

# COLLECTION

Innovation, integration and modern  
problems in the scientific activities of young  
researchers and students: theory and  
practice

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31  
MARCH



Jizzakh, Uzbekistan

MINISTRY OF HIGHER EDUCATION, SCIENCE AND INNOVATION OF  
THE REPUBLIC OF UZBEKISTAN

JIZZAKH BRANCH OF THE NATIONAL UNIVERSITY OF UZBEKISTAN  
NAMED AFTER MIRZO ULUGBEK

SCIENTIFIC JOURNAL OF SCIENCE TECHNOLOGY & DIGITAL FINANCE  
JOURNAL OF INTERNATIONAL SCIENCE NETWORKS

Innovation, integration and modern problems in the scientific activities of young  
researchers and students: theory and practice collection of materials of the  
international scientific and practical conference on the topic

(March 31, 2026)

Jizzakh-2026

**Innovation, integration and modern problems in the scientific activities of young researchers and students: theory and practice** – Jizzakh: Department of economics and tourism of Jizzakh branch of the national university of Uzbekistan named after Mirzo Ulugbek, March 31, 2026, 790 pp.

**Editors in charge:** Ass.prof. Soy M.P.

In the collection of materials of the conference, the role and role of Science, Education and production in the era of globalization, the pressing problems of the issues of interaction of these processes, feedback on their solutions were presented by mature specialists of the field.

In addition, research on the scientific and practical topic, carried out in the economics, Exact Sciences, Natural Sciences and socio-humanities during the globalization period, information is presented in the scientific and practical fields, which includes the latest innovative technologies in the fields of production.

It can be argued that this collection is one of the specific intersections of current thoughts and innovative ideas of the world of science. This scientific and practical conference was actively attended by professors and scientific researchers engaged in scientific research in Uzbekistan and foreign countries. In increasing the position of the scientific and practical conference, the professors and teachers of domestic and foreign higher educational institutions made a significant contribution.

Professors and teachers of foreign higher educational institutions who actively participated in the work of the conference made a worthy contribution to the high level of interaction with scientists of our country. The processes of international cooperation with foreign countries and exchange with them in the field of Science in the era of globalization have a positive effect on the development of Higher Education, the fields of Science and production. The materials of this conference are special in that they include a wide range of research, from theoretical developments to practical solutions, demonstrating the diversity of approaches and directions in this area.

In conclusion, it should be noted that this scientific and practical conference will be a very useful collection for everyone who is interested in modern research in the fields of further development of Higher Education, Science, Education and production in the era of globalization. The authors are responsible for the content and quality of the articles and abstracts included in the collection.

## COHERENCE AND COHESION IN ACADEMIC CONTEXT

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**Annotation:** Academic writing is a kind of formal style of writing practiced mainly in the universities and in publications. Cohesion and coherence, which refer to intra-text connectedness, and the contextual fitness of the ideas, are the essential properties of the texts in academic writing so as to create them (the texts) more comprehensible. This article makes an attempt to acquaint the readers with academic writing; and introduce cohesion and coherence, which add quality in the standard of textuality in academic writing.

**Key words:** academic writing, Cohesion, Coherence, Grammatical cohesion, Lexical cohesion, Syntactic coherence, Semantic coherence, Thematic coherence, Pragmatic coherence, Stylistic coherence, Generic coherence, Textual organization, Academic style.

Academic writing is defined as a formal style of writing used in universities and scholarly publications, characterized by clarity, precision, and structural organization. It serves not only to communicate ideas but also to engage critically with existing literature, contributing to the body of knowledge in various fields. Academic writing requires a clear framework where ideas can be presented logically, making it essential for scholars to develop both cohesion and coherence within their texts. Cohesion refers to the linguistic and grammatical connections that hold a text together, while coherence pertains to the overall clarity and logical flow of ideas presented.

Cohesive devices, such as conjunctions and reference words, are crucial for ensuring that texts have a seamless flow, which aids readers in following the author's argument. Similarly, that a lack of coherence often leads to confusion among readers, thus impairing their ability to engage with the material presented the study underscore that effective academic writing not only communicates ideas but also provides a structured framework that enhances understanding through cohesive and coherent construction.

Cohesion and coherence are fundamental in academic contexts because they facilitate critical engagement with complex concepts. As highlighted in dissertation, the interplay between cohesion and coherence allows writers to construct arguments that are not only persuasive but also accessible to diverse audiences. Therefore, mastering these aspects of academic writing is essential for students and researchers aiming to convey their findings effectively and contribute to scholarly discourse. In this article, we define two concepts and examine their types with examples.

*The two capital secrets in the art of prose composition are these: first, the philosophy of transition and connection; or the art by which one step in an evolution*

*of thought is made to arise out of another: all fluent and effective composition depends on the connections; secondly, the way in which sentences are made to modify each other; for the most powerful effects in written eloquence arise out of this reverberation, as it were, from each other in a rapid succession of sentences. — Thomas de Quincey.*

To write a good text, several elements must be considered. It is not enough to have a good idea, it is necessary to master the language for these ideas to be well elaborated and, therefore, understandable to the reader. One of the indispensable factors for writing is called textual coherence, without which a text loses all its meaning. But what is consistency? Well, coherence is related to the meanings of the context, that is, it concerns its argumentative organization and its intelligibility. There are some basic principles for an essay to be considered coherent, and one of them is the principle of non-contradiction. If you start your text by stating something, hopefully that point of view will be defended to the end, isn't it? Otherwise, your ideas will be disjointed and deprived of meaning, an unwanted effect on any non-literary text. At its core, coherence refers to the logical connection of ideas within a piece of writing. It's about how well your sentences and paragraphs work together to create a unified and understandable whole. Think of it like building with LEGO bricks—each brick (sentence or paragraph) needs to connect securely to the ones around it to create a strong and stable structure. A coherent text isn't just grammatically correct; it's also conceptually sound. There are six types of coherence: syntactic, semantic, thematic, pragmatic, stylistic and generic. They contribute to the overall coherence of the text.

**Syntactic coherence:** *Know grammatical rules as not that no one writes them all.* Got confused? So it is, no one writes like that, even if they don't know all the grammar rules. Syntactic coherence is responsible for leaving each element of the sentence in its place. You may have noticed that although you didn't know what syntactic coherence is, you've always used it, haven't you?

**Semantic coherence:** Semantics is the part of Grammar that studies the meaning of words, so for each situation there is the right word to be used. Semantic coherence guarantees the logical development of ideas, that is, its function is to collaborate in the construction of harmonious and contradiction-free arguments. *I like red, but I don't like red very much.* Was it meaningless? It is because the semantic coherence was lacking.

**Thematic coherence:** Your teacher or teacher passed on a certain writing topic. What you should do? Prepare a text developing ideas about the proposed topic, right? All ideas must be relevant, that is, they must be relevant to the development of the theme. If the theme is "Freedom of expression", you are not going to write about "Repression of rights", right?

**Pragmatic consistency:** First, what is *pragmatics*? It is the part of Linguistics that analyzes the way we use language with our interlocutors and also the influence of the communicational context. You see, when you ask a question, according to pragmatic consistency, your interlocutor will give you an answer. When you ask

someone for something, it's pragmatically inconsistent for you to give an order at the same time, right?

**Stylistic coherence:** is related to the variety you chose to write the text. If you start your text adopting the standard variety, it is consistent that it be written to the end preserving this record. It makes no sense to use cultured language and colloquial language in the same text, unless you are writing a literary text.

**Generic consistency:** concerns the choice of textual genre. Every genre has distinct characteristics that must be preserved: for example, if you want to advertise something, you already know that the classified genre is the most suitable. By choosing the genre, you know how to structure your text, as well as make pertinent vocabulary choices. If the intention is to tell a story, you will certainly opt for the short story or chronicle genres, as these will suit your proposal.

**Usage Rules for Achieving Coherence:** Achieving coherence in writing requires adherence to certain usage rules. These rules ensure that the text is logically organized, clearly connected, and easy to understand.

#### Rule 1: Use Transition Words and Phrases

Transition words and phrases are essential for creating a smooth flow between sentences and paragraphs. They signal the relationships between ideas, such as addition, contrast, cause and effect, and example. Use them strategically to guide the reader through your argument. Example: "Climate change is a serious threat. Therefore, we must take action to reduce greenhouse gas emissions."

#### Rule 2: Maintain a Consistent Point of View

Choose a point of view (first person, second person, or third person) and stick to it throughout your text. Switching point of view can confuse the reader and disrupt the flow of ideas. Use consistent pronouns and verb tenses to maintain a clear and coherent narrative. Example (Consistent): "I believe that education is important. I also think that lifelong learning is essential." Example (Inconsistent): "I believe that education is important. One also thinks that lifelong learning is essential."

#### Rule 3: Use Pronouns Effectively

Pronouns can help to avoid repetition and create a smoother flow of ideas. However, it is important to ensure that the pronoun reference is clear and unambiguous. Make sure that each pronoun clearly refers to a specific noun (the antecedent) that has already been mentioned in the text.

Example (Clear): "The dog wagged its tail. It was happy to see its owner."

Example (Unclear): "John told Bill that he was wrong." (Who was wrong? John or Bill?)

#### Rule 4: Use Parallel Structure

Parallel structure involves using the same grammatical structure for similar ideas. This creates a sense of balance and rhythm, making the text easier to read and understand. Use parallel structure when listing items, comparing ideas, or presenting related concepts. Example (Parallel): "I enjoy reading books, watching movies, and listening to music." Example (Non-Parallel): "I enjoy reading books, watching movies, and to listen to music."

#### Rule 5: Use Clear Topic Sentences

A topic sentence summarizes the main idea of a paragraph. It typically appears at the beginning of the paragraph, but it can also appear in the middle or at the end.

A clear and concise topic sentence helps the reader to understand the purpose of the paragraph and how it relates to the overall argument. Example: “The benefits of exercise are numerous. Regular physical activity improves cardiovascular health, strengthens bones and muscles, and boosts your mood.”

#### Rule 6: Organize Your Ideas Logically

The arrangement of ideas in a logical order is crucial for coherence. Choose an organizational pattern that suits the purpose of your writing, such as chronological order, spatial order, order of importance, cause and effect, or problem and solution.

A well-organized text is easier to follow and understand. Example (Chronological Order): “First, I woke up. Then, I brushed my teeth. After that, I had breakfast.”

#### Rule 7: Avoid Unnecessary Repetition

While repetition can be used for emphasis, avoid repeating the same ideas or phrases unnecessarily. This can make your writing sound monotonous and boring.

Use synonyms, pronouns, and paraphrasing to vary your language and keep the reader engaged.

Example (Repetitive): “The car was red. The car was fast. The car was expensive.”

Example (Improved): “The red car was fast and expensive.”

#### Rule 8: Use Consistent Terminology

When discussing technical or specialized topics, use consistent terminology throughout your text. Avoid switching between different terms for the same concept, as this can confuse the reader. Define any unfamiliar terms clearly and use them consistently. Example (Consistent): “In computer science, an algorithm is a set of instructions for solving a problem. The algorithm must be clear and concise.”

In the context of language and writing, cohesion pertains to the way sentences and ideas are linked within a text to create clarity and flow. Cohesion ensures that a piece of writing is easily understandable, logically organized, and engaging for the reader. It involves the use of various linguistic devices such as conjunctions, pronouns, transition words, and lexical ties that connect ideas smoothly. For example, consider the sentences: “The weather was terrible. It rained all day.” Here, the pronoun *it* links the two sentences, creating cohesion. Without such connections, the text might appear disjointed or confusing.

Cohesion, like other semantic relations such as synonymy, antonymy, polysemy, is the relationship of meaning of one item with another item/s in the text or discourse. According to Halliday and Hasan (1976), “Cohesion refers to the relations of meaning that exist within the text, and is expressed through the stratal organization of the text... It occurs where the interpretation of some elements in the text is dependent on that of another” (p4). Taboada (2004) defines cohesion as ‘the internal hanging together of the text’. To Yule (2008) ‘Cohesion is the tie and connection that exist within the text’. It is the part of the system of a language; a type of intra-sentence relation of an item with either the preceding or following

item/s in the text. In communication process, cohesion gives insights into how the writer structures what he/she wants to convey.

Halliday and Hasan (1976) view that cohesion is expressed partly through the grammar and partly through the vocabulary in the text. It is therefore, there can be two types of cohesion: grammatical cohesion, and lexical cohesion. Grammatical cohesion is the cohesive tie that is expressed through the grammatical system of a language such as reference, substitution, ellipsis, and conjunction. Followings are the illustrative examples that show the cohesive tie in italics in each:

### 1. References and referents

The reference is the item doing the pointing in a text, the referent is the item to which it directs the hearer or reader. The most common ways by far to achieve this type of cohesion is to use the English pronoun system, in particular, personal and demonstrative pronouns, but which work similarly, are also encountered. Here are simple examples or two of the most common ways references and referents are used:

Personal pronoun referencing (anaphoric):

Who are those people? → They are the guests from Japan

Personal pronoun referencing (cataphoric):

Did you bring it? → Your money is on the table

Demonstrative pronoun referencing (anaphoric):

Take these tablets with you → I don't need those

Demonstrative pronoun referencing (cataphoric):

What is that? → My new drone

(i) Wow, how beautiful *flower vessel*! How much does *it* cost? [reference]

### 2. Substitution

Substitution is the replacement of an item with something which refers to it and is often (as we see above) a simple pronoun reference. It may, however, be more complex so it gets its own category. Here are three examples of the system at work:

Nominal clause substitution: Using a word to 'stand for' the longer noun

John said he was coming later → That's good

Verbal substitution: Doing the same to 'stand for' a verb

Have some more cake → I will do

Clausal substitution: Doing the same to 'stand for' a clause

He said I need to take it easy? → Will you do so?

(ii) *You are going to attend the party?* If *so*, what about these agenda? [substitution]

### 3. Ellipsis

Involves, as the name suggests, simply omitting the referent and relying on context and co-text for the sense to be clear to the hearer (usually) or writer (rarely).

Here are three examples of the system at work with the white triangle indicating where the item it omitted:

Nominal clause ellipsis: leaving out a noun which is understood

The money was owed and was paid on time

Verb ellipsis: Leaving out a verb which is understood

suggest you go there and see what's up

Clausal ellipsis: eaving out a clause which is understood

She has seen the film already but her sister has not

(iii) We can *buy those apples* if we need to (*buy those apples*). [ellipsis]

4. Conjunction

We'll consider four types only here (although there are more in the guides to the areas. This area also includes the use of conjuncts which lie outside the clause structure.

1. Additive conjunct: Adding something of equal merit

You are late. Furthermore, this is not the first time.

2. Adversative conjunction: Adding a contrast

She came but she didn't stay long

3. Clausal conjunction: Adding a reason

I brought the book because you asked about it

4. Temporal conjunction: Time related linkage

We all left the party after the, speeches were finished

(iv) *He passed the exam. However*, he did not obtain A plus. [conjunction]

Lexical cohesion, on the other hand, is 'the cohesive effect achieved by the selection of vocabulary' (Halliday & Hasan, 1976, p 274). Lexical cohesion can be realized in reiteration (using the same, or semantically related vocabulary such as repetition, synonym, superordinate, general word) and in collocation (co-occurrence of lexical items). Followings are the examples showing cohesive tie in italics.

(i) Reiteration: I have a *puppy*. The *puppy* is black. [Repetition]

I have a *puppy*. The *pup* is black. [Synonym]

I have a *puppy*. The *animal* is black. [Superordinate]

I have a *puppy*. The *baby dog* is black. [General word]

(ii) Collocation: With their *hammer-nail* relation, the boys won the match.

In conclusion, Academic writing is a formal style of writing widely used in universities, colleges, and scholarly publications. Its primary purpose is not only to present information but also to engage critically with ideas and existing research. In achieving this, cohesion and coherence are essential, as they help readers understand the logical connections between sentences and paragraphs, making the text meaningful and well-structured. Cohesion is realized through grammatical and lexical devices, such as pronouns, demonstratives, conjunctions, and repeated or related vocabulary, which link ideas smoothly. Coherence, on the other hand, ensures that the content is contextually relevant, logically organized, and thematically consistent, guiding the reader through the argument or discussion. A high-quality academic text combines both cohesion and coherence, creating unity within paragraphs and throughout the text. Writers must pay attention to the logical flow of ideas, use cohesive devices effectively, maintain clarity and consistency, and adhere to the specific conventions of academic genres. By doing so, the writing becomes readable, structured, and academically rigorous, allowing readers to fully comprehend and critically engage with the material.

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