



ACTIVE AND PASSIVE VOICE USAGE IN ACADEMIC WRITING

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ABSTRACT

One essential stylistic decision in academic writing is the usage of active and passive voice. The purposes, benefits, and drawbacks of both voices in academic fields are examined in this article. The study shows that a strategic and context-dependent balance between active and passive constructions is necessary for effective academic writing by examining academic texts and linguistic research.

KEY WORDS: Academic writing, active voice, passive voice, grammar, discourse, style

INTRODUCTION

The goal of academic writing is to accurately, impartially, and effectively convey difficult concepts. The usage of active and passive voice in academic writing is one of the most contentious topics. Passive voice has historically been linked to objectivity and formality, particularly in scientific writing. However, in order to increase readability and clarity, active voice usage is becoming more and more encouraged by contemporary academic practices. The presentation of information and the expression of agency and responsibility are both impacted by the choice of voice. Effective academic communication requires knowing when and why to utilise the active or passive voice.

LITERATURE REVIEW

According to Swales, the passive voice is frequently employed in research literature to highlight procedures rather than researchers. Active voice, according to Hyland, improves authorial presence and aids writers in taking a firm stand. Sword claims that using the passive voice excessively can weaken arguments and muddle understanding. Voice usage is also influenced by disciplinary distinctions. While the arts and social sciences increasingly use active voice to engage readers and make arguments clear, scientific and technical domains often choose passive constructions.



METHODOLOGY

A comparative textual analysis of scholarly publications from many fields, such as the natural sciences, social sciences, and humanities, is used in this work. To find patterns of voice usage and their rhetorical purposes, the chosen texts were examined.

RESULTS

The analysis reveals that passive voice is predominant in methodology and results sections of scientific articles, where the focus is on procedures and findings. In contrast, active voice is more frequently used in introductions and discussions, particularly in humanities writing. Active constructions improve readability and coherence, while passive voice emphasizes objectivity and neutrality. Both voices serve important communicative purposes depending on context.

DISCUSSION

According to the results, neither voice should be regarded as superior. Rather, flexibility and knowledge of discipline norms are necessary for successful academic writing. Active speech is better when engagement and clarity are important, while passive voice is suitable when the agent is unknown or unimportant. Overuse of passive formulations can result in ambiguous and impersonal writing, hence authors should refrain from doing so. The goal of academic writing instruction should be to assist students in making well-informed stylistic decisions.

CONCLUSION

In academic writing, the use of both active and passive voice is essential. Clarity, coherence, and scholarly efficacy are all improved by a methodical and balanced approach. Writers can modify their style to satisfy academic requirements and communication objectives by comprehending the roles of each voice.

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