

Received: 15.08.2021 Accepted: 10.11.2021

Yusupova Tursunay
Akhmedovna¹

Develop Students' Knowledge, Skills and Competencies in the Context of Logical Essays

Abstract

In this article it is focused on 4 issues, focusing on the formation of knowledge, skills and competencies in students in the context of the essay. They have the knowledge, skills, and abilities to construct various syntactic devices in an essay, to define their boundaries, to use punctuation for that purpose, to substantiate an idea in an essay, to draw on life experience in a statement, to use words in an essay, to use textual meanings in an essay competencies, each of which has been clarified.

Keywords: Essay, Creative Work, Knowledge, Skill, Skill, Syntactic Device, Delimitation of Syntactic Devices, Ability to Use Punctuation Marks, Reasoning, Ability to use Words in an Essay, Textual Meanings.

Introduction

The essay is the main criterion that determines the level of creative thinking, worldview, and ability of students to apply the norms of literary language in speech situations. Therefore, it is very important to explain to the reader the typographical errors that occur in writing an essay and the reasons for their occurrence.

When we talk about the theoretical foundations that help to understand text errors and their causes, to prevent and eliminate text errors, first of all, about the knowledge, skills, competencies and competencies of students in the semantic and logical presentation of the essay we will need to understand our imaginations correctly and clearly. This provides a wide range of opportunities for students to share relevant knowledge, skills, competencies and competencies in the contextual and logical presentation of the essay, as well as to plan work on them.

Numerous sources have been consulted in order to understand the errors in text and their causes, and to study the theoretical foundations that help to prevent and eliminate text 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, N Sattorova's dissertations and manuals covering some aspects of teaching students to write essays.

As a result of studying and analyzing many sources, we learned that there are knowledge, skills, competencies and competencies that are constantly and continuously needed in teaching the content and structure of the text, which are classified on the basis of the following 4 groups: a) knowledge, skills, competencies and competencies in technical aspects; b) knowledge, skills, abilities and competencies in the field of semantic-logical description of the written work (essay); d) knowledge, skills, competencies and competencies related to the

Yusupova Tursunay Akhmedovna¹, Candidate of Pedagogical Sciences, Associate Professor of Tashkent State University of Uzbek Language and Literature named after Alisher Navo'i, Uzbekistan.

functional and spiritual types of paragraphs in the text; e) text-related skills, competencies and competencies (Yuldashev R.A., & Rixsiyeva, M.M. (2018)).

When it comes to the semantic-logical aspects of the essay (written work), first of all, to create various syntactic devices in the essay, to define their boundaries, to use punctuation marks for this purpose; second, to substantiate the idea put forward in the essay, to draw on life experience in the statement; third, the use of words in essays; fourth, it is necessary to analyze the knowledge, skills, competencies and competencies related to the use of textual meanings in the essay. So, we need to focus on the four issues listed above.

The most important thing in writing an essay is *to create different syntactic devices in the essay, to define their boundaries, to use punctuation marks* for this purpose. To do this, students need to use punctuation to determine the boundaries of independent sentences, syntactic units in the sentence, and the motivation, the part of speech, the introductory word, the introduction, and so on. It is necessary to pay special attention to the differences between them, independent sentences in the text are simple sentences, compound sentences, motivational sentences, separated sentences, excerpts, assimilation sentences, dialogues, introductory words a sentence can be a compound sentence, a simple sentence with a simple sentence, a simple sentence with a compound sentence, a compound sentence with a simple sentence, a simple sentence with an excerpt, a simple sentence with a simple sentence, a simple sentence with a compound sentence with a sentence, a word with a simple or compound sentence, a dot, a question, an exclamation mark, a colon, sometimes a colon, a comma, a hyphen, it should be given as knowledge that it should be separated by parentheses. It is this practical knowledge that is translated into *practical skills: a) the ability to form independent types of speech, to distinguish them from the text, to distinguish between them; b) depending on the content, tone, purpose of the expression, separate two sentences from each other with a full stop, question mark or exclamation mark, sometimes with double marks*. Knowing these and applying them in practice is very important in the process of writing an essay, because it is important in the contextual and logical presentation of the essay (written work).

Creative writing develops *the ability* to write punctuation marks, which are learned in the educational stages, taking into account the types of independent speech.

Materials and Methods

This means that the work on this knowledge, skills and competencies will be done in a certain sequence depending on the passage of certain topics in grades 5-9. Given that some typographical errors are typical and persistent, it is important to plan for the textbook-based concepts to be studied in practice relatively early. To do this, choose the following exercises. Such exercises may include:

- Correctly define the boundaries of the sentence in the written essay, put the necessary punctuation;
- Identify the types of sentences in the essay and put the correct punctuation;
- Identify differences in syntactic devices in the text, explain the differences, explain the punctuation used;
- Correctly read the syntactic devices in the text, explain the type of sentence depending on the tone, explain the reasons for the use of punctuation.

So, the use of such exercises should be done gradually on the principle of continuity and continuity, because the problem of developing students' oral and written speech is one of the constant problems facing mother tongue education. One of the most important things to consider when evaluating an essay is the logical consistency of the student's sentences, the intended use of words, and the degree of spelling and punctuation errors. It depends on the level of knowledge and skills of students, such as the construction of various syntactic devices, their delimitation, the use of punctuation for this purpose.

It is also important *to substantiate the idea put forward in the essay (creative writing) and to express it from life experience*. For example, in creative writing, the content of the essay (written work) is seriously affected by the correctness of one's opinion, the fact that the grounds and evidence presented are incorrect or contradictory to the realities of life. That is why it is very important to teach students to construct different syntactic devices, to define their boundaries, to use punctuation marks for this purpose, as well as to substantiate the idea put forward in the essay (creative writing) and to draw it from life experience. To do this, students are first introduced to *the knowledge* that the first sentence in a paragraph is the main idea of the paragraph and should be explained in the following sentences. Students will also be taught how to visualize the real world, how to use life experiences, and how to be realistic.

As a result of learning and studying this knowledge, students first acquire *skills* such as the ability to visualize reality and express ideas. The skill develops into *the ability* to consistently

understand and observe the realities of life in the process of drafting an essay.

The practical significance of these knowledge, skills, and competencies listed and described above becomes clear in the context of content analysis and evaluation of student essays. Essays in school native language education and Olympiads have long been used in practice. It shows how much the topic is covered. Sometimes students object to the grade given in the essay, claiming that they did not make any spelling mistakes. It is worthwhile to write a review of the essay in order to clarify this process in advance. The content of the essay should include the correct description of the content and the misuse of words. This means that the following aspects of the use of the word should always be in the focus of the mother tongue teacher:

- The meaning of the word far from reality;
- The idea that is understood through the sentence instead of the thesis is not developed through the subsequent sentences.

This is described in detail in the manual "Textual errors in essays, methods of their correction" written by R. Yuldashev and M. Rixsiyeva [1; 84-b.].

The use of words and textual meanings in essays is also important in essays. The use of words in an essay can sometimes interfere with the overall understanding of the text, and can sometimes lead to confusion. In order to prevent such situations, we conclude that students need to develop the following knowledge, skills, and competencies, and describe them as follows:

When composing a sentence, compare the meaning of the word, the content of the sentence with the real reality, pay attention to whether the word can be combined with another word associated with it, pay attention to the accuracy of the idea being expressed and it should be conveyed by the teacher as necessary *knowledge*.

Before writing an essay, the student *must be able to* identify the meaning of the words he or she wants to use using glossaries and use them correctly in a sentence.

When writing an essay, it is important for the student to know the meaning of the words in the text being created and to use them correctly.

The question is: when will these knowledge and skills be developed in students as skills?

This means that the development of students' knowledge and skills in the use of words as skills is required to be implemented in each lesson. In every mother tongue class, no matter what rules a student works on, he or she will encounter words and text. Grammatical analysis is also based on speech and text. Also, in the process of analyzing the essay, it is necessary to analyze the errors and omissions

related to the logical statement in this essay in order to avoid the same mistakes and shortcomings in the next essay. The biggest mistake you can make is to use the same word over and over in every sentence or phrase. In our opinion, such a mistake should be explained by reading the essay to everyone in the class. Students make the same mistake by finding a word that they use over and over again. This error can be corrected by using text synonyms. This should be done through practical work with students. This will try to replace the repeated word with another word.

"What knowledge, skills and competencies will be acquired in this process?" The question can be explained as follows. *Knowledge* which is given to students may include: a) in the case of a sentence of 5-7 sentences or more, the word in the function of the subject of the idea must first be called by its own name and then replaced by words with a semantic meaning at a certain distance; (b) not to repeat the same word in consecutive and intermittently connected sentences; (d) the noun used in the first sentence of the paragraph may be a personal pronoun in the second sentence, and may not be mentioned in several other sentences, and may be replaced by other synonyms; e) whether the words in the text correspond to the nature of the object being described.

Based on this knowledge, *the following skills* are developed: a) to replace the same word with a diamond, which is repeated in each successive sentence of the essay; (b) Replacing the same word with a synonym repeated in each successive sentence of the essay; d) or correct them by omitting them in a few sentences; e) remember the word you want to use instead, looking it up in a dictionary of synonyms or a glossary.

It is this knowledge and skills that develop the *student's ability* to avoid repetition in writing an essay.

In order to develop the above-mentioned skills and abilities in students, it is necessary to perform a series of practical exercises before conducting written work (essay), which is to find textual meanings to the word given to students and use them in this way is to forcefully say. For such practical exercises, it is advisable to use the error correction work, which is often used in native language lessons (Yoldoshev R.A., & Mirjalolova, L.R. (2019)). It is true that such exercises are often used to correct spelling and punctuation errors and to improve spelling literacy, but they can also be used to eliminate repetition in the text of an essay. The main focus is on correcting errors in word repetition in the text selected for the practical exercise, and instead perform the task of editing the text by matching the corresponding rhymes or synonyms. Doing this kind of practical work on a

regular basis will help you to develop the ability to avoid the mistake of repeating exactly the same words when writing independent works, such as essays and essays.

For example, in native language classes, it is important to explain to students that textual synonyms are a means of avoiding the repetition of a word, and in this case, not only rhymes and synonyms, but also connectors, some auxiliaries, downloads, it is also necessary to pay attention to the aspects that form syntactic meanings of word forms, auxiliary compounds and forms that express different meanings, including the meaning of place and time. These tools reflect the relevance of the action expressed in the first sentence to the action expressed in the second sentence, the fact that the reality reflected in independent sentences or paragraphs occurs because of the reality in the previous sentence, and the place-time or cause-and-effect relationship used in the expression or expression of personal opinion in general. Independent sentences and paragraphs in the text of the essay are connected by introductory words, introductions and phrases. These provide a rich content and structure of the text.

When it comes to *the use of words and the use of textual meanings in an essay (creative writing)*, it is important to keep in mind that the verbs that make up the paragraphs are in the same form when expressing the relationship of time, inclination, and relation in the text. There are a number of things that students need to know, which are also important in preventing mistakes that students may make. These knowledge, skills, and competencies may include: (a) In the context of a paragraph, *it should be taught* to students that the cut of independent sentences in relation to the same action should be used in the same tense and in the same tense or proportion; (b) it is important for students to be able to identify the form of a verb that expresses a part of an independent sentence in relation to each executor of an action being constructed in a paragraph, and to develop *the ability* to use the part of subsequent sentences in that form; d) hence, it is necessary to develop in students *the ability* to use verb forms correctly.

Results and Discussions

It should be noted that the formation of this knowledge, skills and abilities related to the content and logical description of the essay is constantly integrated with the formation of knowledge, skills and abilities related to the organizational and technical aspects of the essay. It is very important to set the implementation. Opinions about this can be found in the methodical manual "Types of written work: essays, statements and dictation" written

by O. Madayev, A. Sobirov, Z. Kholmanova, Sh. Tashmirzayeva, G. Ziyodullayeva, M. Shamsiyeva. It provides a general description of the organizational-technical and content-logical aspects, which includes:

- The essay should be clearly and accurately written in beautiful calligraphy;
- The text of the essay should be stated on the basis of the relevant plan;
- The essay must have a semantic integrity, which is the main feature of the text as a written work;
- The importance of adhering to the methodological unity and expressiveness of the essay;
- Clear choice of words to express the idea, adherence to the simplicity of sentences;
- The size of the essay should be at the required level;
- It is important to divide the text of the essay into paragraphs and write from the beginning of the paragraph.

Opinions on the organizational-technical and semantic-logical aspects of the essay are also important in the classification of errors in the essay. The following three parameters are used in the assessment of knowledge, skills and competencies in the field of organizational, technical and semantic-logical expression: a) spelling errors; b) punctuation error; d) methodological errors; e) logical errors (Madayev, O., Sobirov, A., Kholmonova, Z., Tashmirzayeva Sh., Ziyodullayeva G., & Shamsiyeva, M. (2017)).

So, first of all, students need to develop knowledge, skills and competencies in the organizational and technical aspects of the essay. This allows students to *develop the semantic and logical aspects of the essay, the functional types of paragraphs in the text, and the skills, competencies, and competencies associated with text creation. Aspects of semantic-logical description of the essay (written work), functional-semantic types of paragraphs in the text and the formation of skills and competencies related to the creation of the text* that allows you to form. *The formation of knowledge, skills and competencies related to the functional-semantic types of paragraphs in the mantle leads to the final stage - the formation of skills and competencies related to text creation.*

Conclusion

In summary, such a description and classification of knowledge, skills, and competencies can help students avoid errors in their writing and help them make realistic assessments.

References

- Yuldashev R.A., & Rixsiyeva, M.M. (2018). *Textual errors in essays, methods of their correction*. T: Science and Technology, 156.
- Yoldoshev R.A., & Mirjalolova, L.R. (2019). *Competency approach in mother tongue education* - T: Science and technology 46.
- Madayev, O., Sobirov, A., Kholmonova, Z., Tashmirzayeva Sh., Ziyodullayeva G., & Shamsiyeva, M. (2017). *Types of written work: essay, statement, dictation*. T: Turon zamin ziyo, 104.
- Madayev A. (1991). *How to write an essay? Methodological guide for teachers of secondary special educational institutions* - T: Teacher. It's 91.
- Dolimov, S. (1964). *Educational statement and essay*. T: Secondary and Higher School, 100.
- Sattorova, N. (1995). *Improving students' essay writing skills (in the process of teaching their mother tongue in 5th class)*. Dissertation work, Tashkent. 141.
- Urumbayeva, G.N. (2001). *Linguodidactic foundations of teaching students of grades 7-9 a complex syntactic whole as the basic structure of monological speech (based on the material of schools with the Karakalpak language of instruction)*: Abstract. Diss. Candidate of pedagogical Sciences, Tashkent, 12.