Reasons for the Lack of Academic Writing

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Abstract

Writing and preparing a research paper, like any other basic work, is subject to conditions and regulations that must be followed step by step in order to prepare a complete and flawless writing. In every work, the principles must be followed and a determined and calculated path must be followed step by step to reach the goal. The fine art of writing is not exempted from this rule. A student should choose an article to write in choosing the topic of his thesis that adds to his previous experiences and knowledge. We expect students to present their research results in a clear, logical and accurate manner, and the quality of the research texts emanating from the student audience – from the abstract and essay to the final qualifying work – leaves much to be desired. Of course, no one is born with the skills of academic writing and academic literacy, these skills need to be formed. A variety of courses on methodology of scientific-research activities in the undergraduate and graduate programs, even correctly structured, do not give the desired effect without regular practice – in fact, writing scientific texts and the constant feedback from teacher, self-sufficient work on the bugs. The article summarizes the key problems of students' scientific works and proposes approaches to their solution.

Keywords: *Academic Writing; Scientific Text; Student Conference; Bachelor Degree; Final Qualifying Work*

Introduction

Academic writing is an essential basic competency (a key skill for humanities students). The ability to formulate thoughts succinctly, accurately and impartially will certainly be useful even after obtaining a higher education diploma.

Teachers expect students to present research results clearly, logically and precisely, while the quality of academic texts coming from student audiences, from abstracts and articles to final qualifying work, leaves much to be desired. Of course, no one is born with academic writing skills and academic literacy, these skills need to be developed and develop during university studies [6, p. 45].

Various courses on the methodology of research activities offered at undergraduate and even master's levels, even with the correct structure, still do not give the desired effect without constant practice - in fact, writing scientific texts and constant feedback from the teacher, independent work About mistakes. The lack of "academic writing" in the curricula of most universities does not improve the situation.

Without going into theoretical and terminological debates about the structure and application of this concept, we will focus on ten key problems that can be fully solved at the undergraduate level in student scientific texts - both essays and term papers and dissertations.

The problems listed below are quite common and frequent. It is perceived by many colleagues as innocent and natural ("What should we get from students, because they also work!" It's good that I brought it in time, "I almost wrote it myself!", "to I had a good time"), they can turn into real editorial nightmares.

1. Misunderstanding of purpose, tasks and format. Often a student cannot clearly answer the question of what kind of text he should write, to whom it is addressed, why he is writing it at all, in what genre he is going to work.

The purpose and objectives of the study logically derived from the purpose, i.e. the steps necessary to achieve the purpose, dictate the structure of the text. Failure to perceive the goal leads to either a chaotic stream of consciousness or an excessive deficit structure.

Genre originality of a qualified work (term, diploma) and a scientific article, its abstracts, an abstract, a dictionary description, an item in a methodological manual, a public scientific post on a social network, an interview, etc. it is also not clear for students.

Even from the teacher's point of view, it is important to discuss with examples, with humor and each one separately, the features of the understandable scientific style, such as objectivity, consistency, accuracy, generalization, brevity, normalization, use of special terms. For example, the ability to generalize, i.e. "not just to find and mindlessly repeat some text", but "to develop an argument that refers to complex problems related to the texts", as well as the ability to distinguish between an argument and an opinion text, among modern students. it's rare [3, p. 55].

Dissertations, considered by many students as a burdensome formality, seem to have a very practical function. Organizers of scientific conferences, as a rule, select future speakers and distribute them in thematic sections according to the abstract of the report. If you understand abstracts as an extensive annotation of an article with intrigue, the question of how long they should be disappearing: if you usually answer in an article, in abstracts you can only show the problem and This arrangement you definitely want to hear.

2. Shortness is the sister of the student, but not always. For many, surprisingly, there is a need to adhere to strict limits on the amount of text. Such conventions common to the internal academic environment, such as paying too much attention to font size, line spacing and document field width, are due to the fact that it is easier for most examiners to understand the conformity of submissions in this form. Work with the required volume and the student's basic skills to design the work according to the rules.

At the same time, the requirements of scientific journals for a certain volume of a manuscript are often expressed differently - for example, up to 0.4 printed sheets, where a sheet is 40,000 characters. If most humanities students still manage to find the statistics function in Word, decimal fraction exercises often become a real stumbling block for their older colleagues as well.

3. I write about something, I don't know what it is about. It is not uncommon for the title of a student paper to exist separately from the text and not be related to it in any way. Often this stems from a willingness to accept boundlessness, that is, an overly broad understanding of research tasks and the absolute impossibility of solving them on your own by the morning of day X. It makes sense to finally formulate the title of the article. After finishing writing the text, when it is already clear what happened. However, this is much more difficult in the case of pre-approved term paper order topics. The rule of brevity and accuracy also works with the title, the author must understand that the title of a three-page text cannot occupy six lines.

Ignoring metadata. The process of identifying a student text can often be described only in terms of applied forensic science. Editors and editors of conference papers often receive "papers" without beginning or end from strange e-mail addresses with strange pseudonyms.

Often articles, even perfectly worthy of publication, are rejected because the author did not bother to indicate his surname, first and last name. university, course, educational department, field of study; Audience; Title; Last name, first and last name, academic degree and position of supervisor or advisor, annotations and keywords. All these data are essential for text indexing in RSCI and other scientometric databases. And all this is dubbed in English. Believe me, this is much more important than the size and width of the border [7, p. 98].

5. Annotation about none and "empty" keywords. This also needs to be taught, it is difficult to hope that students, by reading a lot of scientific literature, will suddenly learn to abstract their own text. First, it is clear that not everyone reads a lot. Secondly, most abstracts of articles even in ISSN journals are not very impressive - they repeat the title and do not give an idea of the methodology and key conclusions. Articles with "empty" annotations are not interesting, you don't want to read them. Exercise can help.

Often, the set of keywords suggested by students is also a list of title words separated by semicolons.

6. Confusion and uncertainty in the list of references and the plan of references. Perhaps the most important point that the author should know, in addition to the volume of the text and the deadline for sending the manuscript, is the rules for citing the approved literature in this publication.

If, when preparing the term and final qualifying papers, it is enough to read the relevant provisions carefully, but it is different in each section, to submit the paper to the editors of a journal or anthology, the author often has to use the usual and convenient automatic pagination. Footnotes to the Harvard system or in-text links should be removed in parentheses. In addition, the list of references at the end of the article can be organized both alphabetically, for example, in the collection at hand, and in the order of citation in the text. The author should know these tedious details in advance so that he doesn't spend hours painfully changing links later.

It is interesting that not everyone can arrange even the bibliographic description of the source - that is, the position of the reference list. Many people start the description not with the last name but with the first name, they are very careless in mentioning the title, number, year of the publication, page spacing, internet address and circulation date, year and place of publication. For a significant portion of novice writers, seeing the bibliography in alphabetical order becomes an insurmountable problem for the editor. Many authors (and age and scientific experience are not important here) do not think that Internet publications also have authors and start the bibliographic description with the title and usually end with it. Here too exercises, exercises and practical examples help [2, p. 12].

A separate issue that requires serious and meaningful practical work and is beyond the scope of this article is the researcher's interaction with sources, their selection and critical analysis. For example, students often don't realize that linking to Wikipedia is only allowed if it's research.

7. Twenty copies as the basis of the method. The problem of plagiarism, of course, is not new, as is the idea that the foundations of scientific ethics and understanding the inevitable consequences of its violation should be taught from the first year. The advantage of recent decades is not only that it has become easier to "borrow" other people's ideas, but that such borrowing is much easier to identify. Several services allow you to do this yourself.

I will focus on only one thing - the attitude of the teachers. We are encouraging plagiarism if we accept works with borrowings, bad citations, or even lots of correct quotations without any idea. Reciting other people's opinions, even a very good review, is not research. Many students, for example, third-year students, write their equally boring written texts with the eternal phrases "I want to pay attention" and "I need to emphasize" with full confidence that this time "Roll". After all, no one would get caught, and if they did, they would not want to reduce their academic performance or would prefer not to get involved.

8. Confusion with relevance and scientific novelty. This is also a common problem. There are often parts where the subject of the study is relevant, because "so far such studies have not been carried out at home and abroad." Meanwhile, the lack of research shows the exact opposite: the lack of social order and public and

professional interest in the subject, i.e. irrelevance. The sooner the humanities student understands that in modern conditions, without proving the relevance and necessity of research for society (government, company, civil society, etc.), he can only satisfy his curiosity at personal expense, the better.

9. Reluctance to read your text, rushing, inability to write complete sentences while trying to sound smarter and "turn up the volume", basic disrespect for the reader resulting in an abundance of spelling, grammatical and stylistic errors will be Sometimes commas and periods are arbitrarily scattered throughout the text.

Clogging of the text with cumbersome spiritual turns, multiple repetitions and seals leads to the fact that the reader loses interest at the annotation stage. Students who can talk coherently about their ideas or projects in class are almost unable to put their thoughts on paper without practice.

10. "I will start tomorrow...". Procrastination, the tendency to procrastinate, the lack of a research plan and the habit of sticking to it, are not so much problems with academic writing as general time management. But this is a problem that directly reduces both the quality of the text itself and the quality of the feedback. The teacher, squeezed into the framework of the meeting and the workload (and this unfortunate lazy person is not alone with his essay or term paper) simply does not have time to correct the text properly and, moreover, work. Discuss his mistakes and shortcomings with the student, recommend additional literature, and the sad author will provide a new, high-quality version.

With the list of "nightmares" out of the way, let's address the problem of many beginning writers being unprepared for feedback. Comments and corrections of the text are perceived by the majority not as a constructive part of the educational process, but as personal attacks and mistakes by the "bad teacher". To reverse this situation, explain that if the text does not raise questions, no one needs or is interested in them.

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