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TYPICAL ERRORS IN STUDENTS' WRITTEN SCIENTIFIC SPEECH AND WAYS OF OVERCOMING THEM

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Abstract

The article examines typical errors in students' written scientific speech and the ways of overcoming them. Special attention is paid to the classification of errors, their causes, and methodological approaches to correction. It is concluded that comprehensive work is necessary for the development of students' academic writing skills.

Keywords

written scientific speech, student errors, scientific style, academic writing, speech errors, teaching methodology, error correction.

Аннотация

В статье рассматриваются типичные ошибки студентов в письменной научной речи и пути их преодоления. Особое внимание уделяется классификации ошибок, причинам их возникновения и методическим способам коррекции. Делается вывод о необходимости комплексной работы по формированию навыков научного письма у студентов.

Ключевые слова

письменная научная речь, студенческие ошибки, научный стиль, академическое письмо, речевые ошибки, методика преподавания, коррекция ошибок.

Introduction

Students' written scientific speech constitutes an important component of their professional and academic training. Mastery of the norms of scientific style, the ability to present material logically, to use linguistic means precisely, and to comply with the structural requirements of a scientific text are essential conditions for successful academic and research activity. The development of these skills contributes to the cultivation of scientific thinking and improves the quality of students' written work.

The relevance of the topic is determined by the fact that, in higher education practice, students' written academic works often contain speech, logical, lexical, grammatical, and syntactic errors that reduce the quality of scientific presentation. Violations of language norms, insufficiently developed editing skills, and limited command of the features of scientific style hinder the production of coherent, precise, and well-reasoned texts. In this regard, particular importance attaches to identifying the typical errors found in students' written scientific speech and to determining possible ways of overcoming them.

Literature review

The problem of typical errors in students' written scientific speech has been addressed in contemporary linguistic and methodological studies from several perspectives. A significant contribution to the theoretical understanding of scientific style is made in T. L. Vladimirova's

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manual "Language and style of the scientific text", where scientific writing is described as a form of communication requiring precision, logical consistency, objectivity, and adherence to established linguistic norms. Vladimirova's work is important for defining the general features of scientific style against which students' deviations from the norm can be identified[1].

The classification of recurrent errors in student academic writing is examined in the article by M. K. Zhorabekova, "Typical speech and logical-semantic errors in student scientific texts"[2]. The author focuses on речевые and logical-semantic deficiencies in students' scientific texts and relates them to insufficient development of academic writing competence, the influence of colloquial patterns, and weak command of the logic of scholarly reasoning. This study is especially relevant for identifying the main groups of errors in students' written scientific speech.

A practical perspective on the issue is presented in O. N. Solovyova's article *Analysis of Students' Speech Errors (Based on the Interuniversity Olympiad in Speech Culture)*. The researcher analyzes violations of Russian language norms in student works and demonstrates that such errors are systematic rather than occasional. Solovyova's study is useful for understanding the linguistic nature of students' mistakes and for considering possible ways of their correction within the educational process[3].

Thus, the existing literature examines students' errors in written scientific speech from theoretical, classificatory, and practical perspectives. This provides a basis for further analysis of the most typical errors in student academic texts and for identifying effective ways of overcoming them.

Typical errors in students' written scientific speech

Contemporary studies of students' written scientific speech proceed from the assumption that deviations from the norms of academic writing are systematic rather than accidental. In "Language and style of the scientific text", T. L. Vladimirova emphasizes such defining features of scientific speech as precision, logical consistency, objectivity, and normativity. From this perspective, student errors may be interpreted as violations of the basic requirements of scientific style[1].

A more specific classification is offered by M. K. Zhorabekova, who examines typical speech and logical-semantic errors in student scientific texts. The researcher shows that lexical inaccuracy, semantic redundancy, and insufficient logical coherence are among the most frequent deficiencies. This approach is important because it demonstrates the close connection between language form and the logic of scholarly reasoning.

The practical dimension of the problem is reflected in O. N. Solovyova's study, which analyzes recurrent speech errors in student works and shows that violations of lexical compatibility, grammatical norms, and stylistic appropriateness are widespread. The value of this position lies in its empirical basis, confirming the stable character of such difficulties in student writing[3].

In our view, the most typical errors in students' written scientific speech may be grouped into four main categories: lexical, grammatical and syntactic, stylistic, and logical-semantic. Lexical errors include imprecise use of terms, semantic vagueness, and the intrusion of colloquial vocabulary. Grammatical and syntactic errors are connected with incorrect agreement and unsuccessful sentence structure. Stylistic errors arise when the norms of academic objectivity, clarity, and consistency are not observed. Logical-semantic errors are manifested in weak argumentation, insufficient coherence, and disrupted connections between parts of the text[5].

These errors should be considered in their interrelation, since in student texts they rarely occur in isolation. For this reason, the analysis of written scientific speech must be based on an integrated approach that takes into account both linguistic correctness and the logic of academic

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expression. This understanding makes it possible to move to the next issue, namely the causes of such errors.

Causes of errors in students' written scientific speech

The causes of errors in students' written scientific speech are interpreted in the literature as both linguistic and methodological. T. L. Vladimirova's description of scientific style makes it clear that academic writing presupposes mastery of precision, logical sequence, objectivity, and terminological accuracy. Consequently, many student errors may be explained by insufficient command of the norms governing scientific discourse.

M. K. Zhorabekova approaches the problem from the perspective of speech and logical-semantic deficiencies. Her analysis suggests that errors in student texts are often rooted not only in weak language competence, but also in difficulties in structuring thought and maintaining logical coherence. This point appears especially significant, since it indicates that problems of academic writing cannot be reduced to purely grammatical or lexical mistakes.

A practical explanation is also offered by O. N. Solovyova, whose study shows that recurrent speech errors in student writing reflect stable weaknesses in language training. From this perspective, violations of lexical compatibility, stylistic appropriateness, and grammatical norms are connected with an insufficiently developed culture of written speech.

In our view, the causes of such errors may be grouped into several main factors. The first is limited mastery of scientific style, including poor awareness of its lexical, syntactic, and compositional features. The second is the interference of colloquial and everyday speech patterns with academic writing. The third is insufficient skill in organizing thought logically and presenting arguments coherently. The fourth is the underdevelopment of editing and self-correction skills, as a result of which errors remain in the final version of the text.

Thus, the causes of errors in students' written scientific speech are multidimensional. They are connected with language competence, the logic of scholarly expression, and the methodology of teaching academic writing. This makes it necessary to consider not only the classification of errors, but also the pedagogical means of preventing and correcting them.

Ways of overcoming typical errors in students' written scientific speech

The problem of overcoming errors in students' written scientific speech is addressed in the literature primarily through the improvement of academic writing instruction. T. L. Vladimirova's description of scientific style suggests that the teaching of written academic speech should be based on the consistent formation of precision, logical sequence, objectivity, and linguistic normativity. This means that work on errors cannot be limited to isolated correction, but must be integrated into the broader process of mastering the conventions of scientific discourse.

From the perspective of M. K. Zhorabekova, particular attention should be paid to the interrelation between linguistic and logical-semantic deficiencies. Since many speech errors reflect insufficiently structured thought, their correction requires not only language practice, but also exercises aimed at improving coherence, argumentation, and the organization of scholarly reasoning[2]. This approach appears especially productive because it connects language accuracy with the development of academic thinking.

O. N. Solovyova's practical observations indicate that stable speech errors can be reduced through systematic work on language norms and the regular analysis of students' written texts. The empirical character of this position is important, as it shows that correction becomes effective when it is based on recurring patterns of mistakes rather than on occasional remarks.

From this perspective, the most effective ways of overcoming typical errors in students' written scientific speech include several interconnected measures. First, students should be introduced

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to model scientific texts that demonstrate the norms of academic style in practice. Second, special exercises should be used to develop precision in terminology, lexical compatibility, and grammatical correctness. Third, systematic work on text organization is necessary, including tasks aimed at structuring arguments, linking parts of the text, and formulating conclusions. Finally, an essential role belongs to editing practice, since the ability to revise and improve one's own text is a key condition for reducing persistent errors.

Overall, the correction and prevention of errors in students' written scientific speech require a comprehensive approach combining language training, work on logical organization, and the development of editing skills. Such an approach makes it possible not only to reduce the number of errors, but also to improve the overall quality of students' academic writing.

Conclusion

The analysis carried out in this article shows that typical errors in students' written scientific speech represent a significant problem in university education. Such errors affect the clarity, precision, logical coherence, and stylistic adequacy of academic texts, which makes their study and correction an important part of students' academic training.

The discussion of theoretical and methodological works demonstrates that the most frequent difficulties in student academic writing are connected with lexical, grammatical, syntactic, stylistic, and logical-semantic deficiencies. These errors are caused by insufficient command of scientific style, weak skills of text organization, and an underdeveloped ability to revise and edit one's own writing.

The findings suggest that overcoming such errors requires a comprehensive pedagogical approach. Effective work in this area should combine the study of scientific style norms, systematic practice in text analysis and text production, and the development of students' editing skills. Under these conditions, written scientific speech may be regarded not only as a means of academic communication, but also as an important instrument of intellectual and professional development.

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