

Development of written speech through modern assignments

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Abstract: In this article, tasks aimed at developing written speech skills have been developed. In addition, mistakes that can be made in the examination of written work and ways to eliminate them are given. Pedagogical experiments show that high results are achieved in the development of students' written speech competence, not only using dictation, narrative, and essay types, but also using modern and new approaches to check students' written speech.

Currently, the global trend of world development is the widespread use of pedagogical innovations in the educational process. There are many shortcomings in the systematic introduction of new technologies into the field of education, the development of new content and form of teaching through pedagogical research, its methodical tools, and the implementation of the perfect systematic educational process. It is known that the level of preparation of students in mother tongue education shows the characteristics of competence through the competency approach. To increase the independent and creative thinking of students, to express the product of thinking in oral and written forms correctly and fluently in accordance with the conditions of speech, to correctly understand the opinions of others, to form the skills and qualifications of the mother tongue is defined as the main goal of his. The set goal serves to develop communicative (communication) competence.

In the process of setting educational goals for each lesson, the teacher should try to work on the student's oral and written speech as much as possible. It is appropriate to accept the subject of the native language as an educational subject that forms speech culture, not linguistics. The main attention in the textbooks should be focused on providing theoretical information about the errors that the student encounters in his daily life and frequently encountered in written speech.

The scope of written speech is also wider. The ideas that are said and expressed are reinforced in writing. Research shows that recorded information is better remembered.

Writing practice is manifested in several situations:

- many types of written work performed during the course of the lesson;
- official correspondence, studies;
- letters, all exchange documents;

writing skills come into play. "The topics of training chosen for the development of written speech should be relevant for the time being taught and interesting for the student. A topic should be chosen that the child has a strong desire to express his opinion about, or a popular TV series. Interest in these issues can be effectively used to ensure the child's cognitive

development" [1]. In the mother tongue classes, there are also tasks to develop writing skills, which also record good results. "A teacher's eye can be critical and students feel uncomfortable with formal assessment of written products" [2]. David Noonan in his book "Language teaching methodology" also says that writing is a complex process and can be a skillful turn. He points out that a little freedom is not harmful for both the student and the teacher. Lists three stages in the writing process and shows how important teacher intervention is at these stages. In fact, it is a mistake to divide the writing process into stages, not to be satisfied with a lot of criticism of students, on the contrary, to enter the process together with them, to help them understand the situation, is one of the main tasks of the teacher. There are many shortcomings in the development of writing skills. Emphasis is placed on the number of mistakes, the writing without color, the writing of letters, but the independent opinion is left aside. It is very important what the student says and how he approaches the topic. Because the words being written now constitute his whole life. He writes based on his imagination and lives based on it. This issue cannot be ignored. In the world experience, there are currently a lot of tests related to the educational system, specifically language skills. However, not all of them are brought to class at the same time. It will be possible to mix it into the process only by thoroughly studying it. In any case, the work of the student should not be forgotten. The reason is that when a person writes, he relies on his inner speech, says what he wants to say directly, and puts it on paper. There is nothing better than writing to get that inner dialogue out. If speaking in public causes some discomfort, only the author can hear himself when writing. Writes his speech without excessive excitement. In this, the student writes based on his inner speech. It is true that a good result can be obtained with the necessary linguistic knowledge, but the work written with internal speech can be more perfect. Almost internal speech is the basis of written speech. In the process of writing, the student's speech organs begin to copy words into letters while unknowingly pronouncing them. Even in exercises that require the correct

spelling of words with certain letters omitted, the student first pronounces the word in its entirety and finds the letter that corresponds to the omitted sound. That is why the student should know the relationship between sounds and letters very well.

There are also several disadvantages in correcting errors in written work:

- 1) that is the teacher has corrected the students' mistakes;
 - 2) paying more attention to spelling errors, and the level of thought falls into the background;
 - 3) as a result of paying attention to "husnikhat-handwriting", opinions are not taken into account;
 - 4) the evaluation criterion is not correctly established.
- In order to correct the above shortcomings, it is necessary to develop the correct evaluation criteria and to eliminate the mentioned shortcomings.

1. Underline the student's mistake so that he can correct it himself, and let the student correct it by looking for it.

2. Analysis of written assignments in two stages:

- 1) focus on spelling mistakes in one lesson;
- 2) to pay attention to the consistency of thoughts in one lesson and to be able to express them correctly and fluently.

3. Elevate the expression of opinion in addition to the "husnikhat-handwriting".

4. Development of the correct assessment criteria.

The role of written works in improving students' written literacy is considered significant. The variety of written works in the course of the lessons increases and develops students' love for writing. The use of various written works in the development of the child's world of thought and thinking ability helps to increase and strengthen the student's knowledge. The study guide "Types of written work: essay, statement, dictation" [3] also provides information about the essay, types of essays, and guidelines and instructions for writing an essay. This book covers issues such as types of written work, theoretical information about the essay, formation and selection of the essay topic, drawing up an essay plan and formulating it as a thesis, choosing an epigraph for the essay, collecting material for it, recommendations for writing an essay, and organizing the essay writing process. Although the important aspects of the essay are explained in the manual, the issues of dictation, description, and educational supervision have not been solved in it. In the manual "Textual errors in essays, methods of their correction" [4], the textual errors in the creative writings written by high school students of secondary schools are identified, classified, explained, and the content of knowledge that is necessary to know in the process of writing an essay (creating a text) is determined and the methodology of the work to be carried out in this direction is explained. In the manual, text errors in students' written works are classified as follows:

- 1) organizational and technical text errors in essays;
- 2) substantive-logical text errors;
- 3) text errors related to the lexical-grammatical connection of sentences (including punctuation);

textual errors related to the compositional structure specific to its type in parts of the text [5].

These errors are classified separately. This methodical manual serves as the main resource for teachers in organizing, conducting and evaluating not only essays, but also other creative works (creative text, narrative, essay).

The main types of written work in native language classes are dictation, statement, and essay. In the next generation of textbooks, the type of written work "essay" entered. Presenting an essay in supervision works is boring for a student today. Taking this into account, it would be appropriate if in the control work classes, assignments were given to develop written speech rather than a mock essay. I think that the essay can be used only in literature classes. Taking these into account, I also conducted a pilot test among schoolchildren, and the result was very good, that is, tasks for students to be able to use words and express coherent thoughts was developed. These assignments will be given during our research.

Through my observations of receiving written assignments from students, I encountered the following problems:

- as a result of receiving a large number of essays, the state of dissatisfaction of students;
- control works remain in the same form;
- these types of control work are not interesting for students.

As long as creativity is required from the child in the narrative and essay, it is evaluated only from the point of view of artistry. Themes are also chosen mainly according to the artistic style. It is known that artistic thinking is necessary for an artistic text, the basis of artistic thinking is the individual life experience of a person, that is, a certain state of mind is associated with a certain object or event observed in life. Naturally, there is a big difference in age and life experience between a professional writer and a school student. The sentences and images used by the writer may not always be understandable for a school student. This imbalance in language education has a negative impact on the development of the student's language skills. As a result, the child does not express his independent opinion in his own words, but tries to use ready-made sentences that he usually hears. In connection with this, the child may lose the motivation to write or may not appear at all. The topics of training chosen for the development of written speech should be relevant for the time being taught and interesting for the student. Such topic should be chosen so that the child has a strong desire to express an opinion about it. Be it a football match that took place yesterday or a popular TV series. Interest in these issues can be effectively used to ensure the child's cognitive development [6].

Based on the above circumstances, we give recommendations on conducting written work in the educational process as follows:

- 1) organizing and conducting written work in the educational process based on the needs and requirements of the modern student;
- 2) preparation of a teaching methodology manual;

- 3) using diversity in the process of each control work;
- 4) types of written work organized during the academic quarter, going from simplicity to complexity, and summarizing at the end of the quarter;
- 5) systematic organization of lessons on correcting errors after receiving a written work by underlining rather than showing them correctly;
- 6) development of the "fine art of writing" lesson plan;
- 7) developing a system for evaluating written works.

Based on the above points, it can be said that organization and conduct of written work, it is not only control, but paying more attention to the types of written work that develops students' written speech, and by organizing these types of work in a variety of ways, students create the basis for interesting organization of lessons that form writing skills. I think that it is necessary to take into account the demands and suggestions of today's students, because the types of control organized, only by the teacher seems boring and uninteresting to the students. Read the given information. Write an 80-120 word essay based on the information.

- Company name - "Apple"
- From January 9, 2007 - "Apple Inc."
- The day of establishment - April 1, 1976
- Founders – Steven Paul Jobs, Steven Gary Wozniak, Ronald Gerald Wayne
- Income - \$300,000 per minute
- Number of employees - more than 80,000
- Product delivery - by air
- Daily iPhone sales – 340,000 units
- Prohibited – smoking near manufactured products
- Employee incentives - free iPhone
- Big crisis in the history of the company - 1997
- Getting out of the crisis - Bill Gates' investment of 150 million dollars

This assignment aroused great interest among the students in relation to the essay, and some of the students who were not interested in the lesson were also interested in the assignment and completed it. In the evaluation, attention was paid to the consistency of ideas in this lesson, and not to the lack of spelling, and it was evaluated according to the expression of ideas. Now, in another control work, attention was paid to orthographic rules in the foreground: As a result of observations, I took control types in cooperation with students, and it gave a good result. For example, the students said five words they wanted: joy, child, neighborhood, classmate, family. Use these words to create a connected text (determine the number of words depending on the class). Through this assignment, the child will think, reflect and write something with interest. The next material, since this is the current age of technology, I used popular statuses on the Internet. "don't care about all kinds of words! Let those who see you imagine that you are grass. And you be a flower! Even the nightingales should be ashamed..." (Jalaluddin Rumi) Organizing control lessons such as write what the status is about and what conclusions you have come to from it, and create your own status as a conclusion will make the student more interested in the given material. Essay writing is more interesting than essay writing. For

example, all the students were equally interested in writing an essay organized on the theme "Lessons from the days", that is, from which event in your life have you learned a lesson? the student was able to create a small story of his own as a result of the question in its content. It seems that the control work of the above-mentioned materials causes us to achieve a more effective result in the lessons. As a result of diversity, the student will not get bored. We have also developed an evaluation system for these types of control:

- the presence of an idea appropriate to the topic in the text (1 point)
- novelty of the given information (1 point)
- speech correctness (norms) (1 point)
- purity of speech (1 point)
- wealth of speech (1 point)

Today's students prefer to write an essay rather than an essay. Opinions of students were heard and analyzed. The advantages of an essay compared to an essay are that it is not written according to a plan, it is concise, rich in modern topics and ideas, it can freely react to life processes, it can generate new ideas in the search for solutions to problems, it can make suggestions and find solutions to the problems it faces during its life. they emphasized that they are the most necessary type of written work for them to get. Writing an essay allows students to freely express their opinion, to consciously receive and understand information related to the topic, to use evidence related to finding a solution to the problem, and to express their conclusion clearly and competently. What is important is the appropriate use of the given facts and evidence.

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