

**O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA MAXSUS
TA'LIM VAZIRLIGI**

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Mavzu: Basic steps of revising paper

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INTRODUCTION

Educating our youth is educating our nation.¹ This research work is dedicated to the widely studied branch of our educational system – learning foreign languages. On December 10, 2012 the President of the Republic of Uzbekistan Islam Karimov signed a decree “On measures for further enhancement of the system of teaching of foreign languages”².

It is noted that in the framework of the Law of the Republic of Uzbekistan "On education" and the National Program for Training Staffs in the country, a comprehensive foreign languages' teaching system, aimed at creating harmoniously developed, highly educated, modern-thinking young generation, further integration of the country to the world community, has been created.

However, analysis of the current system of organizing language learning shows that learning standards, curricula and textbooks do not fully meet the current requirements, particularly in the use of advanced information and media technologies. Education is mainly conducted in traditional methods. Further development of a continuum of foreign languages learning at all levels of education; improving skills of teachers and provision of modern teaching materials are required.

According to the decree, starting from 2013/2014 school year foreign languages, mainly English, gradually throughout the country will be taught from the first year of schooling in the form of lesson-games and speaking games, continuing to learning the alphabet, reading and spelling in the second year (grade).

¹I.A.Karimov. “Ona yurtimiz baxt-u iqboli va buyuk kelajagi yo'lida xizmat qilish – eng oliy saodatdir.” – Toshkent, “O'zbekiston”, 2015, 304.

²PQ-1875 “On measures for further enhancement of the system of the teaching of foreign language.” Xalqso'zi December 10, 2012.

So learning all languages consists of four skills. They are listening, speaking, reading, writing. Our research work is devoted to editing and revising a paper. They are very important for developing writing skills. That shows this theme is important nowadays.¹

1. BASIC STEPS OF REVISING PAPER

Once you have written a complete draft of your academic paper, you need to review the draft yourself. It can be very difficult to assess what you've written because you've spent so much time working with your text. However, this is a vital step in the creation of an effective piece of writing.

Many people believe that they only need to edit their work for spelling mistakes and grammar. However, if the basic structure of the paper doesn't work, verifying the spelling and making sure that commands are in the right place won't help. So, in order to make sure that you are communicating what you intended to and that your ideas are presented in a logical way, use the following checklist.

What we have written fits the assignment, both in terms of content and format. This course paper is written in one clear sentence. There have provided adequate background information for the topic of this paper. Each of our chunks links back to our thesis in the same way. Within each chunk, we introduce, state, support, and discuss. We use a variety of reliable, academic resources to support our ideas.

We paraphrase our resources more often than we quote them directly. There have used APA consistently and correctly (both in terms of in-text citations and the references). The conclusion briefly summarizes the information in this paper and implies that there is still more to talk about. There use a straight word, professional tone in this paper.²

Once you're sure that you've covered all of these points, you can start examining sentence structure, grammar, and spelling.

¹ Andrea A. Lunsford, *The St. Martins` Handbook 32* (5th ed. 2003)

² E.g., Susan M. Taylor, *Students as (Re) visionaries: Or, Revision, Revision, Revision*, 21 *Touro L. Rev.* 265, 266, (2005)

Here are some tips that can help you edit your own work:

- Read your paper aloud if you find yourself gasping to finish a sentence, that sentence is probably too long.

Break it up into several shorter sentences.

- Use strong verbs in your sentences that propel the reader forward.

WEAK: The primary focus of Steinberg's work is racism in the American school system.

STRONG: Steinberg's work focuses on racism in the American school system.

WEAK: There is disagreement among educational theorists about the best way to deal with standardized tests.

STRONG: Educational theorists disagree about how to deal with standardized tests.

- Use the active voice as often as possible in your sentences.

PASSIVE: It has been determined that black and Latino students are more severely punished than white students. (Who determined this?)

ACTIVE: According to several researchers (Beckwith, 2007; Goddard, 2003, 2006; Smith & Adams, 2009), black and Latino students are more severely punished than white students.

- Eliminate redundant adverbs and adjectives major breakthrough serious danger few in number few a large proportion of many at this point in time now in this day and age today

- Check for common mistakes. It's there vs. their complement vs. compliment parameters vs. perimeters respectively vs. respectfully

- Turn on the spell check and grammar check functions in word.¹

Many people rely on the spell check and grammar check functions of Word to correct their writing. The problem is that these functions are not reliable (sometimes correct words or phrasing are flagged as incorrect, and sometimes

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incorrect spelling or phrasing is missed). I recommend that you turn off the spell check and grammar check ¹functions while you are writing and editing your paper. Turn it on as you do your last read-through and review whatever is flagged carefully. Once you have edited your work, you can ask someone else to look at it for you. You might decide to do peer editing (where you and a classmate trade papers so you can give one another feedback) or you might decide to hire a copy editor to read your work.

One effective method of peer editing is to ask your peer to create a reader's skeleton of what they believe is the overall structure of your paper. Once this reader's skeleton is complete, you can check to see whether or not it matches the original structure that you mapped out (with your page budget). This is a way of ensuring that you have expressed what you intended to and that your paper is strong. A paper can also help with spelling, grammar, and punctuation. You might feel as though you should be done with your paper by now. You are close to the end! But you would be wise to take some time to evaluate what you've written to make sure your paper says what you meant to say.

As you read the first draft of your paper, you might come across a number of problems. For example, you might find misspelled words or confusing sentences. You might find that your thesis isn't supported adequately. One way to review your paper is to tackle different levels of problems at different times. Here are three main levels to look at.²

Does my paper do what the assignment asks? Reread your assignment. Focus on what the assignment asks you to do and how it asks you to do it. Is your topic appropriate to the assignment? If a topic is given, do you address all its parts? If your paper does not meet the requirements of the assignment, then you will have to rewrite at least some parts of your paper. Before

¹ Schlegel, Rolf H J (January 1, 2003). Encyclopedic Dictionary of Plant Breeding and Related Subjects. Haworth Press. p. 177. ISBN 1-56022-950-0.

²Brinton, Laurel J. (2000). The Structure of Modern English: A Linguistic Introduction (Illustrated education). John Benjamin's Publishing Company. p. 112.

revising, though, be sure you understand the assignment so you will not go astray again.

Is my thesis statement clear and easy to understand? Find your thesis statement. Is it clear? Does it tell what you intend for the rest of the paper to say? If you can't find a clear thesis statement, your thesis statement doesn't tell what you intend for the rest of the paper to say or you have more than one thesis statement, then you have some work to do.

Have I supported my thesis statement in a convincing way? Do you have specific examples, facts, reasons, or other details that support your thesis statement? Are your supporting statements directly related to your thesis statement? Do you have some statements that are not supported? If your thesis statement is not adequately supported, then you have some revising to do.

If you feel that your work could be improved by the help of an editor, then you should look into hiring one.

You can post an ad on a free service like Craigslist or in your university department building. You can also ask your professor for a referral.

In the case of editing academic writing, an editor is normally responsible for correcting any mistakes or inconsistencies in your spelling, grammar, or punctuation and correcting any mistakes or inconsistencies you've made in using APA-style citations. An editor can also flag parts of your academic paper that could use additional research or rewriting and provide a reader's skeleton of your work, but this work is "above and beyond" what is normally expected of an editor.¹

An editor is not responsible for telling you what information is missing or wrong, or for rewriting your paper. This kind of "big picture" editing is your responsibility because writing and researching your paper is part of your learning process. If an editor rewrites your paper for you and you submit that paper with your name on it, this is plagiarism. You are responsible for the structure and

¹ Muriel Harris, *Prentice Hall Reference Guide to Grammar and Usage* 14 (5th ed. 2003)

content of your work, which is the foundation of your paper. An editor ensures that you have used¹ proper English to express those ideas. So, before you hire an editor, you need to clearly establish what you want the editor to do to your paper and how much the editor will charge you for that work.

Everyone has his or her own method for revising a paper. As you become a more experienced writer, you will develop ways that work for you. Here are the basic steps involved in revising the content of your paper.

You should definitely read and review your own work. After all, you are the only one who really knows what you want your paper to say. However, sometimes it's also helpful to have others read your paper. They can tell you if you are getting your points across, as well as give you their general impression of the paper. Here are some people you might want to ask to read your paper:

- a) Your peers or classmates
- b) Your friends
- c) Your family
- d) Your teachers

The staff at your school's writing center

Remember, you are asking for others' impressions of your paper. It's not academically honest to have others rewrite or revise your paper for you, but you might ask them these types of questions about your paper:

What parts do you like best?

What do you think is the main message of the paper?

Are any parts of the paper confusing to you? Unclear? Too long? Hard to follow? What could I do to make this a better paper?

Finally, you might be in a situation where you can submit your paper to your professor, who will then give you feedback and the opportunity to resubmit your work. If this is the case, be sure that you follow every single piece of advice that

¹ Safarova Rohatoy. Leksik semantik munosabatlarning turlari. –Toshkent: O`qituvchi. 1996. –B.48.

your professor has offered. If it helps, create a checklist of all of your professor's feedback to ensure that you address every suggestion. If some of your professor's feedback doesn't make sense, ask for clarification.

Don't be discouraged if you are given (constructive) feedback about your writing. You can learn from that feedback and keep working on your writing skills, even after the assignment is over. Now go out there and get tiger!

See also: "Planning an Academic Paper" using APA Style in an Academic Paper" "Writing an Academic Paper"¹

Revising gives you the chance to preview your work on behalf of the eventual reader. Revision is much more than proofreading, though in the final editing stage it involves some checking of details. Good revision and editing can transform a mediocre first draft into an excellent final paper. It's more work, but leads to real satisfaction when you find you've said what you wanted. Here are some steps to follow on your own. Writing centers can give you further guidance. Finally, just because someone tells you to make a change in your paper, doesn't mean you need to make that change. Before you modify your paper based on someone else's feedback, make sure that the revisions meet your goals for the paper².

2. CHECKING THE ORGANIZATION

Proofreading is primarily about searching your writing for errors, both grammatical and typographical, before submitting your paper for an audience

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²Gao, Chunming Xu, Bin (November 2013). [The Application of Semantic Field Theory to English Vocabulary Learning](#). *Theory and Practice in Language studies* 3 (11): 2030–2035. Retrieved 6 October 2014. – P.10.

(a teacher, a publisher, etc.). Use this resource to help you find and fix common errors.¹

When you have plenty of time to revise, use the time to work on your paper and to take breaks from writing. If you can forget about your draft for a day or two, you may return to it with a fresh outlook. During the revising process, put your writing aside at least twice—once during the first part of the process, when you are reorganizing your work, and once during the second part, when you are polishing and paying attention to details.

Use the following questions to evaluate your drafts. You can use your responses to revise your papers by reorganizing them to make your best points stand out, by adding needed information, by eliminating irrelevant information, and by clarifying sections or sentences.

What are you trying to say in the paper? In other words, try to summarize your thesis, or main point, and the evidence you are using to support that point. Try to imagine that this paper belongs to someone else. Does the paper have a clear thesis? Do you know what the paper is going to be about? What are you trying to do in the paper? In other words, are you trying to argue with the reading, to analyze the reading, to evaluate the reading, to apply the reading to another situation, or to accomplish another goal?²

Does the body of your paper support your thesis? Do you offer enough evidence to support your claim? If you are using quotations from the text as evidence, did you cite them properly? Do all of the ideas relate back to the thesis? Is there anything that doesn't seem to fit? If so, you either need to change your thesis to reflect the idea or cut the idea.

Do all of the ideas in the paper make sense? Are there unclear or confusing ideas or sentences? Read your paper out loud and listen for awkward pauses and unclear ideas. Cut out extra words, vagueness, and misused words.

¹ Ralph L. Brill et al., *Sourcebook on Legal Writing Programs* 9-13 (1997).

² Steven D. Stark, *Writing to Win: The Legal Writer* 49 (1999).

Do you see any problems with grammar, punctuation, or spelling? If you think something is wrong, you should make a note of it, even if you don't know how to fix it. You can always talk to a Writing Lab tutor about how to correct errors.¹

Try to detach yourself from what you've written; pretend that you are reviewing someone else's work. What would you say is the most successful part of your paper? Why? How could this part be made even better? What would you say is the least successful part of your paper? Why? How could this part be improved?

Most of us who compose on a computer understand revision as an ongoing, even constant process. Every time you hit the delete button, every time you cut and paste, every time you take out a comma or exchange one word for another, you're revising. But real revision is more than making a few changes here and there. Real revision requires that you open yourself up to the possibility that parts of your paper and even your entire paper might need to be rethought, and rewritten.

Achieving this state of mind is difficult. First, you might be very attached to what you've written. You may be unwilling to change a word, let alone three or four paragraphs. Second, there is the matter of time: you sense that the paper needs major work, but it's due tomorrow, or you have an exam in physics, or you're coming down with a cold and know that you need to sleep. Third, you may have difficulty understanding what, exactly, is wrong with your paper. Finally, you might simply be sick and tired of your paper. How can you give it another go-through when exhaustion has you in its grip? Why should you be bothered? With (or overwhelmed by) the process of revising?²

Of course, we might convince you that revision is worth the extra effort simply by saying that revising a paper will help you to achieve a better grade. A

¹ Terre LeClercq, *Re-Vision Before Editing*, 49 *Tex. B.J.* 838, 838 (1986)

² Safarova Rohatoy. *Leksik semantik munosabatlarining turlari*. Toshkent. O'qituvchi. 1996. 69 bet.

reader can sense when a piece of writing has been thoroughly considered and re-considered. This "consideration" (and here we mean the word in both of its meanings) is not lost on your professor and will be rewarded.

But more important than grades is that revising your papers teaches you to be a better writer. Studies have shown again and again that the best way to learn to write is to rewrite. In the revision process, you improve your reading skills and your analytical skills. You learn to challenge your own ideas, thus deepening and strengthening your argument. You learn to find the weaknesses in your writing. You may even discover patterns of error or habits of organization that are undermining your papers. Though revising takes time and energy, it also helps you to become a more efficient writer down the road. If, for example, you have discovered through the revision process that you tend to bury your topic sentences in the middle of your paragraphs, you can take this discovery with you as you draft your next paper. You are less likely to make that particular mistake again.

Perhaps we've answered the question "Why should I revise?" The next question, of course, is "How?" There are many different kinds of revising:

Large-Scale Revision is the kind of revision and involves looking at the entire paper for places where your thinking seems to go awry. You might need to provide evidence, define terms, or add an entirely new step to your reasoning. You might even decide to restructure or rewrite your paper completely if you discover a new idea that intrigues you, or a structure that seems to be more effective than the one you've been using.

Small-Scale Revision is small-scale revision needs to happen when you know that a certain part of your paper isn't working. Maybe the introduction needs work. Maybe one part of the argument seems weak. Once you've located the problem, you'll focus on revising that one section of your paper.

Editing. Too often students confuse editing with revision. They are not the same processes. Editing is the process of finding minor problems with a text - problems that might easily be fixed by deleting a word or sentence, cutting and pasting a paragraph, and so on. When you edit, you are considering your reader.

You might be happy with how you've written your paper, but will your reader find your paper clear, readable, interesting? How can you rewrite the paper so that it is clearer, more concise, and, most important of all, a pleasure to read? ¹

Proof reading. When you proofread you are looking for mistakes in your paper. Common mistakes caught in proofreading are punctuation errors, spelling errors, subject-verb agreement, its/it's confusion, their/there confusion, and so on. When you proofread, you need to slow down your reading, allowing your eye to focus on every word, every phrase of your paper. Reading aloud can help you slow down, pointing your attention to errors that have gone unseen. Also, use your spell check. Professors are less forgiving of spelling errors and typos than they were before the invention of this very helpful tool. ²

The very best writers will revise in all the ways listed here. To manage these various levels of revision, it's very important that you get an early start on your papers so that you have time to make any substantive, large-scale revisions that your paper might need. Good writers also understand that revision is an ongoing process, not necessarily something that you do only after your first draft is complete. You might find, for example, that you are stuck halfway through the first draft of your paper. You decide to take a look at what you have so far. As you read, you find that you've neglected to make a point that is essential to the success of your argument. You revise what you've written, making that point clear. In the end, you find that your block is gone. Why? Maybe it's gone because what was locking you in the first place was a hole in your argument, or maybe it's gone because you gave your brain a break. In any case, stopping to revise in the middle of the drafting process often proves wise.³

We've yet to address the matter of how a writer knows what she should revise. Developing a critical eye is perhaps the most difficult part of the revision process. But having a critical eye makes you a better writer, reader, and thinker.

¹ Janice M. Laver: Four worlds of writing. Second edition, 1985.

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So it's worth considering carefully how you might learn to see your own work with the objectivity essential to successful self-criticism. The first step in gaining objectivity is to get some distance from your work. If you've planned your writing process well, you'll have left yourself a day or two to take a break from your work. If you don't have this luxury, even an hour of air hockey or a walk over to pick up a hard copy of your draft might be enough to clear your head. Many writers find that their mind keeps working on their papers even while their attention is turned elsewhere. When they return to their work, they bring with them a fresh perspective. They also bring a more open, more detached mind. When you return to your paper, the first thing that you'll want to do is to consider whether or not the paper as a whole meets your (and your professor's) expectations. Read the paper through without stopping (don't get hung up on that troublesome second paragraph). Then ask yourself these questions: Did I fulfill the assignment? : If the professor gave you instructions for this assignment, reread them and then ask yourself whether or not you addressed all of the pages. Does your paper stray from the assignment? If it does, have you worked to make your argument relevant, or are you coming out of left field? If the professor hasn't given you explicit instructions for this paper, you'll still want to take a moment to consider what the professor expects. What are the main ideas of the course? What books has the professor asked you to read? What position do they take as regards your topic? Has the professor emphasized a certain method of scholarship? Has he said anything to you about research methods in his discipline? Does your paper seem to fit into the conversation that the professor has been carrying on in class? Have you written something that other students would find relevant and interesting? Did I say what I intended to say? ¹

This is perhaps the most difficult question you will ask yourself in the revision process. Many of us think that we have indeed said what we intended to say. When we read our papers, we are able to fill in any holes that might exist in

¹ <http://www.dept.washington.edu/owrc>

our arguments with the information that we have in our minds. The problem is that our readers sometimes don't have this information in mind. They fall into the holes of our arguments, and they can't get out. It's very important, therefore, to think carefully about what you have said - and to think just as carefully about what you haven't said. Ask yourself: Was I clear? Do I need to define my terms? Has every stage of the argument been articulated clearly? Have I made adequate transitions between my ideas? Is my logic solid? Is it there, for all to see? If the answer to any of these questions is no, you will want to revise your draft. ¹

What are the strengths of my paper? In order to develop a critical eye, it's just as important to know when you've written well as it is to know when you've written poorly. It helps, therefore, to make a list of what you think you've done well in your draft. It's also helpful to pick out your favorite or strongest paragraph. When you've found a good paragraph, or sentence, or idea, think about why it's good. You'll not only be gaining an understanding of what it means to write well, you'll also be giving yourself a pat on the back - something that's very important to do in the revision process.

What are the weaknesses of my paper? Looking for weaknesses isn't as fun looking for strengths, but it's necessary to the revision process. Again, try to make a list of what you haven't done well in this paper. Your list should be as specific as you can make it. Instead of writing "Problems with paragraphs" you might say "Problems with unity in my paragraphs," or even more specific, "Problems with the transitions between paragraphs 3 & 4 and 12 & 13." Also force yourself to determine which paragraph (or sentence) you like least in the paper. Figure out why you don't like it, and work to make it better. Then go back through your paper and look for others like it.

If you've been considering the strengths and weaknesses of your paper, you've already begun to analyze your work. The process of analysis involves breaking down an idea or an argument into its parts and evaluating those parts on their merits. When you analyze your own paper, then, you are breaking that paper

¹ Debra Hart May, Proofreading Plain & Simple 45 (1997)

down into its parts and asking yourself,¹ whether or not these parts support the paper as you envision it.

We've been encouraging you to analyze your work throughout this Web site. Every time we've prodded you to reconsider your thesis, every time we've provided you with a checklist for writing good paragraphs, we have been encouraging you to break your writing down into parts and to review those parts with a critical eye. Here is a checklist reiterating our earlier advice. Use it to analyze your whole paper, or use it to help you to figure out what went wrong with a particular part of your work.

We've said it before, but it's worth repeating: give yourself adequate time to revise. If you don't start your paper until the night before it's due, you won't be able to revise. If you have a short paper due on Friday, finish your draft no later than Wednesday so that you have Thursday night to revise. If you are working on a long paper, of course you'll want to set aside more time for revising.

Print a hard copy of your paper. Studies have found that many people miss problems in their papers when they are reading from the computer screen. Because you can't see the whole paper on the screen, it is sometimes hard to diagnose big structural problems. Having a hard copy of your paper will not only help you to see these problems, but it will give you space in the margins where you might write notes to yourself as you read. Read your paper out loud. Sometimes you can hear mistakes that you don't see. Reading aloud will signal to you when something doesn't make sense, when sentences go on for too long, when punctuation has gone awry, and so on.²

Get a second reader. It's often difficult to figure out what's gone wrong in your own paper. This is why getting a second reader is the smartest thing you can do as a writer. A second reader can do a lot for you: she can tell you where she got bored, or confused, or offended, and she can give you advice for improving

¹ Sara. Building a hyponymy lexicon with hierarchical structures.

² E.g., *supra* note 20, at 45.

your work. Remember, though: when you ask someone to read your work, you should be prepared for any criticism they might make. Don't be defensive; instead, try to figure out why your reader feels as she does about your paper. Of course, you don't have to follow every suggestion that your reader makes, but you will certainly profit from her comments and questions, even if you do decide to ignore her advice in the end.¹

We give ourselves some kind of questions for evaluating paragraph stage:

Does the paragraph have a topic sentences?

Yes here it is.

What is the main idea of the paragraph?

About the people living style

Do all the sentences in the paragraph support the main idea?

This sentences should probably be deleted because it is not relevant to the paragraph`s main idea.²

You may have heard people talk about a paragraph “flowing.” Largely, they are referring to how the sentences in the paragraph are linked to one another logically. As you learned in Lesson 4, you might organize the sentences in a paragraph according to chronological or sequential order, by cause and effect, by comparison and contrast, in order of degree, or in spatial order. Here are some questions to ask yourself when checking the organization of your paragraphs.

1. How are the sentences in the paragraph organized?
2. Is this the most effective way to organize them?
3. Are there any sentences that don't follow the organization or that just don't flow logically?

¹ Diana Hacker, *Rules for Writers* 29-30 (5th ed. 2004)

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3. EDITING THE PAPER

Revision may mean changing the shape and reasoning in your paper. It often means adding or deleting sentences and paragraphs, shifting them around, and reshaping them as you go. Before dealing with details of style and language (editing), be sure you have presented ideas that are clear and forceful. Make notes as you go through these questions, and stop after each section to make the desired revisions.

1. First check whether you have fulfilled the intention of the assignment. Look again at the instruction sheet, and revise your work to be sure you can say yes to these questions:

➤ Have you performed the kind of thinking the assignment sheet asked for (e.g., analysis, argue, compare, explore)

➤ Have you written the genre of document called for (e.g., book review, critique, personal response, field notes, research report, lab report, essay)?

➤ Have you used concepts and methods of reasoning discussed in the course? Don't be shy of using theoretical terms from the course. Also beware of just retelling stories or listing information. Looking at your topic sentences in sequence will show what kinds of ideas you have emphasized.

➤ Have you given adequate evidence for your argument or interpretation?¹ Be sure that the reader knows why and how your ideas are important. A quick way of²checking is to note where your paragraphs go after their topic sentences. Watch out for repetitions of general ideas-look for progression into detailed reasoning, usually including source referencing.

Then look at overall organization. It's worthwhile to print out everything so that you can view the entire document. Then consider these questions, and revise to get the answers you want:

¹ Ruggero J. Aldisert, *Winning on Appeal: Better Briefs and Oral Argument* 242 (2d ed. 2003)

² <http://www.dept.washington.edu/owrc>

➤ Does your introduction make clear where the rest of the paper is headed? If the paper is argument-based, you will likely use a thesis statement. Research papers often start with a statement of the research question. (Ask a clear-headed roommate or other friend to give you a prediction of what he or she expects after reading only the first few paragraphs of your paper. Do not accept a vague answer.)

➤ Is each section in the right place to fulfill your purpose? (It might help to make a reverse outline: take the key idea from each paragraph or section and set it down in a list so you can see the logical structure of what you've written. Does it hang together? Is it all necessary? What's missing? Revise to fill in gaps and take out irrelevant material.)

➤ Have you drawn connections between the sections? (Look again at your topic sentences to see if they link back to what has just been said as well as looking forward to the next point. Find ways to draw ideas together explicitly. Use logical statements, not just a sprinkling of connecting words.)

➤ Would a person reading your conclusion know what question you had asked and how you had arrived at your answer? (again ask for a real paraphrase.)

➤ Now polish and edit your style by moving to smaller matters such as word choice, sentence structure, grammar, punctuation, and spelling. You may already have passages that you know need further work. This is where you can use computer programs (with care) and reference material such as handbooks and handouts. There are some tips.

➤ Read passages aloud to see if you have achieved the emphasis you want. Look for places to use short sentences to draw attention to key ideas, questions, or argumentative statements. If you can't read a sentence all the way through with expression, try cutting it into two or more.¹

➤ Be sure to use spell check. It will help you catch most typos and many wrongly spelled words. But don't let it replace anything automatically, or you'll end up with nonsense words. You will still have to read through your piece and

¹ Andrea A. Lunsford, *The St. Martin's Handbook* 32 (5th ed. 2003)

use a print dictionary or writer's handbook to look up words that you suspect are not right.

➤ Don't depend on a thesaurus. It will supply you with lists of words in the same general category as the one you have tried-but most of them won't make sense. Use plain clear words instead. Use a print dictionary and look up synonyms given as part of definitions. Always look at the samples of usage too.

➤ Don't depend on a grammar checker. The best ones still miss many errors, and they give a lot of bad advice. If you know that you overuse slang or the passive voice, you may find some of the "hits" useful, but be sure to make your own choice of replacement phrases. A few of the explanations may be useful. But nothing can substitute for your own judgment.

A Note on Appearance: Looks do count. Give your instructor the pleasure of handling a handsome document-or at least of not getting annoyed or inconvenienced. These are the basic expectations for any type of assignment

✓ Include a cover page giving the title of your paper, the name of the course, your name, the date, and the instructor's name. Don't bother with coloured paper, fancy print, or decorations.

✓ Number your pages in the top right-hand corner. Omit the number for the first page of your paper (since it will be headed by the title), starting in with 2 on the second page.

✓ Double-space your text, including indented quotations, footnotes, and reference lists. Leave margins of one inch (2.5 cm) on all sides of the page.

✓ Use a standard font in twelve-point size. For easier reading, don't right-justify your lines.

✓ Put the reference list or bibliography on a separate page at the end. (See the handout on Standard Documentation Format: choose your format, then use the examples as guides.)

✓ Staple your pages; don't use a bulky binding or cover.

Revising and editing

It is useful to think of revising and editing as separate processes. There is overlap, but basically we take revision to be a continual process of writing and re-writing, and editing to focus more on stylistic and grammatical points once you have an acceptable draft.

Revision. At the global level you revise and redraft to get your text right. So you pay attention to your overall argument, the logical flow of your ideas, the quality of your evidence. In the same way, you need to tackle each chapter, section, sub-section, paragraph and even certain sentences.¹

You can't work at all of these levels at the same time. You have to work first with the global structure and get that clear, then move to the next level down. It is pointless to become preoccupied with single paragraphs or sentences if the whole structure of the larger part is not firmly established. It could happen that these paragraphs don't make it to the final draft.

Always revise anything larger than a paragraph on a hard copy of the text. If you do everything on the computer screen, you could have trouble seeing the whole structure, even of a section let alone a chapter.

Revision and change. Revision means change and not all change is for the better. You may decide that what you wrote was better the first time. Or you could decide that it does need change, but in a different direction. In other words, revision could be a messy process. You need to articulate for yourself why you need to change something, why you think it's not working the way it is, so that you know what you're trying to achieve.

Don't keep only the latest draft, but keep all earlier drafts as well. Date them and, if possible, jot down your reasons for changing them. Perhaps before embarking on a major change, it would also be a good idea to discuss it with your supervisor or someone else.

Editing and proof reading attend to the detail and are better done after you've decided that you are basically happy with what you are saying. As it is done after you've done everything else, editing is often skimmed. Time runs out. And

¹ Deborah E. Bouchoux, *Aspen Handbook for Legal Writers: A Practical References* 206 (2005)

probably you're absolutely sick of the thesis and want to hand it in. However, you have to see editing as an integral part of demonstrating your standards, and, no matter how painful it is, you must take care and get the details right.¹

Don't read large sections in one go, as you will miss a lot.

Read the text aloud as your ear finds clumsy rhythms, repetitions, awkward and complex sentences, missing links, and the like that your eyes miss.

Remember that, even though the spell check is very useful, you cannot rely on it alone. A word which is spelled right may not be the right word.

Many people find that they do a better editing job on the hard copy rather than on a computer screen.

References need particular care. Keep a printed copy of your reference list and, while you are reading the text, make sure that each reference appearing in the text also is entered into the list of references. It is surprising how many references are missing in theses, or have inconsistent or wrong details recorded.

Both revising and editing deserve serious attention.

4. PRACTICAL ANALYSIS OF EDITING AND REWRITING PAPERS

“There is no such thing as good writing. There is only good rewriting.”² When I was first approached to write this column on editing, I wondered how I would even begin to write the column because I feel that I am still learning of the art of editing. The second challenge was to put this “art” into words. Editing involves practice, and I believe that in order to become a good self-editor, a writer must first know his or her strengths and weakness, and second, have an opportunity to

¹ E.g, Christopher M. Anzidei, *The Revision Process in Legal Writing: Seeing Better*, 8 *Legal writing* 23 (2002)

² Justice Louis Brande is (quoted in Richard K. Neumann Jr., *Legal Reasoning and Legal Writing: Structure, Strategy, and Style* 61 (4th ed. 2011)).

edit other people`s work. My perspective on editing has developed over years, and my editing strategies continue to evolve and change. This column discusses how I approach the task of editing and how I teach my students to approach editing. As legal research and writing professors, it is our responsibility to teach many of the fundamental skills that law students need to practice law: research, analysis, writing, attribution, and oral advocacy. Typically you will not find rewriting and editing listed as skills that we need to teach our students because rewriting and editing are incorporated into the skill of writing.¹ But that does not diminish the importance of rewriting and editing. Editing is an important part of both writing and oral advocacy. We do not train our students to stand in front of a panel of judges and purposely say, “Excuse me, your honors, I meant to discuss the rule of law from the following case and not the case I just discussed.... “Preparation before an oral argument, by writing the memorandum of law appellate brief, prepares the student to present the argument clearly and completely. The skills of research, analysis, attribution, and oral advocacy all find their basis in writing. And the goal in legal writing is to present the LRW professors, supervising attorney, opposing counsel, or judge with a well-written, well-edited, document. So as we are teaching the students how to write, how do we teach them the skill of editing?²

There is an example of essay drafting. When we wrote the essay on one theme we follow the rules which have been mentioned above.

Different approaches and theories were set to have a better acquirement of the second language and ease the educational process for both the teacher and the student. It differs from a teacher to another in adopting a certain approach to be applied in the classroom. Just to grammar teaching, I would like to mention about EEE methods focusing on both form and meaning. It is believed that teaching language with communicative and interactive methods is

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² Green, Rebecca; Bean, Carol A.; Sung, Hyon Myaeng (2002). *The Semantics of Relationships: An Interdisciplinary Perspective*. Netherlands: Kluwer Academic Publishers. p. 12. Retrieved 2014.

one of the guaranteed ways to be professional in one language. In this case Mentioned method is one of the favorable assistant. Let's clarify what EEE method is. It is method integrative grammar teaching, consists of three stages: exploration, explanation, expression. These three stages help not only students to learn language effectively but also teachers reap its benefits while conducting lessons. This method allows students to be more active and thoughtful while learning language under the supervision of tutors. Just to give a wide vision to this issue, in the exploration stage students can develop their cognitive skills while discovering grammar patterns; in the explanation and expression stages students not only develop their grammatical skills, but also their communicative competency.

Moreover, I'd like to adopt the best in each approach and method, which are the audio-lingual and the direct methods and the Natural approach. The Grammar-Translation method is not preferable because it is an ancient method that depends on pure memorizing of lists and doesn't allow the student to use his mind at all as if he some kind of a machine receiving information. The direct method is commonly used in nowadays classrooms and I prefer it personally. Through using this method, the learners are made to communicate in the target language without any assistance from the native language. They will be taught how to manage the target language and use it spontaneously all the time and grammar will be caught by practice not by intensive studying of the rules. This method totally depends on exercise through the demonstration of realia and pictures in teaching vocabulary and abstract vocabulary can be introduced in a situation, dialogue or a sentence. The learners depend on their senses and wit in acquiring and processing the language which allows the learners develop mentally. The teacher can put the four skills to test through conversation practices, paragraph writing, reading aloud and dictation. By way of conclusion, I would like to restate my opinions that teaching language and its grammar with communicative and interactive methods are one of the most

efficient ways. In this case EEE method and other preferable modern methods can be handful assistant to teachers.

There is an example of essay writing. We used there some steps for writing an essay: *Prewriting* involves reviewing the problem, identifying search terms, developing a research plan, and beginning the initial research. This is the planning stage in which the writer determines the purpose of the document and who the audience is, and begins to brainstorm about the issues and arguments. At this point, some writers plan by outlining.

The drafting stage involves getting words down on paper, reevaluating and revising the research plan, and continuing to conduct additional research. This is the exploration stage in the writing process in that as the writer begins composing and getting words down on paper, the writer is thinking about what he or she already knows and what information he or she still needs to learn through research.

CONCLUSION

In this course paper we tried to learn the process of editing and revising in teaching writing. According to tasks we studied the works of “Better writing right now” by Francine D. A. Galko. “Real writing” by Roger Gower, “Successful writing” by Virginia Evans, “The practice of English language” by Jeremy Harmer and other scientific magazines belonging to editing and revising.

The bottom line is that we want students to see the importance of revising (rewriting) and polishing (editing and proofreading) their documents. An artist does not frame his or her painting until the painting is complete; therefore, students should not start revising or polishing until they have a complete draft to work with. “Editing is the fine-tuning process of writing”. But more important,

“effective writing is a lifetime goal, never a final accomplishment,” which means that the art of rewriting and editing will continue to evolve for every writer. As it discussed above, I used essay samples of my classes to illustrate the different strategies that occur during the revising and polishing stages of the writing process. Given samples help students to distinguish the revising strategies from polishing strategies. I first developed this example in an attempt to help myself when editing, as a self-editor and an editor of other`s work. In order to understand my editing strategies, you will need to know that I love citations! Because one of my “weaknesses” as a writer and editor is that I gravitate towards citations, I knew that I needed to change my perspective when editing. Therefore, my goal in designing this work was to help me put the revising and polishing strategies into perspective. I saw this problem (students gravitating towards citations or other mechanical details) in my course work. Another goal of giving example is to get the people to start thinking about every part of the document that they should revise and polish. The goal is to start “big picture”, focusing first on the content and organization, and then to proceed to the sentence-by-sentence, line-by-line, word-by-word review of the document. Hopefully, people will learn that revising may lead to more drafting, which means that more revising will be necessary later on.

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