

COMPONENTS OF WRITING TASKS IN THE EDUCATIONAL PROCESS

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ABSTRACT

One of the important requirements for students' knowledge is the systematization of knowledge. The knowledge to be mastered by students should be interconnected, have a clear logical structure and consistency. Students' knowledge should be understandable and have a clear meaning. The masculinity of the acquired knowledge is that this knowledge must first be enriched with a clear idea and understanding of what is being taught, the phenomenon and the thematic content.

Keywords: *Writing task, knowledge, responsibility, oral and written speech, scientific knowledge, ability, teacher skills, experiments.*

АННОТАЦИЯ

Одним из важных требований к знаниям студентов является систематизация знаний. Знания, которые предстоит освоить учащимся, должны быть взаимосвязаны, иметь четкую логическую структуру и последовательность. Знания учащихся должны быть понятными и иметь ясный смысл. Мужественность получаемых знаний состоит в том, что эти знания должны быть предварительно обогащены ясным представлением и пониманием того, чему учат, явления и тематического содержания.

Ключевые слова: *Письменное задание, знание, ответственность, устная и письменная речь, научное знание, умение, навыки учителя, эксперименты.*

INTRODUCTION

Knowledge arises from the fact that people know things and phenomena in objective existence, the laws of nature and society. That is why knowledge is a product of knowledge. The knowledge that a person has in life changes over the course of historical development, is filled with new knowledge, and a person's knowledge of things and events grows deeper, clearer, and clearer.

All knowledge is passed down from generation to generation through oral and written speech and is assimilated by people. At this point, the question arises: "What should be the knowledge of students?" The purposeful knowledge imparted by the school must be strictly scientific, well-verified. Students' attention should be focused on the events, their essence, the appearance of things, their change and development,

and most importantly, the internal interrelationships between the events. The scientific content of knowledge has an impact on the overall growth of students. It expands the scope of their knowledge, creating conditions for young people to deepen their knowledge in higher education for future professional education.

Nowadays, science is growing very fast and new branches of it are emerging, ideas and concepts about nature and society are emerging. All of this should be reflected in students' scientific knowledge.

It means understanding the essence of the material being studied, finding the interrelationships and relationships between them, substantiating the laws being mastered, and being able to draw the right conclusions. The student's knowledge should be deep and comprehensive. In the context of school education, the depth of knowledge varies depending on the level of development of a particular subject, as well as the goals and objectives of school education and the growth of the student. The depth of knowledge depends on the method of teaching, the characteristics of the students, their mental development.

MATERIALS AND METHODS

Students' knowledge should be linked to life experiences.

Assimilation is a goal-oriented cognitive activity aimed at acquiring specific knowledge, skills, and competencies. Assimilation, as a pedagogical effect on a specific goal, is reflected in the minds of students, in their learning and practical activities. Reading activities play a big role in the development of a person and play an important role.

It is such an activity in the process of which knowledge, skills and various abilities are acquired. Children's conscious goal-oriented learning activities begin as soon as they enter school and begin their education.

High activity in the learning process is an important condition for the successful organization of learning activities of students, accustomed to the systematic and independent performance of homework.

The process of acquiring knowledge is the main form of cognitive activity under the guidance of teachers. The teacher should not only explain the new reading materials to the students, but also encourage them to acquire the maximum level of independent knowledge. The process of assimilation covers all aspects of human mental development as a cognitive activity. Assimilation is directly related to perception, memory, thinking, emotion, will, and a number of other personality traits.

The acquisition of knowledge depends on the readiness of the student to study, the mental development of previously acquired skills, age and individual characteristics.

We will briefly comment on the above points. Students' mastery of learning materials begins with comprehension of the material. Perception is a holistic reflection of things and events when they directly affect the sensory organs. In reading activities, perception often shifts to observation. The student learns what he is learning, the events, their properties, by perceiving and observing the objects in existence. In addition, the role of emotional cognition in mastering learning materials is great. Emotional cognition combines mental processes that occur as a result of the direct impact of objects and events on our sensory organs.

The initial stage of emotional cognition consists of intuition, which is involved in perception, which reflects the object and events as a whole, in all its various features. Previously perceived objects and events are recalled in the form of imagination. If the student not only understands what the teacher is saying, but also sees the visual aids, and performs practical exercises, it will be much easier to master the learning materials and the material will be firmly remembered.

It is well known that thinking is the highest form of human mental activity, the process of reflection of the indirect and generalized image of a real being, the connections and relationships between objects and phenomena in a being. Therefore, thinking is the main activity of students in the conscious mastery of educational material and its correct application in practice. Generalization, analysis and synthesis, concretization, systematization, abstraction of various operations of thinking are involved in the acquisition of knowledge.

RESULT AND DISCUSSION

Any mental activity of a person cannot be done without attention. Only when students' attention is seriously focused on the learning process will the learning material be fully understood and mastered. At the same time, in the process of assimilation, the focus itself grows and stabilizes. In reading activities, the stability, focus, distribution, and other characteristics of attention develop, and the volume of attention expands. The earlier the external focus, the greater the focus on the external information of the external object. As students grow and knowledge increases in them, the focus on the student's own mental life also develops. It is well known that the 3 types of attention are involuntary, post-voluntary attention.

Memory is a complex process that involves remembering and retaining what is in the human experience and then remembering and forgetting again. The science of psychology has identified certain conditions for the speed, accuracy, and robustness of recall of teaching material. First and foremost, how the learning material is remembered is important. It has been found that the more the sensory organs are involved in memory, the more thoroughly it is remembered. Repetition plays an important role in memorizing the material learned in the lesson. The effectiveness of repetition is not in its quantity, but in the way that this repetition is actively replicating the material.

Active repetition means recalling perceived material several times, retelling what you have read. In such repetition, thinking and speaking activities are activated and a full understanding of the content of the text is achieved.

We need a special national training program, which will: improve the quality of teaching in general education schools (additional financial incentives for teachers, methodologists, the establishment of special classrooms, the establishment of higher education, parenting schools, etc.);

to open schools for the most talented children;

Introduce a qualitatively new relationship between businesses and schools;

Introduction of economic accounting in vocational schools and on this basis to dramatically improve the quality of training of mass professionals;

It should include a review of the system of training specialists in higher education institutions.

The new law on education —Even before the adoption of the National Training Program, we have been thinking about preschool education.

Today, we are taking a deeper and new approach to the issue. According to the requirements of our program, the type of pre-school education not only prepares the child for school, but also ensures his healthy growth, prepares him for regular education, awakens a sense of desire to learn.

Preschool education is not yet systematic. It is rare for a preschooler to learn something systematically. Kindergartens have special curricula, and there are specific program requirements for each age group.

School is a source of teaching activities. A child's entry into school is a turning point in his or her life. As soon as a child enters school, reading becomes a major activity in his or her life. Reading is a student's duty, a social duty. At school, the child receives news systematically. It is a growing source of readership. In higher

education institutions, the knowledge, skills and competencies acquired so far are mastered in a deeper, broader and clearer field.

What level of higher education institutions are there in the Republic of Uzbekistan today? They are:

The university -provides training and postgraduate education programs in a wide range of fields.

The Academy -implements higher and postgraduate training programs in specific areas of training and knowledge.

The institute - implements postgraduate education programs in one area of knowledge in specific areas and, as a rule, in higher education.

The teacher - is the main organizer of the educational process in the school.

Teaching - is a profession that has always been respected by society and the public from the beginning of the history of human society to the present day. In order to impart modern knowledge to students, the teacher himself must have such knowledge.

CONCLUSION

The teacher must not only know the laws of the subject he teaches, but also the laws of education and upbringing (to be able to teach, to teach, to educate), to know how the process of acquiring knowledge, how the student reads. Observations show that the teacher's original purpose is to understand interpersonal relationships, behaviors, communication disorders, and subtle examples as a result of anxiety, and so on. For example, information about the ethics and future of student learning is a social problem - the family environment is an economic issue, discussed after community lifestyle considerations (veiled by the level of mastery or behavioral bed specific to the student's gender).

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