

MODERN METHODS OF FORMING THE COMPETENCE OF WRITTEN
EXPRESSION OF OWN OPINIONS IN LITERATURE LESSONS

Fozilova Mohigul Farkhodovna

Doctor of Philosophy in

Pedagogical Sciences (PhD) of

Uzbek language and literature department of

Uzbek State University of World Languages

E-mail: fozilova1204@gmail.com

<https://orcid.org/0009-0001-9464-6480>

Contact number: 99-270-12-04

ABSTRACT

The article outlines strategies aimed at fostering students' competency in articulating their thoughts in writing during literature classes. It delineates methodologies for shaping creative written pieces, considering factors such as the artistic quality of the studied work, the richness of language imagery, and proficiency in using emotional and expressive tools. Literary-speech competencies surpass mere narration or description; they encompass the realm of literary-critical observation. Essays composed in literature classes center on work analysis. To stimulate student creativity, particularly with home essays, specific guidelines for their organization have been formulated.

Key words: written speech, essay, narrative, text creation, creative approach, literary-critical, literary-speech competences, integration, creative approach.

S. Dolimov, B. Tokhliyev, O. Madayev, A. Zunnunov, S. Ismatov, A. Sayfullayev, as well as Q. Husanboyeva, R. Niyozmetova, R. Yoldoshev, M. Rikhsiyeva, K. Mavlonova, among other philologists and educational methodologists, have shared their recommendations on fostering students' written expression in mother tongue and literature classes. Their suggestions encompass various aspects, including gathering material for creative writing on both literary and non-literary topics, structuring the writing process, addressing mistakes, and refining them. Presently, the ability to articulate thoughts in writing is deemed a critical competence, necessitating focused efforts to elevate it to the level of essay writing.

Essays, particularly those tailored to students' individualities, serve as tools to nurture creativity and critical thinking. A prevailing spirit of creativity permeates every lesson. Written expression, emphasizing comprehensive, coherent, and logically consistent sentences, adheres to the principle of completeness and liberty of expression, distinguishing it from oral communication. While the inclusion of erudite language in written works is natural for avid readers, paramount attention should be directed to ensuring that students do not merely echo textbook authors or teachers but develop their own thoughts and expressions.

S. Muhamedova and M. Saparniyozova's assertion holds merit: "It is crucial to note the distinct structural and stylistic differences between impromptu oral discourse and planned written expression."¹ However, Uzbek linguistics currently lacks sufficient comparative analyses in this specific domain.

¹ Muhamedova S., Saparniyozova M. *Matn lingvistikasi*. – Toshkent: Nizomiy nomidagi Toshkent davlat pedagogika universiteti talabalari uchun o'quv qo'llanma., 2011. – B/21.

In the fourth section of the book "Methodology of teaching the Uzbek language" prepared under the co-authorship, entitled "Content of developing students' oral and written and connected speech", it is noted that "Working on written speech is a more complex process than oral speech. Because it requires the student to construct a correct sentence in terms of grammar and content, to use each word correctly in its place, to express thoughts concisely, coherently, expressively, simply and smoothly in terms of style, requires drawing conclusions based on the opinions made."²

Following the study of the material, students engage in crafting creative pieces that encapsulate their personal experiences and relationships. These endeavors occur within both classroom settings and extracurricular activities, involving revisiting and analyzing the produced work.

Among the creative works in literature classes, mainly essays (essays on literary topics) are common. O. Madayev, A. Sobirov, Z. Kholmanova, Sh. Tashmirzayeva's methodical manual entitled "Types of written work: essay, statement, dictation" explains that "Essay on a literary theme is recorded in the educational program, topics covered during the lesson is a written work based on a creative approach, in which the student's attitude to the information in lessons and textbooks, personal opinions are expressed."³ The comment emphasizes the students' attitude, personal thoughts, and creative approach. Of course, independent thoughts of young people are one of the necessary conditions of the essay.

In the manual, the description "essays on literary topics develop the student's literary speech, use artistic imagery such as simile, qualification, animation, exaggeration, distinguish between simple words and colorful words with enhanced meaning, that teaches practical knowledge"⁴ is also given. But it is known from the observations that in the literary-critical article (description) type essay, the reader rarely uses the tools of artistic representation, he uses the tools used in the work only when he describes the characters of the work.

The personal opinion of the students emerges as a result of observing the life events described in the work and expressing their opinions. The authors of the manual call the essay written in this spirit "genre of literary criticism". The authors also touch on what kind of works the essay should be based on and express the following opinion: "... most of the essays of a literary nature are based on the content of works rich in events, with a gallery of colorful symbols, and perfect in terms of ideas and art."⁵

"Getting independent written works based on the student's free and independent judgment at the beginning of the school year, after a little study of the analysis of the artistic work, in the middle and at the end of the school year, will develop children's independent thinking. At the same time, it allows us to control the growth of their independence of thought."⁶

² G'ulomov A., Sayfullayeva R., Ernazarova M., Bobomurodova A., Alavutdinova N. O'zbek tilini o'qitish metodikasi."Fan va texnologiya", – Toshkent: 2020. – B.336.

³ Madayev O., Sobirov A., Xolmanova Z., Toshmirzayeva Sh. Yozma ish turlari: insho, bayon, diktant. – Toshkent: Turon zamin ziyo, 2020. – B.14.

⁴ Madayev O., Sobirov A., Xolmanova Z., Toshmirzayeva Sh. Yozma ish turlari: insho, bayon, diktant. – Toshkent: Turon zamin ziyo, 2020. – B.15.

⁵ Madayev O., Sobirov A., Xolmanova Z., Toshmirzayeva Sh. Yozma ish turlari: insho, bayon, diktant. – Toshkent: Turon zamin ziyo, 2020. – B. 27.

⁶ Husanboyeva Q., Niyozmetova R. O'zbek adabiyotini o'qitish metodikasi. O'quv qo'llanma. – Toshkent: Innovatsiya-Ziyo, 2020. – B.304.

It is known from the above that in the organization of creative written works, the level of artistic excellence of the read work, the richness of the artistic image tools of the language, and the level of using emotional and expressive tools should be taken into account. At the same time, it is useful to emphasize the writer's skills in the introduction or conclusion of the essay, and to emphasize the contribution of the creator to the development of the Uzbek language. In this, the student begins to pay attention to the social significance of the works being read.

It is necessary to read what the students wrote in the lesson. Perhaps it will be possible to make a collection based on what was written. Undoubtedly, the reader tries to reveal the descriptive characteristics of the heroes of the work in his essay. In doing so, he falls into the position of expressing descriptive concepts. It is clear that he does not know enough lexicon that expresses such concepts. This problem prompted the researcher A.T. Boltayeva to do special research. In his scientific work, he was able to comprehensively cover the problems of literary and critical speech, including the enrichment of students' speech with descriptive words and phrases.⁷

Literary-speech competences are not just narrating and describing events and impressions, but literary-critical observation. In this respect, it is fundamentally different from the usual descriptive-essay, narrative-essay, discussion-essay, essays describing the characters of the work. The reader, as a literary critic or critic, evaluates the artistic and aesthetic value of the work, dwells on the skill of the writer, etc.

The main problem is the difficulties in expressing one's attitude to the events described in the work and to the heroes of the work. It can be said that in order to write an essay of the type of a literary-critical article, the student must read and master the work with a high level of understanding, record the necessary materials from it in his notebook, that is, acquire the culture of receiving information, form the ability to observe theoretically, get used to reacting, should be armed with linguodidactic basics at the stage of preparation for essay writing. There is not a single Methodist scientist who did not recommend preparation before writing an essay (choosing words and phrases, collecting evidence, etc.).

Methodist scientist F.H. Aminova, who is deeply familiar with the existing heritage, describes the process of creating a communication text as "...finding and collecting the material necessary for expressing an opinion, organizing and placing them in a coherent system, expressing one's opinion in words based on evidence"⁸ he explains. But in practice, this is not the case: in the essay writing lesson, the topic is announced, and the students start writing.

Essays written in literature classes are based on the analysis of the work. Methodist scientist K. Husanboyeva developed specific recommendations regarding essays, especially home essays to encourage students to be creative, and their organization. At the moment, there is a need to enrich the linguo-didactic and literary-theoretical foundations of these essays on the basis of the results obtained from the analysis of the work, to ensure the connection with the teaching subject of the native language, and to pay attention to the observance of methodological peculiarities.

⁷ Балтаева А.Т. Адабиёт дарсларида ўқувчиларни бадиий асар қаҳрамонларини танқидий баҳолашга ўргатиш технологияси: Пед. фан. бўй. фалс. док. (PhD) ... дисс. – Тошкент, 2020. – Б.112.

⁸ Аминова Ф.Ҳ. Ўқувчиларни мулоқот матн яратишга ўргатишнинг дидактик асослари: Пед. фан. номз. ...дисс. – Тошкент, 2007. – Б.11.

The text and its structure in linguistics and methodical literature, the current state of creative writing related to writing an essay (creating a text), choosing an essay title, epigraph, placing a topic and plan in a written work, making a plan in connection with sub-topics, taking into account the textual errors made in the essays, recommendations are given on providing information on the theory of the essay, and forming relevant skills and qualifications.

"During the reading of the work in class, it is also appropriate to teach students to identify important words and phrases that are useful in writing an essay. This will mentally prepare students to write an essay while reading the work. When writing such an essay, the freedom and opportunity given to the student accustoms him to independent thinking and expressing his experiences in words. The presence of bookish words and phrases in such written works is natural for readers who have read a lot of books."⁹

The size of the essay to be written is specified in the state educational standard and is clearly indicated in some methodical manuals. For example, "It would be appropriate to write a 30-40 word impression essay as homework after analyzing the work."¹⁰

Students' connected written speech begins to grow very slowly. In the early stages, they have a noticeable lack of vocabulary: although they know what to write about, they have to remember the relevant words, write them literately, form them grammatically, and each step of the sentence construction. pressed with difficulties. These challenges are:

- inability to find words;
- looking for the next word to connect with it, not being able to complete the sentence;
- is manifested in the form of not knowing the continuation of the content.

In literature classes, only one essay cannot play a decisive role in the development of students' written speech: in each lesson, in the process of studying each work, students should first prepare a written answer to a problematic question, and this work will promote the growth of their speech. provides

The saying of our people that "one who says halwa does not open his mouth" is not said for nothing. It is clear that recommendations such as students answer such a problematic question do not work in practice. We are forced to think about the reasons for this. Based on the experience, we came to the conclusion that the above type of work should be given priority. After such small steps, we made sure that the result would be more effective when we did the essay (see Appendix 5).

In the process of oral analysis of a work of art, you can plan to prepare for an essay. In other words, if students consider the needs of writing an essay from the analysis of the work, if they think about gathering material, they will write the essay more easily.

According to Q. Husanboyeva, in order to write an essay on "Aspects I value in Qadiri's work", first of all, it is necessary to analyze Abdulla Qadiri's work to the extent that the reader can fall in love with it. It is necessary to discover places in the work that make the reader's heart

⁹ Хусанбоева Қ. Адабиёт – маънавият ва мустақил фикр шакллантириш омили. – Тошкент: Ўзбекистон Миллий кутубхонаси нашриёти, 2009. – Б.93.

¹⁰ Хусанбоева Қ. Адабиёт – маънавият ва мустақил фикр шакллантириш омили. – Тошкент: Ўзбекистон Миллий кутубхонаси нашриёти, 2009. – Б.68.

tremble."¹¹ In fact, it is clear that the teacher's organization of the work based on these will ensure a good outcome of the written essay.

Students' written expression of their thoughts requires an analytical process to be carried out in writing, to be put on paper in the form of creative works. In this case, work is carried out within the rules of spelling and style. Spelling rules are characteristic of book style - scientific style. This encourages students to learn the spelling rules of the "Mother Language" textbooks, to study methodological rules in practice, and requires the mutual integration of literature lessons with the subject of the mother tongue.

According to the requirement of integration of two educational subjects, it is permissible to know the style of conversation, artistic style and bookish (scientific) style from the 5th grade, and learn to distinguish them. Methodist Sh.U. Sariyev, referring to the fact that most of the students find it difficult to express their opinion, said that "actions to develop speech in reading classes should be organically connected with exercises related to working on the text in native language classes" ¹²he emphasizes. This is a very reasonable offer. So, through the work on creating a text, it is possible to form the skills of students to choose words, use them appropriately in the text, and effectively prepare them for writing an essay.

It is necessary to observe the following approaches and principles in all stages and processes aimed at forming the competence of students to express their thoughts in writing in literature classes: the principle of bringing each type of qualification to the level of competence; the principle of goal-oriented reading and analytical observation of the work; the principle of learning to distinguish styles from each other; such as the principle of using lexical and grammatical analysis instead.

Grammatical analysis is an important factor in finding stylistic rules in textbooks. Methodist scientist M.Mirmaksudova clearly explains that the level we think of from grammatical analysis is a tool for students to correct, enrich and improve their speech, that is, it opens the way to remember the necessary rules and makes it easier to find where to look is important.¹³ Students have no choice but to turn to grammatical analysis in search of the methodological use of morphological forms and syntactic devices.

Methodical standards are learned practically throughout life. "Life practice" - the famous psychologist S.A. Rubinstein rightly pointed out - "forces a person to move from unintended reception to goal-oriented observation; at this stage, reception is analysis and synthesis, i.e. it becomes a theoretical activity that embodies the understanding and implementation of what has been accepted."¹⁴ Also, the scientist notes that the level of development of perception, which represents the child's mental development, is the stage of interpretation (interpretation).

¹¹ Husanboyeva Q., Niyozmetova R. O'zbek adabiyotini o'qitish metodikasi. O'quv qo'llanma. – Toshkent: Innovatsiya-Ziyo, 2020. – B.304-305.

¹² Сариев Ш.У. Бошланғич синф ўқиш дарсларида матн устида ишлаш орқали нутқ ўстириш методикасини такомиллаштириш (1–2-синф материаллари мисолида): Пед. фан. бўй. фалс. док. (PhD) ... дисс. – Тошкент, 2020. – Б.73.

¹³ Мирмахсудова М.Б. Ўқувчилар нутқини такомиллаштиришда грамматик терминлардан фойдаланишнинг лингвометодик асослари (5–7-синфлар она тили дарсларида): Пед. фан. номз. ... дисс. – Тошкент, 2004. – Б.13.

¹⁴ Рубинштейн С.Л. Основы общей психологии. – СПб.: Питер, 2002. – С. 226.

The stage of preparing students to write an essay in literature classes is a very responsible stage. As we mentioned in the first chapter of our work, choosing material for an essay from a work of fiction is often assigned as homework. Our experience has shown that it is advisable to allocate a separate lesson for this work or to spend more time on this work than the lesson before writing the essay. But dividing the essay into stages is even more effective. This is as follows:

1) to give a written answer to a problematic question with a few sentences, to express one's opinion in writing, adding one's own relations to the problematic assignment in the same way;

2) write down the words and phrases that can be used in an essay from a work of art, the means of artistic imagery;

3) write a small essay (mini essay);

4) write a medium-sized essay based on a plan consisting of three to four paragraphs on one or two problems;

5) write an essay or essay on a literary topic based on a complex plan.

Writing a written answer to a problematic question with a few sentences, expressing one's opinion in a written way while adding one's own attitude to a problematic task requires students to express their independent opinion. It is advisable to prepare 3-4 or more problem questions and assignments for each fiction story. For example, in the 10th grade, the following questions and tasks can be given in connection with the story "Karakoz Majnun" by Said Ahmed:

1. What are the connections between the verse quoted from the Qur'an at the beginning of the work and the content of the story?

2. How do you explain Saodat Aya being upset with Bori Khan?

3. What was the reason for Borikhan's weak faith?

4. What does the image of a dog represent in the play?

5. Describe the character of Borikhan.

In the beginning, each row in the class receives one question or task, that is, each student writes one creative work. 10-15 minutes of class will be allocated for this work.

Since this type of written work is an initial creative work, the student uses his vocabulary and memorized words. He expresses his thoughts in his own words, uses the text of the work as much as possible.

The writing of words and phrases that can be used in an essay from a work of art, as well as the means of artistic imagery, is a stage of preparation for writing an essay, and Methodist scholars emphasize this type of work. It is better to start this type of work in the classroom. In this case, the performance of the students will be under control. Students can ask the teacher about this or that. Task performance can be monitored through training or by taking notebooks for inspection. These activities will eventually give the students the right direction, and they will start to excel in the assignment. Sometimes the work is done as a team.

The reader thinks about what needs to be thought about and gathers the materials accordingly. Sometimes it is necessary to take extracts from the work. Excerpts serve as evidence for the reader to support his ideas.

Gathering material for an essay is important. When collecting material based on a work of art, the goal of the creator, the people involved in it, the skills of the writer or poet to create an image, and the conclusion to be drawn occupy a central place.

When writing a mini-essay (a small essay), each student receives two problem questions and assignments. Writes the answers as a mini-essay. This work can be done orally first. When writing an essay of average size based on a plan consisting of three to four paragraphs on three to four problems, the problems are presented to students as a simple plan. After certain preparation, an essay of average size is written;

Crafting an essay or literary-themed paper follows a detailed plan, a practice underscored by recommendations from numerous educational methodologists. Notably, in experimental classes, tasks outlined in articles 1-4 are organized subsequent to completion, while in control classes, these tasks, specified in article 2, are assigned as homework, or in some instances, omitted entirely, with students proceeding directly to the essay. Materials specified in articles 1-5 are additionally employed as experimental resources.

The text (essay) written by students in an artistic style should be expressive and impressive. For this purpose, it is recommended to use emotional and expressive means, to reflect their feelings and experiences.

In essay writing, the utilization of pre-collected materials holds significance, yet arranging them coherently within the text poses a challenge. Consequently, practical application involving the collection of materials from a work and their subsequent arrangement or sorting is seldom practiced. Consequently, crafting a text extends beyond rectifying spelling or punctuation errors; it inherently involves enhancing and refining its content for further improvement.

Certain essays necessitate students to employ artistic expression. These assignments serve as a means for students to familiarize themselves with artistic speech, encompassing techniques like similes, qualifications, personification, employing artistic imagery such as exaggeration, utilizing enriched vocabulary to amplify meaning, and conveying diverse meanings through the manipulation of sound length. Moreover, these exercises enable students to grasp specific narrative methodologies.

Hence, students express their opinions orally and in written form by analyzing works of art through engaging with problematic questions and tasks that prompt literary-critical speech activities.

BIBLIOGRAPHY

1. Muhamedova S., Saparniyozova M. *Matn lingvistikasi*. – Toshkent: Nizomiy nomidagi Toshkent davlat pedagogika universiteti talabalari uchun o‘quv qo‘llanma., 2011. – B/21.
2. G‘ulomov A., Sayfullayeva R., Ernazarova M., Bobomurodova A., Alavutdinova N. *O‘zbek tilini o‘qitish metodikasi. "Fan va texnologiya"*, – Toshkent: 2020. – B.336.
3. Madayev O., Sobirov A., Xolmanova Z., Toshmirzayeva Sh. *Yozma ish turlari: insho, bayon, diktant*. – Toshkent: Turon zamin ziyo, 2020. – B. 27.
4. Husanboyeva Q., Niyozmetova R. *O‘zbek adabiyotini o‘qitish metodikasi. O‘quv qo‘llanma*. – Toshkent: Innovatsiya-Ziyo, 2020. – B.304.
5. Аминова Ф.Х. *Ўқувчиларни мулоқот матн яратишга ўргатишнинг дидактик асослари: Пед. фан. номз. ...дисс.* – Тошкент, 2007. – Б.11.

6. Хусанбоева Қ. Адабиёт – маънавият ва мустақил фикр шакллантириш омили. – Тошкент: Ўзбекистон Миллий кутубхонаси нашриёти, 2009. – Б.93.
7. Аминова Ф.Ҳ. Ўқувчиларни мулоқот матн яратишга ўргатишнинг дидактик асослари: Пед. фан. номз. ...дисс. – Тошкент, 2007. – Б.11.
8. Мирмахсудова М.Б. Ўқувчилар нутқини такомиллаштиришда грамматик терминлардан фойдаланишнинг лингвометодик асослари (5–7-синфлар она тили дарсларида): Пед. фан. номз. ... дисс. – Тошкент, 2004. –Б.13.
9. Рубинштейн С.Л. Основы общей психологии. – СПб.: Питер, 2002. – С. 226.
10. Сариев Ш.У. Бошланғич синф ўқиш дарсларида матн устида ишлаш орқали нутқ ўстириш методикасини такомиллаштириш (1–2-синф материаллари мисолида): Пед. фан. бўй. фалс. док. (PhD) ... дисс. – Тошкент, 2020. – Б.73.