

қилмайдиган ҳолатларда эса нутқ ўстириш ишлари мухтор йўналиш сифатида амалга оширилаверади.

Бошланғич синфларда лингвистик компетенциянинг қай тарзда шаклланиши, шаклланиш жараёни қандай кечиши хусусида ҳали ҳам аниқ бир ечимга келингани йўқ. Одатда, муаллифлар ўқувчиларнинг таълим мазмунини ўзлаштиришларига доир умумий талаблар ҳақида гапирадилар, мавзуларни ўрганиш жараёнини компетенцияларни ҳосил қилиш сари йўналтириш борасида таклиф ва тавсиялар баён қиладилар.

Р.А.Йўлдошев, Л.Р.Миржалоловалар лингвистик компетенциянинг шаклланиш жараёнини куйидагича тушунтирадилар: «Одатда, она тилидан ҳар гал янги мавзунини ўрганиш жараёнига компетенциявий ёндашув жорий этилса, билим → кўникма → малака чизигида олиб бориладиган таълимнинг пировард натижаларига (малака талабларига) тўлиқ эришиш шарт, яъни ушбу чизикнинг охиригача нуктаси – малака шаклланган босқич таъминланиши шарт: малака ҳосил бўлса, компетенция қўлга киритилди деб саналиши мумкин. Аён бўладики, кўникма ҳосил бўлгандан кейинроқ компетенция шаклланимайди, чунки компетенция билимни ўзлаштириш, амалда қўллаш кўникма ва малакаларидан юқори турувчи ҳолат: лаёқат ёки қобилият, таълимнинг пировард натижаси, маҳсулдир» [2]. Муаллифларнинг изоҳлашича, «...билим, масалан, қаратқич келишиги, унинг сўроқлари, -нинг кўшимчаси ёрдамида ҳосил қилиниши ҳақидаги маълумот тегишли савол-жавоблар ёрдамида хотирада олиб қолинади, ниҳоят, қаратқич келишиги айтилганда, сўроқлари ва кўшимчаси автоматик ёдга келадиган бўлади: лингвистик компетенция шаклланади» [2].

Лингвистик компетенция даражаси тил бирлигини тўғри қўллай олиш билан тавсифланар экан, унинг баркамоллигига коммуникатив компетенция орқали эришилади: фикр баён қилаётганда кимгадир ниманидир хабар бериш, бунда овозни мулоқот вазиятига мослаш, таъсирчанликни таъминлаш ва кўпгина муомала-аралашувга ҳос оҳанг жиловларига эътибор беради. Маълум бўладики, коммуникатив компетенция лингвистик компетенциянинг тўлақонли шаклланишини таъминлайди. Бошланғич синф она

тили дарсларида масаланинг бу жиҳатлари эътибордан четда қолмаслиги керак.

Лингвистик компетенциянинг шаклланишга доир билимлар тил бирликлари эгаллаш мазмунини ишлаб чиқилса, нутқий компетенциялар нуктаи назардан улар коммуникативликка йўналтирилган бўлиши лозим. Т.В.Лебедеванинг изоҳлашича, «Коммуникатив компетенция – бу ўзгаларни тушуниш ва мулоқот максадлари, соҳалари, вазиятларига монанд шахсий нутқий хулқ-атвор дастурини яратиш лаёқатидир» [3]. Ўқувчи ўзида лингвистик компетенцияни шакллантирар экан, эгаллаган билимларидан бошқалар уни тушуна оладиган қилиб тўғри, оҳангига эътибор бериб гапиришда фойдаланишдан ташқари, тенгдошларининг нутқидаги ютуқ ва камчиликларга эътиборли бўлиб, баъзан ўз тушунчалари билан ўртоқлашишлари ҳам керак бўлади.

Бошланғич синфлар она тили дарслари нутқий фаолият турлари тақозо этадиган реал ҳолатлар: талаффуз, имло ва бошқа хил хатоларни бартараф этиш учун хизмат қиладиган билимларнинг ҳаммасини қамраб олишнинг иложи йўқ, албатта. Масалан, морфологик шакллар кўп, улар содда ёки мураккаблашган қўлланиш ҳолатида бўладики, таълим мазмунига уларнинг барчасини киритиш ҳақида гап ҳам бўлиши мумкин эмас. Лекин бундай билимлар ўрганилмайдиган дарсларнинг кўп бўлиши ҳам ножоиз: таълим мазмуни оптимал берилмоғи даркор. Бошланғич синф она тили дарслари кейинги босқич таълим мазмуни учун муносиб пойдевор бўла олиши, она тилининг бойлигига йўл очиб бериши керак. Бу бойлик қирраларидан бир йўналиши сўз маънолари, морфологик шакллар маънолари, синтактик қурилмалар маънодошлиги каби тил ҳодисалари орқали намоён бўлади.

Хуллас, лингвистик компетенция нутқий фаолият турларининг (нутқни тинглаб тушуниш, гапириш, ўқиш, ёзиш) бўйича уч хил таълим мазмуни унсурларидан ташкил топади: тилнинг қонун-қоидалари, тил бирлигини тўғри қўллай олиш, фикрни коммуникативликка асосланган ҳолда баён қилиш қоидалари. Шундагина лингвистик компетенциянинг шаклланишида баркамоллик таъминланиши мумкин.

Адабиётлар

1. Умумий ўрта таълимнинг Давлат таълим стандарти: // Ўзбекистон Республикасининг қонун ҳужжатлари тўплами. 2017. 141-141-б.
2. Yo‘ldoshev R.A., Mirjalolova L.R. Ona tili ta’limida kompetensiyaviy yondashuv. – Toshkent: Fan va texnologiyalar Markazining bosmaxonasi», 2019, 7-8-b.
3. Лебедева Т.Л. Формирование языковой компетенции на уроках русского языка: Материалы Августовская конференция 2016 г. Балтийск: МБОУ СОШ № 5.

РЕЗЮМЕ. Мазкур мақолада бошланғич синф она тили таълими мазмуни ва методларига лингвистик компетенцияни шакллантириш йўллари ҳақида баён этилган.

РЕЗЮМЕ. В данной статье описаны способы формирования лингвистической компетенции к содержанию и методам обучения родному языку в начальной школе.

SUMMARY. This article describes the ways of forming linguistic competence to the content and methods of teaching the native language in elementary school.

EFFECTIVE APPROACHES OF TEACHING WRITING

F.M.Tlektsov – trainee teacher

D.M.Yusupova – MA student

Nukus state pedagogical institute named after Ajiniyaz

Tayanch so‘zlar: boshqariladigan yondashuv, jarayonli yondashuv va janr yondashuvi, yozish malakasi, parafrazlash.

Ключевые слова: контролируемый подход, процессный подход, жанровый подход, письменная компетентность, перефразирование.

Key words: controlled approach, process approach, and genre approach, writing competence, paraphrasing.

It is generally accepted that teaching writing is considered challenging by many language teachers. In point of the fact that writing competence encompasses methods for structuring and developing arguments at the micro and macro levels in addition to word choices, sentence variations, punctuation choices, and other linguistic tools

for cohesion and coherence. Adopting a writing pedagogy that explicitly teaches students how to think in ways that are good for writing is crucial. From the middle of the 1940s until the middle of the 1960s, controlled composition was widely used in writing classes. Based on the behaviorist view that repetition and imitation will lead to

habit formation (e.g., writing grammatically correct sentences), this method of teaching aims to improve students' written works' accuracy. An illustration of controlled creation is for instructors to give test sentences of a picked construction, and afterward understudies are entrusted to compose a couple of sentences following that example. Beginning in the middle of the 1960s, English language teachers came to the realization that students needed to concentrate not only on the grammatical accuracy of their sentences but also on the purposes of writing. As a result, educators adopted a rhetorical function approach, shifting the emphasis of instruction away from accuracy at the sentence level and toward the discourse level, where writing goals like description, comparison, and contrast were emphasized. The process approach to writing has gained popularity since the 1970s.

Teachers now encourage students to pay attention to macro-level communicative purposes rather than the writing's form or correctness. According to Silva (1990), the process approach aims to let students' ideas determine the form of a piece of writing. As Crossley, Roscoe, and McNamara (2014) propose that "Effective composing cannot be characterized just through a solitary arrangement of predefined highlights. Instead, there are multiple profiles of successful writing" (p. 184). More specifically, some successful writers write longer essays (Crossley, Weston, McLain Sullivan, & McNamara, 2011) with fewer grammatical, spelling, and punctuation errors and less vocabulary (McNamara, Crossley, & Roscoe, 2013). Essays written by other successful authors feature sentences that are more syntactically complex (Crossley, et al., 2011) and with improved control over the coherence of the text (Crossley, et al., 2014).

Teachers must therefore be explicitly aware of the necessary skills and procedures to teach writing effectively. This point of view views writing as a skill that can be learned through hard work and discipline rather than as a natural talent. Indeed, "learning to write is something like learning a second language even in one's native language. No one is a "native speaker" of writing." Generally, everybody figures out how to compose at school" (Leki, 1992, p. 10). To put it another way, Canagarajah (2006) says that we need to inform students that very few authors are born with the ability to write in English as their native tongue. In order for students to write effectively, they must explicitly acquire the necessary skills and employ well-thought-out strategies.

The essential role of competence in writing:

Competence in writing is the ability to produce a well-written piece of work that serves a particular purpose. For instance, in order to fulfill the requirements of a specialized context (such as classroom practice, take-home assignment, or in-class examination); students adopt a narrative style as well as rhetorical techniques when writing an entertaining and engaging story. Students can effectively implement the following fundamental academic discourse skills once they are aware of the significance of the writing's purpose, audience, and context.

Paraphrasing:

Direct quotation and paraphrase means to present the ideas of the original author using different word choices and sometimes word/sentence order changes from the original text. When students want to keep the original form and wording of the quoted texts, they use direct quotation. When paraphrasing, it should be made clear to students that they must use adequate language. At the end of the day, the significance conveyed by the first creator should be caught fundamentally and not misshaped. Students must acknowledge the original source in both the body of the essay and the reference list whenever they paraphrase or directly cite a source. Students should include not only the author's last name and the publication year, but also, if

available, the page numbers. They ought to surround the original texts with direct quotation marks. It is necessary to explicitly teach students that they cite or paraphrase for legitimate reasons, such as to place their paper in a specific context, to define key terms to find common ground between the writer and the reader, to support their own position, or sometimes to show that opinions on a particular topic are divided in order to set the stage for further arguments.

Lexical importance:

Because it can make an essay appear sophisticated and intriguing, lexical variety is an essential component of effective writing. According to Ferris (2014), p. 89, the term "lexical variety" refers to "interesting word choice or effective use of vocabulary in writing." Texts with more lexical variety typically achieve higher scores and make a stronger impression on readers. If students want to increase lexical variety in their writing, they can use word processing software's built-in thesaurus and dictionary, consider the context of the sentence, and maintain a consistent level of formality (Ferris, 2014, pp. 100-103). Be that as it may, lexical assortment alone is inadequate for making a decent paper. The importance of other aspects like content, idea development, argumentation quality, correct grammar, and mechanics cannot be overstated.

The role of Passive Voice:

Passive voice Teachers typically discourage students from using the passive voice in writing and encourage them to use the active voice as much as possible. However, there are at least two reasons why the passive voice is sometimes preferred in academic writing. First, writers can focus on a specific object for its importance by using the passive voice, away from actors who only play minor roles. Ferris (2014) provided a good illustration of this point. The experiment, which was carried out simultaneously in labs on four distinct continents, produced outcomes of international significance" (p. 175). In this example, the author emphasizes the significance of the experiment as the foundation for notable outcomes, regardless of the participants. The passive voice is used for two more reasons, one of which is to allow writers to deliberately distance themselves from their statements. They might be able to improve the objectivity of the statements by using the passive voice to minimize their identities, which is also frequently appropriate for scientific writing.

Gathering information:

Methods of thinking: The information-focused approach versus the knowledge transformation approach to writing (Bereiter & Scardamalia, 1987) explains the differences in the thinking processes utilized by novice and experienced writers at various stages of their compositions. New writers often take the information-focused approach because they tend to write down all the facts and information they know about a subject without first setting a specific macro rhetorical goal. A writer's overall objective for their essay is the macro rhetorical goal (Chandrasegaran & Schaezel, 2004, p. 46). The purpose of a writer's speech is to persuade the reader to support their thesis through a series of speech acts. The reader is persuaded into agreeing that the essay's arguments and explanations back up the thesis. We should inform students that the thesis itself is not the same as the macro rhetorical goal. Only the essay's main topic is mentioned in the thesis. Throughout the various stages of the composition, from planning to organizing to writing and revising their essays, the novice and experienced writers are distinguished by the information-focused approach as opposed to the knowledge transformation approach. New writers frequently ask themselves these questions during the planning stage: what they know about the subject, whether they have enough points to include in the essay, where they can find additional information, and how to make a piece of information relevant to the subject of the essay. In contrast,

experienced writers focus more on the seven rhetorical situations (purpose, audience, and context) when writing their piece. They carefully consider the information and rhetorical strategies that will work best in the given situation. This means that they consider and rank various pieces of information or actions in terms of how they might contribute to the larger rhetorical objective, and they use this strategic thinking to decide whether to include or reject materials. During the organization stage, novice authors typically present information chronologically. Experienced writers, on the other hand, tend to think about how different ways to arrange the information help them achieve their rhetorical goal. They check to see that the structure of the organization meets the rhetorical situation. They anticipate what the reader would like to know about their essays or whether or not they would agree or disagree with particular parts. To put it another way, they actively consider the reader's expectations and reactions during the writing process. When they are writing or revising, novice writers frequently have trouble deciding what to say next (in the following sentence). Before deciding how to proceed, they typically reread the preceding sentence or clause. Typically, they are overly concerned about spelling and grammar errors. As a result, their vocabulary and sentence structures are typically straightforward. They are probably preoccupied with writing's minute details in general. On the other hand, experienced writers refer to the macro rhetorical

goal when deciding what to say next. This strategic goal anticipates the reader's expectations and possible agreement or disagreement. They select words that are appropriate for the overall rhetorical circumstance and ensure that the content and organization will assist them in achieving their objective. They frequently rewrite or reorganize texts in larger chunks, such as paragraphs, guided once more by the larger rhetorical objective. It is important to note that writers using the knowledge transformation approach to writing and the information-focused approach to writing have distinct ways of thinking. It is extremely difficult, if not impossible, to observe how "novice writers make the cognitive transition to a knowledge transforming model, nor do they spell

out whether the process is the same for all learners" in practice (Hyland, 2011, p. 19). When writing information reports or entries for an encyclopedia, for example, even experienced writers will sometimes employ the information-focused approach because it is more appropriate. The author's responsibility in this type of writing is to explain and impart their knowledge of the subject matter. e. Building an argument at both the macro and micro levels From the previous section, we learned that making sure to include information relevant to the essay's macro-rhetorical objective can help us build an argument at the essay's broad discourse level.

References

1. Bereiter C., & Scardamalia, M. (1987). The psychology of written communication. Hillsdale, NJ: Lawrence Erlbaum.
2. Canagarajah A. S. (2006). Negotiating the local in English as a lingua franca. *Annual Review of Applied Linguistics*, 26, -P. 197-218.
3. Chandrasegaran A., & Schaetzel, K. (2004). Think your way to effective writing (3rd ed.). Singapore: Pearson/Prentice Hall
4. Crossley S. A., Roscoe, R., & McNamara, D. S. (2014). What is successful writing? An investigation into the multiple ways writers can write successful essays. *Written Communication*, 31(2), 184-214.
5. Crossley S. A., Weston, J., McLain Sullivan, S. T., & McNamara, D. S. (2011). The development of writing proficiency as a function of grade level: A linguistic analysis. *Written Communication*, 28(3), 282-311.
6. Ferris D. R. (2014). *Language power: Tutorials for writers*. Boston, New York: Bedford/St. Martin's.
7. Hyland K. (2011). Learning to write: issues in theory, research, and pedagogy. In R. M. Manchón (Ed.), *Learning-to-write and writing-to-learn in an additional language* (pp. 17- 35). Amsterdam: John Benjamins.
8. Leki I. (1992). *Understanding ESL Writers: A guide for teachers*. Portsmouth, New Hampshire: Boynton/Cook Publishers
9. McNamara D. S., Crossley, S. A., & Roscoe, R. (2013). Natural language processing in an intelligent writing strategy tutoring system. *Behavior Research Methods*, 45(2), 499-515.
10. Silva T. (1990). Second language composition instruction: developments, issues, and directions in ESL. In B. Kroll (Ed.), *Second language writing: Research insights for the classroom*. Cambridge, UK: Cambridge University Press.

РЕЗЮМЕ. Yozishni o'rgatish jarayonida o'qituvchilar darslarni samarali tashkil etish uchun to'g'ri yondashuvlarni tanlash imkoniyatiga ega bo'lishlari kerak, shuning uchun yozish uslublarini aniq tushuntirish nuqtai nazaridan yondashuvlarni tanlashning roli juda muhimdir.

РЕЗЮМЕ. В процессе обучения письму преподаватели должны уметь выбирать подходящие подходы, чтобы организовать уроки более продуктивно, поэтому роль выбора подходов имеет решающее значение с точки зрения четкого объяснения стилей письма.

SUMMARY. In the process of teaching writing instructors need to be able to choose appropriate approaches in order to organize lessons more productive, therefore, the role of selecting approaches is crucial in terms of explaining writing styles clearly

TALABALARDA MULOQAT MADANIYATINI RIVOJLANTIRISH SAMARADORLIGI

K.Y.Uzakova – doktorant

Ajiniyoz nomidagi Nukus davlat pedagogika instituti

Tayanch so'zlar: muloqot, ijobiy ta'sirlar, namunalar asosida o'zini-o'zi tuzatish, qayta tarbiyalash, shaxsiy imkoniyat, muomala maromi, mulohaza yuritish uslubi, munosabatga kirishish uquvchanligi.

Ключевые слова: общение, позитивное влияние, само коррекция на основе ролевых моделей, перевоспитание, личная возможность, этикет, стиль рассуждений, реляционная гибкость.

Key words: communication, positive influences, self-correction based on role models, re-education, personal opportunity, etiquette, reasoning style, relational flexibility.

Muloqot muvaffaqiyatining negizi shaxsning ruhiy dunyosi, ehtiyojlari motivatsiyasi, xarakter xislati, individual-tipologik xususiyati, qobiliyati, e'tiqodi kabi fazilatlar, sifatlar namoyon bo'lishi, rivojlanishi hisoblanadi. Muloqot tashqi ijobiy ta'sirlar, namunalar asosida o'zini-o'zi tuzatish, qayta tarbiyalash, shaxsiy

imkoniyatini ro'yobga chiqarish uchun puxta zamin hozirlaydi, komillik sari yetaklaydi. Barkamol insonlarning muomala maromi, mulohaza yuritish uslubi, munosabatga kirishish uquvchanligi, vaziyatdan chiqish salohiyatiga boshqa odamlar ham taqlid qiladi va hayot tajribasida unga rioya etib yashaydi.