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Issues surrounding plagiarism and how to avoid plagiarizing.

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Annotation: Technological advancement, e.g. the Internet development, the emergence and distribution of e-books has been positively embraced by scholars who highlighted its benefits for students. They now have an access to multifarious sources which would facilitate studies and favorably influence learners' time management and overall budget. On the other hand, with technology taking a leap, the notion of 'plagiarism' has been frequently used. Many of us comprehend this term in the narrow sense of the word, thinking plagiarism is all about copying someone else's work without proper citation. There are several definitions of this word in Merriam-Webster's dictionary. According to it, plagiarism means copying and passing off other people's work as your own; copying without giving credit to the source and not using quotation marks when some quotes are taken from another work; stealing works of literature and presenting the already existing idea as a new one

Key words: *Plagiarism, diverse source, quotation marks, concept, special terms, abbreviations and phrases, effective strategies and methods.*

Annotatsiya: Технический прогресс, например развитие Интернета, появление и распространение электронных книг, был положительно воспринят учеными, которые подчеркнули его преимущества для студентов. Теперь у них есть доступ к разнообразным источникам, которые облегчат учебу и благоприятно повлияют на управление временем учащихся и общий бюджет. С другой стороны, в условиях стремительного развития технологий часто используется понятие 'плагиат'. Многие из нас понимают этот термин в узком смысле слова, думая, что плагиат — это копирование чужой работы без надлежащего

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цитирования. В словаре Мерриам-Вебстера есть несколько определений этого слова. Согласно ему, плагиат означает копирование и выдачу чужой работы за свою собственную; копирование без указания источника и без использования кавычек, когда некоторые цитаты взяты из другой работы; кража произведений литературы и представление уже существующей идеи как новой.

Ключевые слова: *Плагиат, разнообразный источник, кавычки, понятие, специальные термины, сокращения и словосочетания, эффективные стратегии и методы.*

Introduction: New concepts are protected by the author's rights in the USA so long as they are recorded, such as songs, books, and brand names. Therefore, plagiarism is considered a law violation, as it involves stealing or falsifying the data and an offender is punished under the law.

However, plagiarism of any type has not always been ubiquitous. According to Hart and Friesner (2004), copying the works of others illegally turned into a global phenomenon only after the 1990s. They believe that the technological breakthrough, i.e. the World Wide Web was essential in making information so widely accessible. Before analyzing the reasons and consequences of plagiarizing in the academic sphere, we would like to briefly discuss the types of current illegitimate actions.

Numerous researchers (e.g., Hexham, 2005; Roka, 2017; Awasthi, 2019) have investigated the kinds of plagiarism, offering their own taxonomy containing various types. From Pies' (2020) standpoint, there are five main categories, including direct paraphrasing, mosaic, accidental, translational, and self-plagiarism. *Direct plagiarism*

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happens when someone purposefully cites another author’s work without providing the required citation or accurately using quotation marks. *Paraphrasing* the work of other authors is believed to be a theft when the original source is not mentioned. Someone who plagiarizes in a *mosaic* order rearranges the work by changing the sentence order to make it appear new. Self or auto-plagiarism means reusing one’s own work without citing. *Translational* is when a writer translates a ready work and passes it off as his/her own (Pies, 2020). Along with the mentioned types, Drake (1941) adds one of the most prevalent ones – *accidental*, which is a ‘popular excuse’ not to point at the real source.

Ballard (2008; revised August 2009 and January 2011) has a contradicting viewpoint regarding accidental or unintentional plagiarism. She deems that ideas do not have boundaries and can come to anyone at any time. Therefore, thinking similarly on one matter should not be considered a crime. Furthermore, she compares the current epoch with the times when access to the data was restricted, but similar sources on a certain topic were still left. What she attempts to adhere in her work is that reading or at least skimming all the information related to one’s research work is physically impossible even with the assistance of the global network due to the huge amount of data being uploaded every second. Yet, her belief is disputed by Ranatunga (2012), who claims that if to not establish and comply with the copyright law, then anyone “accidentally” can write the same viewpoint as others. Ranatunga does not exclude the possibility of thinking identically for the people who live in different places but pursue the same job. He assumes that the first recorded view should be counted as an original source; other similar works,

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even if the words are paraphrased, but the content is the same, must be taken as “the continuators” of the first and, thus, should be appropriately cited.

An essential question that has kindled the researchers’ interest is “Why do students decide to cheat in the academic sphere?”. While investigating the reasons for addressing such misconduct, Polona et.al (2017) highlight that if a student does not possess enough knowledge to independently generate ideas, he/she may dare to copy unlawfully from diverse sources. Whereas, Roka (2017) claims that an individual does not have to possess little knowledge to cheat. Plagiarizing might seem appealing even to intelligent individuals with a lack of time. As reported by him, some desire to gain immediate success and be noticed by their educators or peers, hence they prefer copying without crediting the original author to spending time on producing their own work. The research conducted by Newstead, Franklyn-Stokes, and Armstead (1966) intended to identify the influence of personality traits on engagement in academic dishonesty. The researchers used a questionnaire containing twenty-one cheating behaviors, which were distributed to and completed by the students of North American Literature at an English University. The results revealed the following: 1) Men were more inclined to academic cheating than women; 2) Less able students were involved in plagiarism more than their more able peers; 3) Plagiarism was peculiar to immature students more than to mature ones. In addition, the researchers maintained that the level of motivation was of vital importance in addressing illegal copying. Students with decreased motivation opted for plagiarism more than those with increased motivation. Fish & Hura (2013) supported Newstead et

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al.'s (1966) opinion about the relationship between grades and plagiarism. In the research, they conducted in a large urban comprehensive college, 626 students agreed to participate. The subjects were asked to complete a questionnaire related to plagiarism. Fish & Hura concluded that plagiarism is more common among less academically successful students who endeavor to obtain higher grades. However, the researchers questioned the relationship between plagiarism rate and gender, claiming that gender is not really a significant issue and that both boys and girls may equally demonstrate dishonest behavior. The extent to which cheating at educational establishments and grades are connected is provided by Park (2003), who is also of opinion that the students with lower grades are disposed to illegitimate copying of the works of others.

Conclusion: In conclusion, although the achievements in technology have facilitated all the spheres of human activity, they have aggravated previously uncommon problems. One of them is academic cheating, which has profoundly penetrated the educational field. Due to arduous access to information prior to the invention and widespread occurrence of cyberspace, the issues with unauthorized copying from different sources and their types were not conspicuous. Currently, not only does one come across to numerous plagiarism types, but also there is a range of ways to combat this phenomenon. Some of the frequent kinds are translational, direct, accidental, self, mosaic, and paraphrasing.

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The chaos around academic dishonesty appeared for several reasons. For instance, laziness, a lack of time, quick success, poor grades, and so forth. Depending on the findings of the research they have done, various authors give different causes and different priorities. While some emphasize personality attributes, others think the gender effect is important. For some, improper time management is essential in copying from others without citing them.

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