and hurry to submit their research papers on time because their lack of motivation deterred them from starting their work on its time.

Indeed research writing might sometimes be an overwhelming job, however, assimilation of its essentials can lead to success in producing it. Perhaps, students start liking the subject if teachers bring about new ways of teaching research writing and come up with new approaches and techniques in developing students' knowledge on writing research paper. It is believed that using games will provide the students with many benefits ranging from cognitive aspects of language learning to more cooperative group dynamics. Specifically, the students will benefit from games in the following aspects [1]:

- 1) Games lower affective filter, encourage more creative and spontaneous use of language, improve communicative competence, increase motivation, and provide fun learning experience;
- 2) Games provide reinforcements and opportunities for review and extension tasks, and help the students focus on grammar communicatively;
- 3) Games enhance student centeredness, teachers' facilitator role, class cohesion, whole class participation, and healthy competition;
- 4) Games provide easy adjustment for age, level, and interests, involve all four skills, and require minimum preparation after development.

Material developers and language practitioners agree that games are not simply time-filling activities but tasks that have immense educational value. Therefore, turning university students' gloomy and impassive faces into bright ones when research paper writing stands as the lesson, is a challenge to every university writing teacher, especially those in an EFL context. One way to meet this challenge is to provide the learners with exciting and enjoyable writing tasks. The best results of using games are found to be in the areas of mathematics, physics, and language arts. This implies that cultivating students' interest in research largely depends on the creativity of the teachers and the appeal of classroom activities. Teachers must be propelled to explore an array of more effective, more engaging and more exciting writing tasks that will further spur students' interest in academic writing.

To meet the above-mentioned challenge, the following tasks can serve as motivational or enrichment writing activities. Having used these tasks, the students may find writing very exciting and not boring and they can be better sensitized to appreciate the significance of research paper writing in their respective disciplines and further careers. Some of the fun activities to be discussed below are generally useful to lower the students' affective filter and to elicit creative and ardent response to academic writing. A detailed description of these tasks and how they can be carried out in the classroom will be provided below.

### **Library rush**

Library rush is an appealing way for the students to get familiar with the library. It is imperative that they know the university library well since they will use it very often when they search for relevant information. It is an enticing and cooperative activity since the team members have to work as one and as fast as they can to end the task by navigating the library and by ambush interviewing respondents [3]. This task is anchored on the notion that gaming teaches competition strategies, cooperation and teamwork, and conflict resolution.

In addition, students understand that their membership in a learning group means that they either succeed or fail together. The task also introduces the concept of writing working bibliography and the use of online library catalogues since the students will be looking for specific references and their corresponding publication details and logging on to the library database in searching for answers.

The students are given worksheets with questions with items asking for relevant information about the library and instructed to answer all the questions to complete the worksheet provided for. Sample numbered questions in the worksheet include: In what section of the library can you find the book *English for Writing Research Papers*? What is the name of the chief librarian? What is the call number of the book *Academic Writing Guide*? Who is the author of the book *How to write your undergraduate dissertation: Concise Guide to Writing Research Papers*? and What time does the library open/close? The students are instructed to write their responses on the appropriate numbered boxes. The students are divided into "research circles" with at least five members per group, and are given 20 minutes to accomplish the task. They are asked to proceed to the library to answer all the given questions as fast as they can. The first group to finish receives extra points. The students' answers are checked and a discussion of the key concepts about the library, for example, features and services of the library.

### **Study Shows**

*Study Shows* teaches the students the concept of conducting surveys. This activity provides students initial experience of gathering pertinent data. At the start, the survey questions sound intriguing, comical and humorous to make the process more fun and engaging. The students are required to present the survey results and make some interpretations out of them. Through this exercise, the students are also introduced to simple data analysis.

The students work in pair. They are given 20 minutes to conduct a survey to 20 respondents outside the classroom. Sample intriguing and thrilling survey questions asked include "Have you ever thought about dropping out the study at university?" "Do you like being in writing classes?" etc. The students are also given the chance to formulate additional questions they would like to ask. They gather the results of the survey, do simple calculations of percentages and provide interpretations of the results. They are also asked to compare their findings. The proper way of conducting surveys and developing questionnaires are discussed afterwards. They critique the survey questions and sample questionnaires provided by the teacher and derive conventions on phrasing data gathering instruments.

### **Surf APA Online**

Surf APA Online is an interesting web-based activity that allows students to use online learning resources. This is a self-instructional material that details the latest guidelines for citing all the different kinds of sources and teaches the students how to document references and write in-text citations using the APA style [4]. This task makes students realize that any piece of information lifted from different sources must be properly documented.

The students are instructed to log on to a prescribed website, for example,

<http://elc.polyu.edu.hk/CILL/> for the Center of Independent Language Learning (CILL). They individually and independently answer the online exercises on APA documentation. They are required to submit the printed versions of their answers. The APA style in documenting sources is discussed and the students are given sample bibliographic entries and in-text citations for analysis. They are then asked to accomplish exercises like arranging and formatting bibliographic details and in-text citations following the APA style. For additional information, the students are directed to log on to <http://www.apastyle.org/> for a self-instructional online resource about APA documentation.

### **Make it easier**

This task introduces the students to the concept of paraphrasing which is required when they integrate authorities' viewpoints into their own writing. The exercise likewise teaches the students to write not to impress but to express ideas by deterring them from using high-sounding words.

The students are instructed to work in groups and rephrase the given sentences which are very difficult to understand with many unfamiliar words. Using simpler terms, they restate the original sentences without

changing their intended meaning. Paraphrasing conventions are discussed afterwards and the students are given more quoted statements or passages to rewrite in their own words.

*References / Список литературы*

1. *Bailey Stephen*. Academic writing. A handbook for international students 3<sup>rd</sup> edition. London: Routledge, 2011.
2. *Bailey Stephen*. Academic writing. A handbook for international students 2<sup>nd</sup> edition. London: Routledge, 2006.
3. *Greetham Bryan*. How to write your undergraduate dissertation. UK.: Palgrave Macmillan, 2014.
4. *Nielsen Lorraine*. On the content of an abstract and APA reference style: Publication manual of the American psychological association (5th ed.). Washington DC.: American Psychological Association, 2007.