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Use of Module System of Creating Text in Native Language Course

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Annotation: *in language teaching methodology is very important to implement the theoretical and practical education simultaneously. Was invented the formation of universal technologist of making texts in students' ability- as we can call it four stages system of making texts "SSCT-4" module.*

During the last years there were implemented several scientific-research works directed to development of philological education of students, especially senior students of schools and academic lyceums of Uzbekistan. Due to the results of studying program materials, 67% of the time of students was spent to learning grammar rules and regularly repeating them. Students have learnt not the language itself (native), but scientific grammar.

In other words, existing course of native language (Uzbek), which is based on the principles of sequence, supported by teaching grammar, does not allow practical study of language means, its opportunities, stylistic rich of language. New curricular of Uzbek language that is constructed based on modern teaching technologies of CCT (Communicative-cognitive teaching), allows providing modernization and effectiveness of teaching language at colleges and academic lyceums of Uzbekistan.

In western countries, where is prevailed teaching technologies, are taken into consideration specific features of each studies language. Thanks to this type of approach language course is abandoned from traditional model of scientific grammar. At the same time the following main conditions for activating creativity skills of students, familiarization with creative research, forming free, logical, research creative thinking: 1. Providing independent practical usage of knowledge related to the norms and expressive opportunities of the native language by students. 2. Determination of content system of expressive language means for students of academic lyceums, on the assumption of needs and willingness of learning the native language. 3. Development of communicative system of tasks, that intends to develop perception of ideas that provides logic thinking, creative expression and techniques of literary reading. Just in this process are revealed opportunities for real digestion of language means, their significance and functioning features.

Transition to communicative module system of teaching native language needs initial analyze of condition of practice, basically important: clearly determining levels of students' skills on understanding and expressing ideas; revealing needs level of students in learning language

means and norms of native language; characterizing levels of provision of language formation by complex education-methodological literature and modern technical means. determining actual possession of logic-linguistic operation such as conscious expression of ideas based on analyzing and generalizing values of language means in order to cognition, consciousness and expression of ideas.

The task of scientists-pedagogic is to develop effective method of mastering expressive means and opportunities of native language, achieving high communicative education level of young generation. Consequently, content of education and its methodical system must be interrelated and correspond to state standard means, settlement of national model of preparing specialists.

As our observing show, needs for learning expressive means of the language appears based on formed demands of students that is related with development of creative expression of ideas. As far as developing thinking, there increases need of students in gaining richness of native language. In addition, there is formed individual speech of students. In this direction of education content, in our mind, must be determined the following opportunities of students: analyzing specific knowledge of the language; independently accomplish logical-linguistic tasks; showing own intellectual and creative abilities by using expressive language means, creating texts and working on them; forming skills of spread usage of specific opportunities of national language richness in the process of expression (1).

Education of native language – is dialectically developing process and its qualitative indications must find its expression in forming speech skills and abilities, in independently created text. In developing skills of students at schools, secondary-specialized, vocational colleges how to use words, expressing ideas, the important value has systematization of creative thinking, concentration of skills and abilities of developing oral and written speech.

So, the content of teaching modern Uzbek literary language in education institutions must lean to the principles of concentration. Learning language means within the framework of different concentric, on the basement of clear parameters and interrelation allows continuous development, intensifying speech skills and abilities, and written expression of thoughts. New content of teaching is directed to developing intellectual abilities of students, their intellectual potentiality, competency of expressing own thoughts and feelings by different language means.

The form of implementing these scientific theories in practice of teaching language is universal communication-staged system, **module** of constructing and creating the text. This is completely new approach of technology of creating text that not only reveals earlier gained knowledge, skills and abilities of the student, but also forms, develops and integrates new knowledge on developing speech, directs to the ways and methods of perfection of creative expression of ideas, creating texts of different forms and characters. At the same time in working process of students there develops individual abilities, peculiarity of expressing thoughts (speech styles) and forms intensive mechanism of concentration and ordering creative intention of the students in text, storytelling and composing different genres.

This modeling type of developing and perfection of oral and written speech is named four-staged system of creating text – briefly FSSCT: **1 stage** (selection of key words). Activity in

choosing key words . **2-stage** (SS). Activity in creating word combinations. **3- stage** (SP). Activity in creating word sentences. **4- stage** (ST) Activity in creating a text

While working with FSSCT it allows the student showing creative abilities wider and brightly, develop definite types of knowledge and skills, creating logically proper text in front of audience, and teacher in his turn, directs and concentrates students thoughts based on demonstrated system, determines level of students' vocabulary, ability of choosing fit words, compiling phrases and sentences, mastery of creating mini text and as a result to identify, evaluate and increase level of communicative education of students on native language course.

How FSSCT module does differs from traditional method of assessing by tests? Testing determines and reveals main knowledge of students on exact subject, but does not perfects them. Testing – is the mean of evaluating earlier gained knowledge and skills. In addition, FSSCT module determines, concentrates, analyzes, reveals, perfects and generalizes level of speech competency and education of students on native language course.

Universal FSSCT module is applicable not only in FCTS but also in: defining the degrees of language knowledge, skills and abilities and its assessment; using leveled features of language, in developing self-directed search in learning creative thinking; creative testing of applicants applying to higher education institutions; developing speech skills, for example in independent work (psycholinguistic approach to learners' personality) e.g. make a text on the basis of FSSCT using the image on the screen.

At this point, using 4-staged universal system of creating texts FSSCT in native language class that leans on modern innovational technologies of teaching allows to widely using lexical richness, linguistic opportunities of native language in the speech, and also provides stylistic diversity of expressing thoughts both in oral and written form.

If in the early three stages of the module FSSCT was conducted work preparing the student to create the text, then in the fourth stage is created text, i.e. Happens speech invention. In the following stage is created plan of the text, is created artistic text and it is edited independently. The aim of technology of 4staged system of creating text is the following: a) in searching needed keywords; b) in searching needed values of words; c) in compiling needed phrases, selecting and storing language means; d) in compiling sentences of different types of forms and close by meaning; e) in transformation of native language into ordered individual-valued system; f) in continued reinforcement, updating and wide forming of language, speech and written-speech experience of students.

While teaching to receptive-module types of speech activity, teachers – often uses this type of method of intellectual activity, as compression of text content. The content of listened and read texts is represented in the form of set of key words that serve as their coding means. While discussing text content the keywords simultaneously implements the other function – **means of recovery of content** on “supporting points”.

Implementation of thoughts of communicative-cognitive approach in teaching native language in the modern stage challenges urgent demand of determination of formation as “intellectual

upbringing”, “cognitive style”. Scientist-methodologist M. A. Kholodnaya sees in intellectual upbringing “the form of organization: of education process within the frame where each child is individualized practical assistance in order to develop their intellectual opportunities (2).

References:

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