

Editorial: How to Write an Abstract for a Scientific Article

Roza Valeeva¹, Guzel Zakirova²

¹ Kazan (Volga Region) Federal University, Kazan, Russia;

Liaoning Normal University, Dalian, China

E-mail: valeykin@yandex.ru

ORCID: <https://orcid.org/0000-0002-8312-4054>

² Kazan (Volga Region) Federal University, Kazan, Russia

E-mail: oct1974@mail.ru

ORCID: <https://orcid.org/0000-0002-0879-8892>

DOI: 10.26907/esd.21.2.01

EDN: AQLVN

The importance of a good abstract is difficult to overstate today, and it's truly becoming increasingly important. The fact is that we live in a world of rapid change. We attempt to articulate the depth and breadth of our knowledge in a particular subject. To learn something new or develop, we need a lot of time. One way is to find the information we need through the titles of manuscripts, the other way – just to study abstracts in order to find out whether it is there or not. On the other hand, recently, many prestigious international conferences and journals only have been asking for an abstract of your scientific research. And if it is written in compliance with all the necessary rules and critical thinking principles, then you are almost a winner on the path of strict selection. Thus, editors save their time, but you need to spend a lot of time to write a meaningful and concise summary of your research.

“An abstract is a brief, comprehensive summary of the contents of the paper” (American Psychological Association, 2020, p. 38). This is why the abstract is one of the fundamental principles of scientific writing. It represents a summary of the academic degree and a serious scientific work. The abstract plays a key role in whether the paper will be accepted for publication by a journal, cited, or read by researchers.

The methods we studied allow us to create our own conceptual model (Figure 1), consisting of five supporting and sequential parts. If strictly adhered to, it truly forms a model in accordance with scientific and theoretical thinking and creativity.

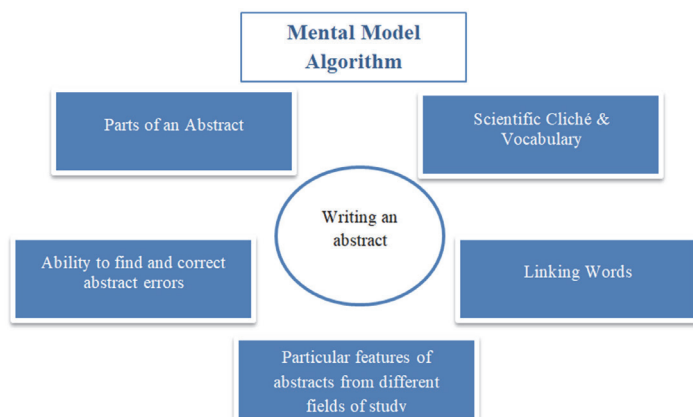


Figure 1. Instructional model: Mental Model Algorithm

Stage 1. Parts of an Abstract

The first stage is to define the purpose and objectives, taking into account your existing knowledge and experience in writing abstracts. It's important to remember that an abstract should include the following elements: purpose, scope, methods, results, recommendations, and conclusion (Dudley-Evans & St John, 1998; Leki & Carson, 1994; Nahak, 2021; Zhao, 2021). To do this, you need to answer the question of what information the abstract should contain and fill in the following diagram (Figure 2).

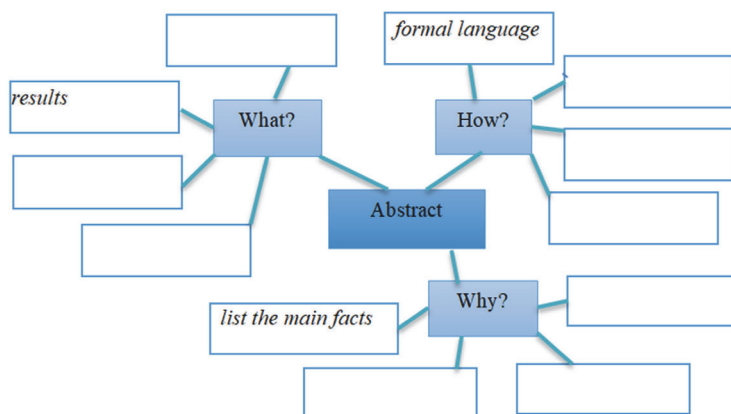


Figure 2. The first stage of work on the abstract

Stage 2. Scientific Cliché & Vocabulary

During the course of the work, you should become familiar with the concept of scientific writing, comparing it to the writing style of a “good term paper”. The essential elements of this comparison are that scientific writing is more formal, more objective, more concise, yet still comprehensive in its organization.

Stage 3. Linking Words

At this stage, it is important to understand the importance of using linking words and phrases in scientific writing, since in academic writing it is important to clearly and consistently argue the results of scientific research.

Certain phrases and words serve different functions in connecting ideas and arguments. Linking words and phrases can connect parts of a complex sentence or sections of text. For example, they can be used to emphasize, introduce additional information, highlight similarities and differences, and so on. These linking words and phrases can be divided into four groups:

1. Words used for enumeration: firstly, thirdly, further...
2. Words expressing cause and effect: thus, because, therefore...
3. Words used for contrast and comparison: however, whereas, similarly, in contrast...
4. Words used for generalization: on the whole, in short, in conclusion, as a rule...

Stage 4. Particular features of abstracts from different fields of study

This section of the guidelines should address specific criteria of professional writing relevant to the scientific field (Burnard & Younker, 2004; Fisher, 2001; Henson, 1999; Justi & Gilbert, 2002). This step requires studying abstracts of articles in the field of science in which you are writing, including their components, professional vocabulary, and clichés, as well as paying attention to the logic of the presentation of the material.

Stage 5. Ability to find and correct abstract errors

We consider this stage of the work to be especially important, since at the final stage, as a rule, you are asked to write your own annotation, which obviously leads to plagiarism.

Thus, this mental model algorithm compares and tracks each person's individual thinking path, starting from the moment the problem is perceived, formulated, and solved by the person himself while writing the abstract.

References

- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>
- Burnard, P., & Younker, B. A. (2004). Problem-solving and creativity: Insights from students' individual composing pathways. *International Journal of Music Education*, 22(1), 59–76. <https://doi.org/10.1177/0255761404042375>
- Dudley-Evans, T., & St John, M. J. (1998). *Developments in English for specific purposes: A multi-disciplinary approach*. Cambridge University Press.
- Fisher, A. (2001). *Critical Thinking: An Introduction*. Cambridge University Press.
- Henson, K. T. (1999). *Writing for professional publication: Keys to academic and business success*. Allyn and Bacon.
- Justi, R. S., & Gilbert, J. K. (2002). Modelling, teachers' views on the nature of modelling, and implications for the education of modellers. *International Journal of Science Education*, 24(4), 369–387. <https://doi.org/10.1080/09500690110110142>
- Leki, I., & Carson, J. G. (1994). Students' perceptions of EAP writing instruction and writing needs across the disciplines. *TESOL Quarterly*, 28(1), 81–101. <https://doi.org/10.2307/3587199>
- Nahak, O. (2021). *Error analysis on thesis abstract writing made by the alumni of English study program students from 2015–2020 years* [Doctoral Dissertation, University of Timor]. <http://repository.unimor.ac.id/234/>
- Zhao, Y. S. (2021). On Writing the Abstract of Scientific and Technological Papers. *Cross-Cultural Communication*, 17(3), 1–7. <https://doi.org/10.3968/12287>