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WRITING SKILLS AT THE LEARNING LANGUAGE

Nizamova Feruza Alimullaevna*

* Associate Professor candidate of philological sciences,
International Islamic Academy of Uzbekistan,
"Uzbek language and classical oriental literature"
Tashkent, UZBEKISTAN

ABSTRACT

In the next article we will talk about the advantages of writing skills, as well as the fact that in the activities mentioned in it, the language learner not only gains various language skills for communication, but also expresses opinions about increasing interest in the language, a positive attitude to the language, the emergence of a sense of learning, because of its naturalness and usefulness.

KEYWORDS: Skill, Writing, Reading, Foreign Language, Exercise, Dictation, Lesson, Text.

INTRODUCTION

In the framework of reforms aimed at building a new society based on the priority of democratic principles, we pay great attention to educational work in the country. In particular, the Law of the Republic of Uzbekistan "On Education" and the National Training Program are the primary factors ensuring the socio-economic and cultural development of the country. Besides implementing their needs, the basics of training competitively, they have identified highly qualified specialists.

Language learning expands the world to man because the resources written in every language are the source of a universe of truths. A person who learns a language discovers a world of new truths. Perhaps one of the reasons why Ahmad Yugnaki, Mahmud Kashgari, Zamakhshari, Imam Bukhari and hundreds of other scholars of ours conquered such high peaks of science is that they mastered Persian and Arabic, which were the international languages of the time. Good knowledge of the language led to the sources written in these languages, on the one hand, and on the other hand, their works written in Arabic and Persian were immediately known and popular all over the world.

METHODS

Persian has been studied in Uzbekistan since ancient times. A large part of our cultural heritage of the past was written in Persian. Modern Persian is the state and literary language of Iran. The basic dialect of the Persian literary language is the Tehran dialect. Each period had its own grammatical features, lexical changes, and a certain writing system. Persian attracts poets and scholars from many countries due to its melody, the richness of synonyms and eloquence of words. . It is known that many Uzbek poets wrote their poems and works in Persian as well as in Uzbek until the end of the 19th century.

RESULTS AND CONSIDERATIONS

Thousands of medical, mathematical, astronomical, historical, philosophical, legal, linguistic and literary manuscripts written in Persian by thousands of Iranians, Tajiks, Uzbeks, Indians, Azerbaijanis and other peoples of the East are preserved in the Manuscripts Fund of the Institute of Oriental Studies of the Academy of Sciences of Uzbekistan. the devons and tazkirs of the poets can be proof of our opinion. The vocabulary of modern Persian is rich in Arabic words and Arabic elements. In addition, some Arabic grammatical and graphic elements have entered the Persian language. All this is used in accordance with the grammatical rules of the Persian language.

Currently, Persian is studied in Uzbekistan for scientific and practical purposes. At a time when the social, political, cultural and economic ties of our country with foreign countries of the East are strengthening, one of the urgent issues of the day is to cultivate talented philologists, translators, simultaneous translators who are fluent in foreign languages, including Oriental languages. At the same time, it is important to introduce international educational standards for foreign language teaching in the system of continuing education in Uzbekistan and to base it on the level of "pan-European competencies in foreign language acquisition: learning, teaching, assessment."

The use of modern teaching methods in the educational process leads to high results in the teaching process. The choice of teaching methods based on the didactic task of each lesson is considered expedient. While maintaining the traditional form of the lesson, enriching it with a variety of modern methods will ensure that the level of mastery of the learners will increase. This requires a rational organization of the teaching process, constant stimulation of students' interest in the learning process by the teacher, the use of interactive methods to break down the content of the material into small pieces and encourage students to perform mass exercises independently. When these methods are used, the educator encourages the learner to actively participate.

The position of our independent republic in the world community is growing, international relations, trade, tourism and cultural and economic ties between the countries are developing. One of the important tasks of today is to teach Oriental languages to young people who will create the future of our country, to develop their oral and written language in this language. Now let's explain a little about writing skills. I did teaching writing in a foreign language for two purposes, just like teaching reading: the first is to express in writing the words and grammatical rules that language learners have learned through listening or reading, and the second is to

communicate. Only in the latter case is it necessary to cultivate the skill of writing, which includes specific rules and subtleties.

From the moment a language learner becomes acquainted with the ability to read and understand the interrelationships of letters and the difference in sound, we can begin to practice writing the letters of the language alphabet if we take the example of Persian. Language learners who use Latin letters in their native language should practice hand-to-hand writing from right to left. They have to learn to write each letter separately and how to put them together, just as an artist teaches a student to hold a hand. After exercises dedicated to learning letters, the language learner becomes familiar with writing individual words and phrases. It should be noted that it is not necessary to know all the letters from "alif" to "yo" from the beginning of reading. For example, a teacher can practice words such as دوز with language learners after teaching only the four letters of "د، ز، ر، و" and even record dictation. Then, by teaching one or two letters in each lesson, language learners can practice the words they have learned by "hearing or reading" in the texts and construct a sentence with those words and conduct the dictation at the speech level.

After learning to write letters and words, language learners can copy the texts they have learned in listening, reading, and conversation lessons, and also complete the exercises in writing. After this step, writing exercises can be done at the paragraph level. Thus, using the word and grammar rules memorized in listening and reading lessons, a one-paragraph material can be prepared and language learners can be asked to change a view of the grammatical rule and copy the sentences in the paragraph. For example, the pronoun "من" in the first sentence is written by changing "ما" and "آنها" to "او". Thus, language learners not only copy the sentence, but also rewrite the text.

We call it the ability to write for communication. In extracurricular social life, we practice writing a speech for a variety of purposes, some of which include:

Record a message given over the phone, correspond with friends and offices, write a shopping list or invitation, greeting card, daily memoirs, article, story and other literary works, etc. Of course, in today's developed society, they use hearing, reading, and speaking more than writing to communicate. But often our language learners who are determined to continue their studies or learn Persian for research need to write in order to carry out their educational work. They need to write a report on their research work, take an exam, take notes of what they have read or heard, write down what the teacher has said, and write down a lot of their work in the learning process.

For a language learner to acquire writing skills, he or she needs to know what kind of person or persons the interviewee is; must be familiar with the content of the text, possess the words and phrases used to express his intention, so that, depending on the situation of the speaker, he can express his intentions through written speech using appropriate words and phrases. In order to obtain such information, the following exercises are performed in the lesson.

The language learner is given one sentence, on the basis of which he composes similar sentences, using words he knows; the language learner is given a text (a paragraph) in which he writes some words (verb, noun, adjective, adverb) in the desired form; based on a given table, map, project, picture, and so on, the language learner makes sentences that are worthy of each other; compound and complex sentences are formed on the basis of a given simple sentence; the

sentences of a text are given in a chaotic manner, the language learner must arrange the sentences correctly, relying on the knowledge in his mind; the text is given and answers the questions asked about it and writes the answers in the form of a coherent text; an incomplete story is given for reading, the language learner must fill in the blanks in it.

The following exercises are recommended to prepare the content of the text:

1. Divide the language learners into groups of two, and both are given the same texts written in Persian. Each of the two people in the group is asked to focus on the written text and to identify the similarities and differences between the two texts in terms of art and style. Each group is then asked to share the results of their observations with their classmates and to record the statements made by all group members.
2. We give each language learner a letter (or some text) from the salespeople. Please read the letter and write a synopsis. You will then be asked to write a sales letter based on the abstract you have written and compare what you have written with the original letter to determine how much information you have received to reflect in the letter.
3. Write a topic on the board. For example, "Is wealth good or science?" language learners are then asked to write their thoughts one by one. The views of language learners are written on the board. We ask each of them the reason why they expressed such an opinion. In this way, we encourage all group members to debate for a while. We then ask language learners to write an article on the board based on the discussion in the lesson.

Research shows that a teacher should help a language learner to prepare spiritually for the topic to be written in a spiritual way as outlined in paragraph "B". The teacher should not ask language learners to write down what they know about the topic and then submit it to the teacher for evaluation but should help language learners in their thinking strategy and writing down what they have in their hearts and organize what they want to write, and finally in the writing process.

CONCLUSION

Finally, with the help of the language teacher, the learner should be aware that each text is written for a specific purpose and that there is a specific purpose in writing it, and that appropriate grammatical structures and logical sentences are used to make such a connection. In the activities mentioned above, the language learner not only uses different language skills to communicate but also because they are natural and all language learners in the class feel a sense of reliance on each other, there is an increased interest in language, a positive attitude to language, a sense of learning.

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