

DEVELOPING PARAPHRASING SKILLS IN STUDENTS

Xolmirzayeva Fotima Jamshidovna
Xolmirzayeva Zuxra Jamshidovna**Termiz davlat universiteti Xorijiy filologiya fakulteti talabalari**
<https://doi.org/10.5281/zenodo.19876679>**Abstract**

This article examines the development of paraphrasing skills-one of the most critical elements of academic writing-among higher education students. The study analyzes typical errors made by students during text processing, including "patchwriting" and lexical limitations. The article provides a scientific basis for effective paraphrasing strategies such as grammatical transformation, lexical substitution, and structural changes. Furthermore, it analyzes the role of this skill in combating plagiarism and fostering critical thinking, offering practical recommendations.

Keywords: Paraphrasing, academic writing, plagiarism, lexical transformation, syntactic change, patchwriting, critical thinking, academic ethics, intellectual analysis, competence.

In modern higher education paradigms, a student's intellectual potential is measured not only by the volume of their knowledge but also by their ability to process, analyze, and present information in accordance with academic ethics. In today's rapidly growing information flow, working with scientific sources and articulating others' ideas while integrating them into one's own work has become a cornerstone of academic literacy. At the center of this process lies paraphrasing.

Paraphrasing is not merely replacing words with synonyms or rearranging sentence components. This process requires deep cognitive analysis. A student must understand the author's logical emphasis, synthesize that information with their existing knowledge, and recreate it within a completely new linguistic framework without losing the original meaning. However, practice shows that the insufficient development of this skill among university students leads to serious issues.

Specifically, many students resort to "patchwriting" when writing research papers or essays. They make only superficial changes while maintaining the original structural skeleton, which is a hidden form of academic plagiarism. This not only limits independent thinking but also undermines the credibility of their arguments. The most effective way to combat plagiarism is not through increased penalties, but by systematically developing students' methodologies for working with sources.

Effective Paraphrasing Methods**Syntactic Transformation (Changing Sentence Structure):**

Changing the grammatical form while maintaining the meaning. For example, converting Active to Passive voice or breaking complex sentences into simple ones.

Original: "Global warming is causing the extinction of many animal species."

Paraphrase: "The loss of numerous animal species is directly linked to the process of global warming."

Lexical Substitution (Synonyms and Parts of Speech):

Beyond synonyms, changing parts of speech (Nominalization) makes text more academic.

Example: "Researchers analyzed the results" \rightarrow "An analysis of the results showed..."

Logical Synthesis and Conjunction:

Combining related ideas or dividing long thoughts to change the reading dynamics, requiring an understanding of logical hierarchy.

The "Four-Step Algorithm" for Effective Paraphrasing

Decoding (Understanding): Reading the text 2–3 times to identify key terms and the central argument.

Abstraction (Stepping Away): Closing the original source to process the meaning in memory, reducing the risk of patchwriting.

Encoding (Rewriting): Writing down the concepts using one's personal vocabulary and "academic voice."

Verification (Checking): Comparing the new text with the original to ensure the meaning is preserved and the structure is sufficiently different.

Academic Ethics and Citation Culture

A crucial rule of paraphrasing is acknowledging the original author. Many students mistakenly believe that using their own words exempts them from citing sources. Paraphrasing is an integration of intellectual property into one's own knowledge system while respecting the creator. Therefore, an in-text citation is mandatory.

Common Pitfalls: The "Lexical Traps"

Ignoring Context: Not every synonym fits the academic tone (e.g., using "unearth" instead of "find" in a non-archaeological scientific context).

Structural Captivity: Failing to change the word order, leading to patchwriting. This remains a form of plagiarism as the author's logical flow is misappropriated.

Critical Thinking and Plagiarism Prevention

Paraphrasing acts as an "Intellectual Filter" that helps students:

Filter Information: Identifying the most important ideas.

Synthesize: Combining views from multiple authors to form a conclusion.

Ensure Academic Integrity: Adhering to scientific ethics, preparing students for future research and international publication.

Conclusion

In conclusion, developing paraphrasing skills in students is not merely a linguistic exercise but a fundamental process that ensures academic and intellectual maturity. As analyzed in this article, this skill enables students to go beyond simply copying others' ideas, allowing them to analytically process and integrate information into their own knowledge systems.

Based on methodical analysis and observations, the following final conclusions have been reached:

The Basis of Academic Integrity: Correctly applying paraphrasing strategies (lexical and structural transformation) is the most effective way to prevent plagiarism—one of the most pressing issues in higher education. It teaches students to abandon superficial approaches like "patchwriting" and adhere to scientific ethics.

Development of Critical Thinking: The process of paraphrasing requires high-level cognitive analysis. Since a text cannot be originally restated without deep comprehension, this skill sharpens students' independent and logical thinking abilities.

Linguistic Competence: The four-step algorithm and grammatical transformation methodology discussed in this article enrich students' written speech, general vocabulary, and academic style. This serves as a solid foundation for their future publication of scientific articles in prestigious international journals.

As a practical recommendation, it is advisable to increase the hours allocated to paraphrasing exercises within "Academic Writing" modules for both philological and non-philological majors. Furthermore, students should be guided not to use modern technological tools (AI) blindly, but to view them as instruments for editing and enhancement.

Ultimately, when a student can harmonize their own thoughts with the ideas of others and present them in a new, unique form, it signifies the maturation of their scientific worldview and their development as a true researcher.

Adabiyotlar, References, Литературы:

1. Yo'ldoshev J.G., Usmonov S.A. Implementation of Modern Pedagogical Technologies in the Educational Process. – Tashkent: Fan va texnologiya, 2008.
2. To'xliyev B., Shamsiyeva M., Ziyodova T. Methodology of Teaching the Uzbek Language. – Tashkent: Yangi asr avlodi, 2006.
3. Ziyodova T. Developing Students' Independent Thinking Skills through Working with Texts. – Tashkent: Fan, 2010.
4. Mahmudov N. The Speech Culture of the Teacher. – Tashkent: Alisher Navoiy National Library of Uzbekistan Publishing House, 2009.
5. Yo'ldosheva M. Fundamentals of Academic Writing: A Methodological Guide for Students. – Samarkand: SamDU Publishing, 2021.
6. Xolmanova Z. Introduction to Linguistics. – Tashkent: TDPU Publishing, 2007. (For lexical transformations and synonymy analysis).
7. Qurbonova M., Yo'ldoshev M. Text Linguistics. – Tashkent: Universitet, 2014. (For text restructuring and logical connectivity).
8. Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan. Strategies for Increasing Academic Literacy in Higher Education (Scientific-Practical Conference Materials). – Tashkent, 2023.