

Биз юқорида кийин ўзлаштирувчи талабалар сафига суи суръат билан ишлайдиган талабалар кириб қолишини таъкидлаб ўтган эдик. Бундай талабалар билан ўша суи суръат билан ишлаш керакки, лекин уларни тезда шошириш ёки идроксизликда айблаш мумкин эмас. Бу талабаларнинг ўқишга бўлган кизикишига салбий таъсир қилиши мумкин. Қўшимча машғулотларда талабаларнинг фаоллик кўрсатишларига ва ўқув материалининг бир қисмини

ўқитувчи раҳбарлигида ўзлари ўрганишларига интилиш лозим. Шунингдек, кузатишларимиз ўзлаштирувчи талабалар билан кийин ўзлаштирадиганларни бириктириб қўйиш мумкин. Бундай услуб икки томонлама фойдалидир. Кучли талабалар ўртоқларига ёрдам бериш билан бир вақтда ўрганилган материалларни мустаҳкамлайдилар. Бундан ташқари, бундай ҳамкорлик талабалар ўртасидаги ўртоқлик хиссининг ўсишига имкон беради.

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РЕЗЮМЕ

Ушбу мақолада биз талабаларнинг чизмачиликни ўзлаштираётганларнинг олдини олишнинг, муҳим воситаси ўрганилаётган фаннинг истиқболини очиш, унинг турмуш ва ишлаб чиқаришдаги ўрни ҳамда тарихий тараққиётини кўрсатишдан ибарат. Яъни чизма бажариш малакасини оширишга катта эътибар беришга ижодий ёндашиш услубиётини тарқатма материаллар асосида қуйидагича ишлаб чиқилди.

РЕЗЮМЕ

В данной статье раскрываются перспективы предмета в усвоении навыков черчения студентов с помощью основных технологий, а также определяется его роль и место в обществе и производстве, указывая на историческое развитие предмета. Однако навыки черчения требуют больших усилий и внимания, для этого в статье предлагаются разработанные раздаточные материалы на основе творческого подхода.

SUMMARY

The given article deals with drawing subject, where we examine significant techniques in teaching subject and developing students' awareness about the subject, moreover, these issues help us to identify its place in society and infrastructure. In addition, there are given handouts designed on the basis of creative approach to develop drawing skills of learners.

SOME TIPS ON THE IMPORTANCE OF CREATIVE WRITING IN LANGUAGE CLASSES

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Таянч сўзлар: коммуникация, ёзма нутқ, ижодий ёзиш, ижодий тасвирлаш.

Ключевые слова: коммуникация, письменная речь, креативное письмо, творческое самовыражение.

Key words: communication, written speech, creative writing, creative self-expression.

With the development of information technology and expansion of the process of globalization, the world has become smaller but information is much. In such conditions many countries are striving for integration. More and more people want to get the latest news around us. In addition, many countries want to improve their economies and their position in the world. And the Republic of Uzbekistan is no exception. It should be especially noted in the Decree of the President of the Republic of Uzbekistan No. P-1875 "On measures to further improve the system of studying foreign languages" from December 10, 2012, which analyzed the current system for organizing foreign language studies showing that educational standards, curricula and textbooks are not in fully meet modern requirements, especially with regard to the use of advanced information and media technologies which aimed to improve foreign language learning system in the country [1].

Nowadays a great attention is paid to the development of four skills in learning language. The four skills of language learning are a set of capabilities that help to comprehend and produce an effective interpersonal communication. These are Listening, Speaking, Writing and Reading. Listening and Reading are receptive skills; Speaking and Writing are productive ones. Each of them is important and has its unique role in language learning process. Written speech increasingly penetrates the interpersonal and professional intercultural communication in the learning process of foreign languages, which can also be explained by the growing role of information technologies in all areas of human activity. When teaching foreign-language communication, speaking is usually outlined. However, about the role of written speech has been much spoken and written lately, writing as productive type of speaking activity still has a notable place in teaching foreign languages.

Analyzing the mechanisms of the functioning of the types of speech activity, psychologists and methodologists come to the conclusion that there are similarities and differences between writing and speaking. Thus, N.D. Galskova notes the similarity of the so-called internal speech mecha-

nism, i.e. internal plan for the future text [2:37]. With written and oral speech operatively functions the same transitions between externally expressed and internally pronounced linguistic forms. In the process of writing there is a transition from a word spoken aloud or to oneself, to word visible. When speaking there is a transition from a word spoken to himself, to the word spoken aloud. The way from thought to linguistic units is similar. Selecting lexical units, their organization in grammatically designed sentences, paragraphs and texts are made through the stages of selection, comparison, combination and control. In this case, there is set a chain of consecutive speech actions in accordance with the communicative intent of the author. It should also be taken into account the correlation of psychological mechanisms, involved in the process of speech: hearing, memory, attention, as well as the use of visual, speech and auditory analyzers. First, we dictate to ourselves in the process of writing, then look through and mentally pronounce the written work, listening carefully in it's rhythm and intonation.

Without denying the similarity between writing and speaking, E.N. Solovova distinguishes a number of differences between them [3]. A written speech is a monologue, which is built quite fully. In the absence of direct communication, the writer unfolds the speech to avoid misunderstanding of his own thoughts. In this regard, writing contains additional information, definitions that specify the characteristics. We strive to present information consistently and logically, clearly and concisely, because there will not be opportunities to change something or to repeat and clarify the written work. Therefore, the written speech is carefully thought through, the author redoes something, reformulates, tries to correct the written work. One should have enough time for this (at home or in class). The written text is more structured, since there is an opportunity to check it out. One of the main characteristics of the spoken text is its spontaneity.

Written texts are more demanding for the language norms. The duration of the formation of writing and speak-

ing skills should be distinguished. In target language environment we can more quickly learn to speak foreign language i.e. in natural conditions, as children learn to speak their native language. However, to learn to write, we need to make efforts, and special and step by step exercises.

If we compare writing and, for example, reading as two fundamental language skills, it should be noted that both of these skills are rather difficult to achieve. However, according to Schultz, "while reading, if we primarily expect enjoyment, then writing is more likely to be accompanied with great diligence and effort" [5:72]. To motivate learners to take these efforts and to give them joy of writing process, we can use creative writing.

We can face with different approaches to teaching writing which focus on the writing from different perspectives. Among these approaches they mention product and process oriented approaches, Genre approach and another one is Creative writing approach to teaching writing which is used in most of the English Language classrooms recent times.

Harmer affirmed creative writing as a term which implies "imaginative tasks, such as writing poetry, stories and plays" [6]. Creative writing normally refers to the production of texts which have an aesthetic rather than a purely informative, instrumental or pragmatic purpose. Most of the time, such texts take the form of poems or stories, though they are not confined to these genres. Letters, journal entries, blogs, essays, travelogues, etc. can also be defined as creative writing. Creative writing texts have a great deal with intuition, imagination and personal memories [7]. In the article, "Teaching Creative Writing," H.Beck suggested some ways of teaching story writing [4]. According to him, while students are writing it should be enjoyable. Students should have opportunities to choose their own subjects and methods of writing as the goal of creative writing is to develop children's cognitive and communication skills. Moreover, he suggested that before starting their writing, students should be reinforced to have an idea of each type of creative writing. For instance, he talked about story writing that many students do not have the sense of what story is. However, according to him, a sense of what a story is can be reinforced at the beginning of the discussion and if the students are led in a helpful way in these discussions, they may begin to see similarities and differences between books of different writing styles and contents. As a result, they will begin to form an idea of the forms and structures that stories generally follow. He also suggested that teachers should give feedback after the ending of the session or class. Moreover, if the teacher give the opportunity to the students to read each other's work and give feedback that will be helpful for both reader and writer. In this case, their peers comment will be more attended than the teacher's. However, he suggested that this interaction of students in giving feedback needs to be monitored and modeled by the

teacher. According to Alan Maley some benefits of creative writing for learners are: [7]

- Creative writing aids language development at all levels, such as grammatical, vocabulary, phonology and discourse.
- It fosters "playfulness" which encourages learners to take risks with the language, to explore it without fear of reproof.
- Creative writing puts emphasis on the right side of the brain, with a focus on feelings, physical sensations, intuition and musicality.
- Creative writing tends to develop self-confidence and self-esteem among learners.
- Creative writing leads to a corresponding growth in positive motivation.
- Creative writing feeds into more creative reading. By getting the process of creating the text, learners come to instinctively understand how such texts work, and this make them easier to read.
- Moreover, creative writing helps to improve expository writing.

Creative writing allows learners to use available lexical and grammatical skills, to show one's individuality, to be aware of intercultural differences, use their own written works to train the skills of reading and speaking.

Creative writing can only take place in a special atmosphere where a student is free for creating. Experiments with linguistic forms, discovery for new in the language, a sense of its harmony and rhythm, enjoyment of beauty its sound, humor - all this should not just be allowed and recognized. The teacher should contribute, if he wants to achieve creative expression in written form. If there is fear in the lesson, then the atmosphere is absolutely hopeless for creativity, including there is no reason for creative writing. The most important goal of teaching creative writing is motivation and the maintenance of joy in the process of writing. First, you can recommend different types of supports: visual aids (study items, pictures, photos), sound visualization (audio texts, songs, musical instruments), written works (poems, stories, quotes, proverbs, etc.). As the students gain experience in creative writing, the role of supports decreases and tasks can be performed without support.

In our opinion creative writing has a huge teaching potential and can be used at each classes in a foreign language. The teacher selects and includes them in the curriculum based on the learning goals and the level of skills of students.

If the students get opportunities to use their creativity, they will be able to write creatively, as well as, the teachers should be more creative. Teachers should study the modern methods and should adopt them for their own classes. Hence, it can be stated that creative writing can be an effective language tool which helps the learners in developing both cognitive and communicative skills

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Макола ёзма нутк хусусиятларини баён этишга бағишланган. Унда ёзма нуткни ўстириш бўйича ҳар хил методлар ва тавсиялар қараб чиқилган, хусусан, чет тилларни ўрганишда креатив нутк потенциал имкониятларини таҳлил этувчи креатив ёзувни ўстириш имкониятлари кўриб чиқилган.

Статья посвящается описанию особенностей письменной речи. Рассматриваются различные методы и даются рекомендации по улучшению навыков письменной речи, и в частности, креативного письма. Анализируются потенциальные возможности креативного письма при обучении иностранному языку.

The article is devoted to the description of peculiarities of writing. The author of the article also studies different methods of teaching writing and gives recommendations for improving writing, and creative writing, in particular. There were analyzed the potential possibilities of creative writing in teaching a foreign language.