Avoiding Plagiarism In Academic Genres

Zukhra Turayeva
An English teacher at Tashkent academic lyceum of Law

Abstract

EAP course teaches how the program concerns and provides us with a valuable way of organizing our thinking about conceptual disciplinary within the particular community**.** The area of EAP is referred with genres. The process of writing academically requires creating a text where the writer takes it for granted the reader is about to recognize. To group texts together, writers utilize language in order to respond to recurring situations and this case is +represented with the term genre.

Key words: drafting, paraphrasing, note taking, collecting several information, underlying, editing, CTRL-C plagiarism,

Introduction

Bautista and Pentang (2022) argue about plagiarism and define that plagiarism has become a common form of cheating and has been challenging in academic institutions and plagiarism is considered as a crucial issue for 21st century higher educational spheres globally. According to Babaii and Nejadghanbar (as cited in Bautista & Pentang 2022), there are several reasons why graduates or even professionals use plagiarism are identified with lack of literacy about conceptual plagiarism, poor academic writing skill, laziness, lack of time, lower level of proficiency, teachers' carelessness,

Charles and Pecorari (2015) emphasize three areas of English for academic purposes in genres and state that those areas are extremely prominent in the work of EAP. The first is correlated with linguistic structures, which help to build a stable academic communication. One of the most important example of this is academic vocabulary.

The second area of EAP is referred with **genres**. Hyland (2008) identifies "The process of writing academically requires creating a text where the writer takes it for granted the reader is about to recognize. To group texts together, writers utilize language in order to respond to recurring situations and this case is +represented with the term genre" (pp.544-545). I reckon that academic genres such as essays and lectures are vital aspects for students to get and produce academic interpretation in the Institute. One study indicated, "A basic approach has been to analyze EAP key genres within the rhetorical structure" (Charles & Pecorari, 2015, pp. 11-12).

The third focus of EAP is connected with the area of discipline stated Charles and Pecorari (2015). This discipline is demonstrated with two approaches: conducting a comparative study and looking at linguistic characteristics; realizing types of discourse and focus on disciplines.

I would like you to pay attention carefully what expectations and goals involve in EAP. Firstly, you will be able to know what EAP contributes and how students and EAP teacher initiate

with each other in interaction. Secondly, EAP helps them to start their career journey to an academic field.

The purposes of EAP course are to increase the literacies and understandings of academic research among graduate students. During EAP course, you will achieve useful information about what plagiarism is and how you can avoid by conceptualizing academically.

Here are the things that students need to learn aspects about EAP. Of course, it is completely believed that there are certain objectives of learning EAP in writing skill:

- You will be able to know different kind of approaches and genres of writing
- You will be able to approach your research writing work in a productive way by using written expert genres
- You s will be able how you can **avoid plagiarism** by understanding certain ways
- You be able to continue their academic education in the field of PhD dissertations
- You will be able to find out what plagiarism is and you can avoid plagiarism

Students, you should know about best practices for summary writing in order to prevent plagiarism. The most appropriate summary steps of avoiding plagiarism: **drafting, paraphrasing, note taking, collecting several information, underlying, editing.** There are types of plagiarism but it is important to mention that there are three basic plagiarizing way.

There is a kind of CTRL-C plagiarism, where a written text can be copied without any alteration. *CTRL-C and CTRL-V* or "copy and paste" is an important challenge and causes academic dishonesty through incorrect citations after using another author's opinions; using materials without author's information; having incomplete assessment (Bautista & Pentang 2022, p.246).

Another type of plagiarism is Find-Replace plagiarism, which is changing the most common phrases and key words but retaining important the content of the text. This process does not mean that you are not totally plagiarizing by only altering a number of word phrases. Last step and best way of avoiding plagiarism is to make your content to summarize. It is referred as

Summary without plagiarism. This way is only carried out with your own total paraphrasing. You have to alter all the word combinations by finding out structure, using the style of lexis in the statements. Sometimes you should avoid personifications for your academic assignments but when it comes writing letters, you may use to address the person whom you are writing.

From various perspectives, I strongly believe that this theoretical issue is seriously beneficial for you to acknowledge even though this process will take great effort to study and develop your proficiency. After all, you will have a chance to become a little explorer on academic research field. It would be very thankful providing that you could write your comments towards the letter.

REFERENCES

1. Bautista, R. M., & Pentang, J. T. (2022). Ctrl C + Ctrl V: Plagiarism and knowledge on referencing and citation among pre-service teachers. *International Journal of Multidisciplinary: Applied Business and Education Research, 3*(2), 245-257.

2. Charles, M. & Pecorari, D. (2015). *Introducing English for Academic Purposes* (I st ed.), Routledge, pp. 145-146.

3. Hamp-Lyons, L. (2010). *English for academic purposes.* In E. Hinkel (Ed.), Handbook of research in second language teaching and learning: Volume 2 (pp. 89-105). Routledge.

4. Hyland, K. (2001a). Bringing in the reader: Addressee features in academic articles. *Written Communication* 18.4, 549-574.