

## Some Types of Written Work in Foreign Language Lessons

Djamaldinova Shakhlo Obloberdiyevna<sup>1</sup>, Rafieva Bunafsha Rustamovna<sup>2</sup>

<sup>1</sup>Doctor of Philosophy (Ph.d) in Pedagogical Sciences, Samarkand State Medical University,  
Head of the «Uzbek Language and Literature, with Russian» Department

<sup>2</sup>Senior Teacher, Tashkent State University of Economics, Samarkand Branch

### ABSTRACT

The formation of the skills necessary for successful practical activity: the ability to present the content of what is read or heard, outline a lecture, an article, write a report, clearly formulate one's thoughts, draw up a plan and abstracts of a report, can only be done on the basis of the development of thinking and speech of students in the learning process. Therefore, it is necessary to systematically develop the ability to coherently express your thoughts. Creative and free dictations are of great help in this.

**KEYWORDS:** dictation, spelling skills, practical knowledge

Creative dictation means writing a text under dictation with a grammatical, spelling, punctuation or stylistic change in each sentence on the instructions of the teacher. Creative dictation requires understanding not only the content, but also the form of the text. The use of creative dictations teaches you to observe, makes you use the studied categories, teaches you to vividly, expressively and colorfully describe objects and phenomena. Creative dictations provide an opportunity to test practical knowledge in the section, make students think about the choice of words and expressions, and require a good knowledge of theoretical material. Consider a creative dictation to expand the text.

Such dictations involve replacing the given words in the text with single-root words, with prefixes, with suffixes, by introducing prepositions, unions. Perhaps the expansion of the text by introducing the words of the author into the actual direct speech or to the words of the author. In all these cases, the text written down by the students remains connected by the frequency of the studied grammatical and spelling phenomena.

All dictations for text expansion develop a reaction to words, require a good knowledge of the category being studied and spelling rules. In working on such a dictation, the student must:

Take into account the requirements of the teacher. Independently find the structures you need to insert. Check whether the modified and compiled proposal meets the requirements of the teacher.

At the lesson, the teacher names the type of work and its purpose, conducts an introductory conversation or is limited to a short introductory speech. Then he tells the task what needs to be done in the notebook.

A preliminary reading of the record is necessary so that at the beginning of the work the student does not insert words that will contradict the content of subsequent sentences. Insert an adjective with -H and -HH.

Everything around was frozen in a strong (autumn) dream. Through the (foggy) mist one can see wide meadows in the distance. The sun warms the (desert) earth. A sunbeam fell on the (sleepy) water through a thicket of (green) grasses. The (deciduous) forest rings above me, shaking off drops of dew from the (green) lan. The (morning) dew also sparkles on the patterned leaves of the fern. The (sleepy) grass is a little flattened by yesterday's rain. The birds are waking up. Tits jump from branch to branch, (fiery) cysts crush pine cones with strong noses, the whole will be resounded with (restless) cries and songs.

It is proposed to listen to the text of the dictation, pick up adjectives with - n, -nn. The text is read without selected adjectives. The text will then be read by the student and should highlight inserted words.

Creative dictations for expanding the text develop memory, as they require memorizing sentences of passages and entire texts.

Free dictation is a dictation in which the teacher dictates the text in parts, and students literally freely reproduce what they read with the help of free dictations, you can introduce certain vocabulary and various syntactic constructions into students' speech practice.

Free dictations are more effective than presentations with a grammar task, since when reproduced in parts, the author's text has a greater effect on students' speech.

At the same time, free dictations are a means of developing students' spelling skills. Free dictation educates and develops the attention and memory of students. The text should be coherent, accessible, interesting and linguistically flawless and one and a half times more than a literal dictation.

The person will live.

"Don't let me, doctor, I won't drop you off," the captain murmured gloomily. "Get out. Whatever it costs, drop me off," said doctor Antonina Ivanova. Cape Africa, protected from the sea by a dense network of reefs, even in good weather, is terrible for a sailor. No sailor would have condemned the captain because the task remained unfulfilled. But the captain and the doctor were thinking about one thing: on a small heel of land that crashed into the raging sea, a man was dying. And then the old sailor shouted into the cockpit: Boatswain, cork belts in the wheelhouse. Two volunteers are needed to escort the doctor ashore.

"Seeing ... Exactly from the theater home" Ivanova thought with a smile, but she really was escorted, under the arms. When the waves threw the boat onto the reef, the doctor and the sailors holding her tightly rushed into the icy sea.

On the ridge of a mighty rampart they reached the shallows. This trip for all three of them could have cost their lives.

Soaking wet, shivering from the cold and frightened, Antonina Ivanova, as soon as she entered the sailor's caretaker's house, first of all asked: "Where is the patient?"

The operation went well. The man survived.

Introductory material.

A misfortune happened at a distant lighthouse: a man fell seriously ill. From the lighthouse on the radio asked for help. In clear weather, the lighthouse can be reached by helicopter in half an hour. But on this day the sky was tightly closed by a raging Kamchatka blizzard. Doctor Antonina Ivanova ventured to go to Cape Africa by sea, but in a few hours the wind strength jumped from seven to ten, and the landing was impossible. Shafts as high as a four-story building, one after another, covered a small boat. What happened next?

1. Answer questions.

A. What did the captain and the doctor who were on the ship think about?

B. How did the volunteers see the doctor ashore?

C. We explain the meaning and spelling of the word.

A cape is a piece of land that juts out into the sea, lake, or river. It can be composed of both bedrock and sediment.

Reefs - a series of underwater or protruding rocky elevations of the seabed dangerous for ships.

Kubrick - living quarters for the ship's crew. Sailors were traditionally placed in the cockpits, while officers were provided with cabins.

The boatswain is the person of the junior (foreman) command staff, to whom the crew of the vessel for chores in the Russian and German fleets is subordinate.

A boat is a rowing, sailing or motor boat with a strong wide hull.

Deckhouses are structures located on the main deck or on superstructures. They do not go from side to side and are isolated. They contain the premises necessary for the operation of the vessel. Often fellings are placed one above the other.

Lighthouse - a tower with signal lights on the seashore, on the island to show the way to ships. How do you understand the expressions muttered the captain, a dense network of reefs, soaking through?

2. Explain the spelling of the highlighted letters in the words: journey, receipt, volunteers, on the ridge, tells, on the heel, shallow.

3. Explain the placement of punctuation marks in the sentence: Antonina Ivanova, as soon as she entered the lighthouse keeper's house, first of all asked: "Where is the patient?"

4. Compose two sentences according to the text of the dictation: With a participle before and after the word being defined.

5. Name the verbs from which participles are formed: held, protected, not fulfilled, raging, trembling.

6. Write on the board:

7. Captain, operation, boatswain, cabin, boat, through, icy sea.

8. Prepare a short written report about the profession of your parents.

Free dictation is an excellent means of preparing students to master the skills needed to present a whole text. In this sense, no type of exercise can compare with free dictation.

Thus, the systematic conduct of free dictations helps to overcome the main drawback: the incompleteness and inconsistency of the transmission of content. Many students with unstable attention, undeveloped memory and lack of necessary skills are not able to highlight the main thing, are not aware of important cause-and-effect relationships, and do not remember the text they read well. Free dictation can be recommended as one of the types of written work that contributes to the enrichment of the active vocabulary.

#### List of used sources and literature:

[1] Regina M. Linguocultural features of phraseological units //Academica Globe: Inderscience Research. – 2021. – T. 2. – №. 05. – С. 148-150.

[2] Rustamovna, R. B., & Obloberdievna, D. S. (2022). Use of Problem Technology of Learning in Literary Education. *International Journal of Formal Education*, 1(11), 47-52.

[3] OBLOBERDIEVNA, D. S., & NEMATJONOVNA, M. S. (2022). RESEARCH APPROACHES TO IMPROVING THE EDUCATIONAL SYSTEM. *International Journal of Philosophical Studies and Social Sciences*, 2(3), 225-229.

[4] Obloberdiyevna, D. S., & Tuychiyevna, R. L. (2022). Distance Learning in the System of Higher Education. *Web of Scholars: Multidimensional Research Journal*, 1(4), 53-59.

[5] OBLOBERDIEVNA, J. S., & YAKUBOVNA, A. G. (2022). FOREIGN LANGUAGE TEACHING IN DISTANCE EDUCATION SYSTEM. *International Journal of Philosophical Studies and Social Sciences*, 2(3), 240-243.

[6] Obloberdievna, D. S., & Rustamovna, R. B. (2022). Digitalization as the Only Safe Learning Option during the Covid-19 Pandemic. *Journal of Intellectual Property and Human Rights*, 1(11), 70-73.

[7] Джамалдинова, Ш. О. (2022). Изучение произведения Антуана де Сент-Экзюпери «Маленький принц» на основе проблемного метода. *Молодой ученый.*–2022, 2(397), 196-198.

[8] Хусанбоева, К. П., & Джамалдинова, Ш. О. (2013). ПРОБЛЕМЫ ПРЕПОДАВАНИЯ УЗБЕКСКОЙ ЛИТЕРАТУРЫ В АНГЛИЙСКИХ (АМЕРИКАНСКИХ) АУДИТОРИЯХ И ПУТИ ИХ РЕШЕНИЯ. *SCIENCE AND WORLD*, 56.

[9] Djamaldinova, S. (2021). PROBLEMATIC METHODS OF LEARNING UZBEK LITERATURE IN ENGLISH IN AMERICAN AUDIENCES. *Central Asian Journal of Education*, 5(2), UDC-398.

[10] Obloberdievna, D. S., & Seydalievna, B. E. (2021). AVICENNA'S CONTRIBUTION TO WORLD MEDICINE. *Galaxy International Interdisciplinary Research Journal*, 9(11), 238-241.

- [11] Джамалдинова, Ш., & Бекирова, Э. (2020). ОБУЧЕНИЕ НАВЫКАМ РЕШЕНИЯ ПРОБЛЕМ НА ЗАНЯТИЯХ. *InterConf*.
- [12] Джамалдинова, Ш., & Кучкарова, О. (2020). РОЛЬ СОЦИАЛЬНЫХ МЕДИА В ФОРМИРОВАНИИ ЭМОЦИОНАЛЬНОГО РАЗВИТИЯ МОЛОДЁЖИ. *InterConf*.
- [13] Джамалдинова, Ш. О. (2022). ЭТИКА В ОБРАЗОВАТЕЛЬНОЙ СИСТЕМЕ. *BOSHQARUV VA ETIKA QOIDALARI ONLAYN ILMIY JURNALI*, 2(8), 50-53.
- [14] Obloberdiyevna, D. S., & Tuychiyevna, R. L. (2022). Distance Learning in the System of Higher Education. *Web of Scholars: Multidimensional Research Journal*, 1(4), 53-59.
- [15] Хусанбаева, К., & Джамалдинова, Ш. (2020). The agony of longing. *in Library*, 20(2), 2004-2008.
- [16] Джамалдинова, Ш. О. (2022). ТЕОРЕТИЧЕСКИЕ ОСНОВЫ ПРОБЛЕМНОГО ОБУЧЕНИЯ И НЕОБХОДИМОСТЬ ИХ ИСПОЛЬЗОВАНИЯ В ШКОЛЬНОМ ЛИТЕРАТУРНОМ ОБРАЗОВАНИИ. *Наука, образование и культура*, (2 (62)), 40-42.
- [17] Джамалдинова, Ш. О., НЕОБХОДИМОСТЬ, Т., & ОБРАЗОВАНИИ, И. Наука, образование и культура. 2022. № 2 (62). URL: <https://cyberleninka.ru/article/n/teoreticheskie-osnovy-problemnogo-obucheniya-ineobhodimost-ih-ispolzovaniya-v-shkolnom-literaturnom-obrazovanii.3>
- [18] Джамалдинова, Ш. (2022). Использование проблемного обучения в учебном процессе. *in Library*, 22(2), 124-131.
- [19] Rustamovna, R. B. (2022). TWO MAIN PHASES IN IDENTIFYING THE CORRECT STRUCTURE OF THE LESSON CONTENT IN VIRTUAL CLASSROOM. *Current Issues of Bio Economics and Digitalization in the Sustainable Development of Regions*, 918-921.
- [20] Rafieva, B. R. (2021). MAIN FACTORS INFLUENCING THE DEVELOPMENT OF DISTANCE EDUCATION. *Scientific progress*, 2(7), 372-376.
- [21] Rustamovna, R. B. (2021). Essential drawbacks of using multimedia affecting both students and teachers in language teaching classes. *ACADEMICIA: An International Multidisciplinary Research Journal*, 11(3), 41-43.
- [22] Rustamovna, R. B. (2021). The Role of Some Effective Educational Approaches of Flipped Learning in Higher Education. *DEVELOPMENT ISSUES OF INNOVATIVE ECONOMY IN THE AGRICULTURAL SECTOR*, 416.
- [23] Rustamovna, R. B. (2021). Positive Impact of using Interactive Whiteboards in Education.
- [24] Джамалдинова, Ш. НАЦИОНАЛЬНО-КУЛЬТУРНЫЕ МАРКЕРЫ В СТРУКТУРЕ ПАРЕМИЙ РУССКОГО И УЗБЕКСКОГО ЯЗЫКОВ. *ЎЗБЕКИСТОНДА ОЗИҚ-ОВҚАТ ДАСТУРИНИ АМАЛГА ОШИРИШДА ҚИШЛОҚ ХЎЖАЛИК ФАНИ ЮТУҚЛАРИ ВА ИСТИҚБОЛЛАРИ 2015 йил, 20-21 ноябрь*, 255.
- [25] Obloberdiyevna, D. S., & Rustamovna, R. B. (2023). The Main Criteria of Autonomy Approach in Teaching English for Students of Economics. *Best Journal of Innovation in Science, Research and Development*, 2(2), 125-130. Retrieved from <http://www.bjisrd.com/index.php/bjisrd/article/view/69>
- [26] обучение, д., & Облобердиевна, Д. Ш. (2023). ПЕРСПЕКТИВА ОНЛАЙН-ОБУЧЕНИЯ И ТЕХНОЛОГИИ КУРСА, ОРИЕНТИРОВАННАЯ НА СТУДЕНТОВ. *ARXITEKTURA, MUHANDISLIK VA ZAMONAVIY TEXNOLOGIYALAR JURNALI*, 2(1), 18-19. Retrieved from <https://www.sciencebox.uz/index.php/arxitektura/article/view/5324>
- [27] Rustamovna, R. B., & Obloberdiyevna, D. S. (2023). Motivation as a Determining Factor in Promoting Student Independence. *Best Journal of Innovation in Science, Research and Development*, 2(2), 140-144. Retrieved from <http://www.bjisrd.com/index.php/bjisrd/article/view/72>