

## THE TYPICAL STRUCTURE OF ACADEMIC TEXTS



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**Saidrasulova Shaxnoza**

Senior teacher of Foreign Languages Department at Journalism and Mass  
Communications University of Uzbekistan, Uzbekistan

***Abstract.** The low level of literacy among students, postgraduate students, and university staff in Uzbekistan has resulted in infelicities of style in scientific papers and abstracts. These infelicities can lead to manuscript rejection for publication in international journals. The author of this article aims to improve the readability of abstracts and scientific papers written by university staff members from technical and natural sciences departments.*

*Sentence and text readability are determined not only by the number of words but also by the sentence structure, grammar, and lexical structure. The differences in scientific discourse between Russian and English languages cause infelicities of style. These include nominalization, complex sentence structure, and the wide use of Passive Voice in English sentences.*

***Keywords:** Bilingual education, genitive case, abstract, main text.*

Bilingual education is proposed as a solution to this problem. Trainees should be introduced to the English-speaking world culture based on matching Russian and English stylistic features. This will help them realize the necessity of pre-translation adaptation of their texts.

The author suggests some ways of pre-translation preparation of a sentence. These include shortening the sentence length by eliminating non-informative words and splitting a complex sentence into two or three according to the rule: one idea = one sentence. Chains of nouns in the genitive case could be substituted with other structures, and special attention should be paid to parallel structures usage and eliminating non-informative words.

By following these suggestions, Uzbek authors will be able to write concise and clear texts in Russian and English in accordance with accepted international language conventions.

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papers written by university staff members from technical and natural sciences departments.

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By following these suggestions, Uzbek authors will be able to write concise and clear texts in Russian and English in accordance with accepted international language conventions.

However, regardless of the format, it is important to understand the structure and organization of academic texts in order to effectively navigate and comprehend them. This is especially crucial for students and researchers who need to access and analyze large amounts of information.

For journal articles, the typical structure includes an abstract, introduction, literature review, methodology, results, discussion, and conclusion. Books may have a similar structure but can also be organized thematically or chronologically. Reports often follow a specific format with headings such as executive summary, introduction, findings, recommendations, and conclusion.

When reading web-based materials, it is important to pay attention to the source and purpose of the information. Is it a primary source or a secondary source? Is it intended for an academic audience or a general audience? Understanding these factors can help determine the credibility and relevance of the information.

Many web-based materials do not have the “linear” structure that is familiar from print resources, which are designed to be read from beginning to end (though you may choose to read only some parts). Because we cannot see the whole text at once, usually web pages provide some guidance as to how the material has been

divided and how the parts are related. To help us “navigate” around texts online, there may be

- a list of contents in the middle of the page
- a list down the left-hand or right-hand side of the page
- and/or tabs across the top of the page that may have drop-down menus with the “contents” of a particular section. When using a web resource, take a few minutes to get a sense of what is included and how it is structured, before you plunge in.

Within the text, as you read, you will come across coloured “hyperlinks” that you can click on to move to someplace where that topic is dealt with in more detail, often in some other source beyond the document you are reading. It’s very helpful to have this immediate access to further layers of information. However, it can also distract you from the main text you are reading, and it’s possible to get lost! Notice whether you need to close the linked document to return to your original text, or whether you can use a “back” arrow at the top left on your screen.

In summary, understanding the structure and organization of academic texts can greatly enhance reading comprehension and research efficiency. By familiarizing oneself with the common types and formats of academic texts, one can more effectively navigate and analyze the vast amount of information available in today's digital age.

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