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TO DEVELOP STUDENTS' KNOWLEDGE, SKILLS AND COMPETENCIES IN THE ORGANIZATIONAL AND TECHNICAL ASPECTS OF ESSAY

Yusupova Tursunay Akhmedovna*

*Associate Professor,
Candidate of Pedagogical Sciences,
Tashkent State University of Uzbek Language and Literature named after Alisher Navoi,
UZBEKISTAN

ABSTRACT

There is a constant need for knowledge, skills, competencies and competencies to teach the content and structure of a text. They can be grouped as follows. It is expedient to divide them into four large groups: a) external organizational and technical aspects of the essay; b) aspects of semantic-logical description of the written work (essay); d) knowledge, skills, competencies and competencies related to the functional and spiritual types of paragraphs in the text; e) writing skills, competencies and competencies.

KEYWORDS: *Epigraph, Typographical Errors, Elementary Grades.*

INTRODUCTION

Theoretical foundations that help to understand text errors and their causes, prevent and correct text errors – provide ample opportunities to allocate relevant knowledge, skills, competencies and competencies for each situation and to plan work on them.

When working on textual and non-textual errors, the principle of a different approach to describing the knowledge related to the structure of the text intended for students is derived: some errors are common, some are one or two of ensure that the student meets only in written work, to consider whether it is present in the curriculum and textbooks, to determine on this basis some theoretical information to be given to young people, some in class and out of class, in other work-related processes practical training measures should also be taken. This arrangement allows you to manage your time and avoid duplication. Numerous sources have been consulted in order to understand the errors in textual errors and their causes, and to study the theoretical foundations

that help to prevent and eliminate textual errors. Analysis of sources showed that we have witnessed A.Aliyev, S. Dolimov, S.Ismatov, Q.Ahmedov, B.Turdiyev, O.Madayev, K.Kasimova, R.Abdulahatova, N.Shukrullayeva, R.Inogomova, and N.Sattorova's dissertations and manuals cover some aspects of teaching students to write essays.

O.Madayev, A.Sobirov, Z.Kholmonova, Sh.Tashmirzayeva, G.Ziyodullayeva, M.Shamsiyeva's textbook "Types of written work: essay, statement, dictation" as a consistent guide to the essay can be cited. It covers the types of written work, theoretical information about the essay, the formation and selection of the topic of the essay, the design of the essay plan and thesis, the selection of the epigraph to the essay, the collection of material, recommendations for writing the essay, the organization of the essay writing process [4]. However, there is almost no information about the nature of typographical errors, their classification and causes.

At the N.Sattorova's dissertation "Improving essay writing skills in students" aims to analyze and make recommendations on teaching 5th class students to write essays [6].

It became clear that the topic, which we want to analyze and develop our recommendations, is studied in more depth in the methodological manual of R.Yuldashev and M. Rixsiyeva "Textual errors in essays, methods of their correction". This manual identifies, classifies, explains, defines the content of knowledge that must be known in the process of writing an essay (text creation), identifies textual errors in the creative writing of high school students, the methodology of work in this area illuminated [1]. This handbook is a great resource for teachers in organizing, conducting, and evaluating not only essays but also other creative work (creative texts, essays, essays).

There is a constant need for knowledge, skills, competencies and competencies to teach the content and structure of a text. They can be grouped as follows. It is expedient to divide them into four large groups: a) external organizational and technical aspects of the essay; b) aspects of semantic-logical description of the written work (essay); d) knowledge, skills, competencies and competencies related to the functional and spiritual types of paragraphs in the text; e) writing skills, competencies and competencies.

When it comes to the *organizational and technical aspects of an essay*, the first thing to consider is the *indention*. Do students have an idea of the indention? The question naturally arises. In response, we cite the following requirements set out in the new edition of the State Education Standard for Primary Education: "*Speech and text, text structure: topic, event details, main idea, conclusion, title, indention, dialogue, monologue, statement, short essay, oral and written work*" [2; 6-p.]. Apparently, the information about the paragraph was studied to some extent by the students up to the 5th class. So, in terms of standards and curriculum requirements, it can be said that students are taught textual knowledge from the elementary grades, and knowledge and skills are formed. The following can be seen about the paragraph of general secondary education in the section "Mother (first) tongue" of the "Integrated state educational standard and curriculum": in the section "Skills" of 7th class noted that [3; 11-p.]. According to the analysis of the programs, the necessary knowledge about the paragraphs did not play a key role in them. This means that in such a case, the teacher should take into account the textual errors that students will make in developing the knowledge, skills, competencies, and competencies they need for the indention. This requires practical work on knowledge, skills, competencies and competencies. First of all, it is important to explain to students the following

as knowledge: a) any essay (written work) begins with a indentation, b) separates the paragraphs, they express a specific sub-topic, d) before the dialogue e) start the indentation with a hyphen, e) where the first line (line) of the poem begins on the page, the next lines should be written from the same place, f) if they are classified within the paragraph, each of them should be written from the indentation, g) paragraph if poetic verses are quoted in it and it ends with the author's sentence, it is necessary to make the reader understand as a necessary knowledge that this sentence is not written from the indentation. As a result of this necessary knowledge, the student *develops the following skills*: a) to determine the inner boundaries of each sub-topic, depending on the points of the plan; b) on this basis, write the first sentence related to the next sub-topic from the indentation. These 2 skills are developed based on 6 concepts that are accepted as knowledge by the student. As a result of these skills, the student develops the ability to start the first sentence of the essay (written work), to write the relevant statements from each indentation, feeling the inner boundaries of each sub-topic and imagining the content based on the points indicated in the plan.

When students are introduced to the knowledge of the indentation, it is important to understand that a sentence cannot be a complete statement. G.Urumbayeva also said that "... monologue is an organized system of ideas wrapped in the form of words", that in a monologue sometimes the whole idea does not fit into one sentence, and therefore a group of interconnected sentences to express and emphasizes the need for it. [7]. In monologue, the theoretical knowledge that sometimes the whole idea does not fit into a sentence and that a group of interconnected sentences is required to express it is typical of 5-6th classes. We recommend that this theoretical and practical knowledge be distributed in a coherent and consistent manner throughout the school year and academic stages, and that it be presented to students in small increments. In the upper grades, the order in which classifications, dialogues and poetic materials are included in the text within the paragraph should be considered as special knowledge, skills, competencies and competencies. We recommend that you use appropriate texts to illustrate these materials.

In the elementary classes, students are given the necessary knowledge about the indentation, a small topic, which they have developed, both theoretically and practically. Therefore, in the upper classes, these theoretical and practical concepts must be restored in memory. To do this, it is advisable to choose one of the texts of 2-3 paragraphs in the textbook and analyze it on the basis of questions aimed at clarifying concepts such as *paragraph, sub-topic*.

In our opinion, in order to clarify this, we must first pay attention to two cases: a) classifications; b) dialogic sentences. We see that the same classification is given in the methodical manual of R.Yuldashev and M.Rixsiyeva "Textual errors in essays, methods of their correction" [1]. We also like this classification, because on the basis of these conditions students have the opportunity to develop skills, competencies and competencies in the organizational and technical aspects of the essay (written work). Of course, in the upper classes, on the basis of texts consisting of paragraphs 2-3, 3-5, 4-7, taking into account the age and level of mastery of students in each class, the concepts of small topics and indentation are restored in memory with the help of questions and answers and practical work. It is also important that the texts are in the genre of prose and poetry, and the theme is colorful. The number of indentation in the text is determined and numbered. Numbers, on the other hand, are named with topics that define what the same paragraph is about. For example, it is possible to work on texts about spring, summer, autumn, winter according to the period. In it, we know that the characters specific to this chapter

are reflected in detail in separate paragraphs. It is classified by number and subject based on its characteristic features. This means that the teacher-student collaboration will help the student to master the technical aspects of the written work and gain practical skills.

When thinking about the organizational and technical aspects of the essay (written work), attention should be paid to another issue - *the development of an essay (written work) plan*. Of course, it is important to focus on small topics when planning an essay. In this process, the following knowledge, skills, competencies and competencies must be developed. First of all, *it is necessary to know* the function of the essay plan, to understand that the topic of the essay is the main topic and that small topics should not go beyond the content of the big topic. Students develop thinking and reasoning skills based on the same topics, imagining what they want to talk about in the essay, and following the logical sequence of ideas in the plan points.

It is a good idea to give students at least 3-4 topics, rather than just make one topic' plan. This is because the student will be able to choose a topic that is more informative and imaginative in the planning process, and will be more free and active in creating the writing plan. They also try not to take advantage of each other. This is an important part of developing independent thinking and individual work skills. In this process, *knowledge* of the function of the essay plan, knowledge that the topic of the essay is the title, the points (parts) of the plan serve the scope and consistency of coverage of the main topic, what the essay (written work) wants to talk about (in each paragraph) to develop *skills* such as imagination and the ability to describe parts of the plan without deviating from the main topic, the ability to independently compose an essay plan and its parts, and the *ability* need to correctly describe-determined.

Another organizational and technical aspect of the essay (written work) is *the choice of epigraph for the essay*. Students should choose a wise word, proverb, or piece of fiction for the epigraph according to the topic and idea of the essay, and write it in the right corner before the main text, put the appropriate punctuation mark, and put the author of the piece in parentheses. They will develop *skills* such as the selection of a wise word, proverb and piece of art for the epigraph from the relevant sources as a practical work, from which the process of selecting the topic and the idea of the essay and placing it on the page, while *skills* are being formed. The process of quoting, narrating, or narrating a hadith is the same as choosing an epigraph. This teacher is required to provide students with additional information on how to place them in the text. To do this, the teacher must observe, study, analyze, interpret, and apply the theoretical material studied in literature classes, that is, information about the work, information about the life and creative activity of the writer or poet, take steps to create awareness.

So, when it comes to *organizational and technical aspects of the essay* (written work), first the *indentation*, then *the essay plan*, and finally *the choice of epigraph* for the essay are given to students theoretically and practically, skills are formed, the ability to perform these tasks independently. Students' understanding of and adherence to the organizational and technical aspects of the essay (written work) will help to ensure that the essay is well covered, both technically and in terms of content.

For the student who has mastered the external organizational and technical aspects of the essay, it is necessary to master the rest of its aspects, *the semantic-logical aspects of the essay (written work)*, *functional and spiritual types of indentation in the text and text creation* are facilitated the formation of skills, abilities, and competencies.

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