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THE CURRENT STATE OF SUMMARY WRITING IN UZBEKISTAN AND AROUND THE WORLD

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Abstract: The current status of summary writing in Uzbekistan and around the world is examined in this research. It examines current developments in research, assessment, and pedagogy for summary writing while contrasting Uzbekistan's circumstances with others throughout the world. Taking into account elements including language ability, resource accessibility, and the requirement for culturally appropriate teaching methods, the study highlights the main obstacles and possibilities facing Uzbekistan. The paper aims to inform future research initiatives and pedagogical interventions in Uzbekistan by synthesizing existing research and drawing on pertinent examples. This will help students develop strong summary writing skills and contribute to the global conversation on efficient summary methods in academic contexts.

Introduction

The ability to write summaries, which is essential for condensing complicated information into manageable and cohesive formats, has advanced significantly around the world. Recent developments in natural language processing (NLP) and artificial intelligence (AI) have given rise to automated summarization tools, which have made it simpler for people and organizations to produce summaries in a timely and effective manner (Nenkova &

McKeown, 2011). Countries all across the world have combined current technology with traditional teaching methods to help professionals and students become better summarizers. Summarization is taught in academic contexts as a crucial part of critical thinking and reading comprehension.

Alongside more extensive changes to the nation's educational system, Uzbekistan has seen a surge in the use of summary writing in the classroom. Summarisation techniques are becoming more and more important in Uzbek schools and universities, which priorities improving students' literacy and critical thinking abilities. Discussions about using digital tools to improve writing and summarisation techniques have also arisen as a result of recent government initiatives to modernise education (World Bank, 2019). Uzbekistan is at a crossroads in terms of embracing global ideas while keeping a distinct emphasis on its cultural and linguistic environment as technology and education merge.

What is summary writing?

In writers own words, a summary is a record of someone else's original work. A lecture, novel, chapter, movie, or even an article could constitute the text. Whatever the original material, the goal is always the same. It serves as evidence of comprehension of the piece and the original author's position. Without going into depth, writer should provide an overview of the text's key ideas. Concentrating only on the specifics is necessary to comprehend the subject. These contain the primary idea and illustrative arguments without delving into or understanding the text. Students frequently struggle to write an article or any other written summary. They begin to examine and evaluate the concepts put forward by the original author. A summary, on the other hand, has a different goal and content.

What Information should be included in summary? Typically, a summary includes the following components:

- The main idea of the original text should be clearly stated
- It should be written in the writer's own words
- The original text's keywords should be used
- Significant information should be presented in a limited word count.

The history of summary writing

Several scholars and researchers have made significant contributions to the field of summary writing, particularly regarding its strategies, models, and educational applications. Marcu (2000) made advancements in discourse-based approaches to summarization, particularly focusing on text coherence and rhetorical structure theory (RST). His work addressed the quality of the summaries in terms of readability and coherence. Kibby explores

how the advent of digital technologies and multimedia texts has influenced summary writing. She discusses how digital tools can help students learn to summarize information from a wide variety of sources, including web content and multimedia formats, which require distinct summarizing techniques. Ani Nenkova and Kathleen McKeown (2011), focused on evaluation metrics and linguistic approaches to summarization, emphasizing the need for summaries that are both concise and coherent. They also contributed to multi-document summarization techniques. Dragomir Radev (2000s), worked on multi-document summarization and information extraction, contributing to both the theoretical and practical aspects of summarization models. These scholars represent a broad spectrum of approaches to summarization, including manual, automated, single-document, and multi-document summaries, along with linguistic, statistical, and probabilistic methods. Each of these scholars contributed important strategies and frameworks for understanding and mastering the art of summary writing. They have shaped how educators and students approach summarization as both an academic skill and a tool for clearer communication.

The current state of summary writing internationally

Higher education summary writing is currently changing from a solely descriptive style to a more nuanced one that stresses information synthesis and critical involvement with source material. Even if conventional approaches are still useful, modern teaching increasingly incorporates metacognitive awareness and critical analysis to prepare students for complex academic conversation. Conventional methods frequently place a high priority on defining the core ideas, summarising the most important elements, and delivering them succinctly within the allotted time. This method may not always promote a thorough comprehension of the text's intricacies because it frequently relies on checklists and rubrics that emphasize factual precision and comprehensiveness (e.g., Flower & Hayes, 1981). This approach is still fundamental to comprehending the fundamentals of summarizing, though. Modern methods promote critical analysis rather than merely paraphrasing. It is now required of students to engage with the author's ideas, supporting details, and target audience in addition to just restating facts. This calls for reading actively, considering the text's context, and combining new information with what has already been learnt. Importantly, enhancing students' comprehension of their own methods and techniques, or metacognitive awareness, is essential to raising the role of summaries (Brown & Palincsar, 1989). This method fits perfectly with higher education's increasing focus on active learning and critical thinking.

The writing of summaries is greatly impacted by technological developments. Though they frequently lack the critical analysis component, AI technologies can produce summaries,

recognize important themes, and even paraphrase material. Teachers must emphasize the formation of autonomous critical analysis while also assisting students in making good use of these resources (e.g., Ackerman & O'Reilly, 2022). Because of this technological integration, the focus must change from evaluating the summary's factual correctness to evaluating the student's capacity to weigh the evidence, synthesize information, and make well-informed decisions.

In line with this, assessment techniques are changing. More complex tests that assess critical analysis and synthesis are gradually replacing conventional checklists and rubrics, which are still helpful for assessing fundamental summarization abilities. These could involve assignments that ask students to assess the arguments' strength, contrast and compare viewpoints within a text, or critically assess the author's presumptions. This change trains students for the demands of more advanced thinking and research while acknowledging the growing complexity of academic language (Halliday & Hasan, 1976).

The current state of summary writing nationally

As Uzbekistan continues to restructure its educational system, the country's university students' present summary writing practices reflect both opportunities and obstacles. Writing summaries is an essential academic ability that is strongly related to students' general language proficiency and critical thinking skills. Important Points: Instruction and Curriculum: English as a Foreign Language (EFL) classes at the university level are essential for improving students' ability to write summaries. The Common European Framework of Reference for Languages (CEFR), which places a strong emphasis on writing and reading comprehension, including summarization, is followed by many Uzbek universities. However, the availability of resources and the caliber of training frequently determine how well a lesson is applied in practice.

Student Proficiency: Studies show that although many students have rudimentary writing abilities, it is nevertheless difficult for them to synthesise and summaries complex materials. This is partially because secondary education places too little emphasis on summarizing and exposes students to few analytical writing techniques. Obstacles in Pedagogy: Outdated resources and a lack of opportunities for professional growth make it difficult for teachers to give pupils sophisticated summary writing abilities.

Due to a lack of regular instruction in these areas throughout early educational stages, students frequently struggle with critical thinking and paraphrase, which are crucial for efficient summarization (World Bank, 2023) Opportunities and Reforms: At the postsecondary level, educational reforms seek to improve the instruction of writing and critical thinking abilities, especially summarization. Global partnerships, like those with the British Council and

USAID, have implemented contemporary teaching strategies and workshops for teacher preparation, creating an atmosphere that is more favorable for the development of these skills. As Uzbekistan's educational system changes to meet international standards, university students' ability to write summaries is steadily getting better. For further advancement, it is imperative to fill in the gaps in teacher preparation programs and give students additional chances to engage in critical and useful writing tasks.

The current challenges of summary writing can be seen in following table.

Problem Area	Description	Impact	Possible Solutions
Insufficient Reading Skills	Students struggle to identify main ideas and distinguish between key points and details.	Leads to summaries that are either overly detailed or miss critical information.	Train students in active reading strategies, skimming, and scanning techniques.
Poor Paraphrasing Skills	Students often copy verbatim instead of rephrasing in their own words.	Increases risk of plagiarism and weakens critical thinking.	Provide exercises focused on paraphrasing and synonym usage.
Inadequate Critical Thinking	Difficulty in analyzing and synthesizing information from complex texts.	Results in disorganized or incoherent summaries.	Include activities that develop analytical skills, such as debate or text analysis.
Limited Language Proficiency	Lack of vocabulary and grammatical accuracy hampers the ability to write clear and concise summaries.	Reduces the quality and readability of summaries.	Enhance language skills through targeted vocabulary and grammar practice.
Overemphasis on Details	Students include excessive minor details while neglecting overarching themes.	Creates summaries that are unnecessarily long and unfocused.	Teach frameworks for identifying main ideas and supporting points (e.g., "key points vs. details" method).
Lack of Practice	Summary writing is not consistently incorporated into curricula.	Students lack experience and confidence in summarization tasks.	Make summary writing a regular part of assignments across subjects.
Limited Feedback	Teachers provide minimal or vague feedback on students' summaries.	Hinders students' ability to identify weaknesses and improve.	Use detailed rubrics and provide constructive feedback with examples.
Cultural Irrelevance	Texts used for teaching summarization may not resonate with students' backgrounds or interests.	Reduces engagement and motivation.	Choose culturally relevant or relatable materials for practice.
Dependence on Technology	Reliance on AI tools leads to superficial summaries lacking depth and critical analysis.	Erodes students' ability to independently synthesize information.	Use technology as a supplementary tool, combined with manual summarization exercises.

How to develop summary writing?

Enhancing university students' summary writing abilities requires specific techniques that improve their capacity to recognize important ideas, compile data, and deliver it succinctly. The following are crucial actions backed by best practices and research:

- Explain the Fundamentals of Summarization

Understanding Goals: Students should comprehend the significance of summarization for critical thinking, academic success, and good communication.

Emphasizing Important Ideas: Students should be taught how to recognize the primary idea, illustrative details, and superfluous information.

-Enhance Your Ability to Understand What You Read

Writing summaries requires strong reading comprehension. Students should be encouraged to: Look for structure in texts.

Mark significant points with annotations.

Make use of strategies like highlighting and outlining.

According to research, reading styles are crucial for efficient summarization

-Work on Your Writing Skills

Skills for Paraphrasing: Assist students with rephrasing information without altering its meaning.

Steer clear of plagiarism: Emphasize the value of unique expression in summaries.

Employing Methodical Techniques: Give examples of frameworks like the "Who, What, When, Where, Why, and How" approach.

- Combine Tools and Technology

Use resources such as AI-powered summarization applications to model and evaluate successful summaries.

Turnitin and Grammarly are two online resources that offer comments on originality and language use.

-Give Constant Feedback

Hold feedback sessions with instructors and peer reviewers.

To evaluate conciseness, coherence, and clarity, use rubrics.

-Examples that are culturally appropriate

to make learning relatable include texts and examples that are pertinent to the students' educational and cultural backgrounds (British Council, 2021).

- Promote Group Activities for Collaborative Learning, Like Summarizing

Conclusion

Because of its capacity to extract important concepts from large volumes of data, summary writing is still regarded as a crucial skill in many countries. As part of larger attempts to modernize the curriculum, Uzbekistan's recent educational changes place a strong emphasis on enhancing students' language and writing abilities, especially the ability to write summaries. But issues like restricted access to superior resources and contemporary teaching techniques still exist. The digital era has increased the significance of summarization in business, academia, and the media on a global scale. While they can't completely replace human analytical skills, technologies like AI-powered summarization tools are helping people and organizations manage information overload.

In the end, encouraging effective summary writing necessitates striking a balance between solid core instruction and technological improvements. Both Uzbekistan and the international community may benefit from funding teacher training, implementing cutting-edge technologies, and guaranteeing resource accessibility.

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