

# Methods of Teaching Students to Create Creative Texts

Usmonova Oyistaxon Yuldashaliyevna

Associate Professor at Tashkent State Technical University, Candidate of Pedagogical Sciences, Uzbekistan

Kudratxodjayeva Nargis Akbarovna

Associate Professor at Tashkent State Technical University, Candidate of Philological Sciences, Uzbekistan

**Received:** 16 February 2025; **Accepted:** 17 March 2025; **Published:** 16 April 2025

**Abstract:** In this article, in accordance with the curriculum, in order to check and evaluate the student's knowledge in Uzbek language classes, as well as to improve the skills that lead to independent thinking, such as observation, the ability to connect events and situations, and the ability to draw logical conclusions from the statement. It is about making educational and creative statements, creating a text based on a picture, creatively changing the text related to the specialty, and performing various tasks related to working on the text.

**Keywords:** Creative text, communication, specialty, specialist, speech activity, language education, curriculum, oral speech, statement, written work.

**Introduction:** Using advanced teaching methods that incorporate modern pedagogical technologies in higher education institutions to teach the state language, creating broad opportunities for training specialists who can speak fluently in this language, and equipping students with scientific-theoretical knowledge and practical skills and abilities is considered an important socio-pedagogical phenomenon. This process also involves improving concepts such as interest, dedication, and responsibility towards one's profession. In Uzbek language lessons, checking and evaluating student knowledge, as well as developing observational skills during the lesson, and the ability to interconnect events and situations, To enhance skills that foster independent thinking, such as the ability to draw logical conclusions from statements, it is necessary to conduct educational and creative exercises in accordance with the curriculum. These exercises should include creating texts based on images, creatively adapting specialized texts, and completing various tasks related to working with texts.

## Literature review

The development of students' speech is one of the primary tasks of language education, characterized by the distinctive features of language, semantic nuances, and artistic expressiveness. In cultivating speech

culture, adherence to literary language norms is emphasized, particularly the mastery of rules for the correct usage of words in a given language, including their structure, formation, and modification patterns, as well as the proper application of phrases and sentences in speech. In this regard, as the methodologist scholar A. Hamroyev aptly noted, "The essence of language lies in its function."

## METHODOLOGY

This article discusses conducting educational and creative essays in accordance with the curriculum, creating texts based on images, creatively adapting specialized texts, and completing various tasks related to working with texts. These activities aim to test and evaluate students' knowledge in Uzbek language lessons, as well as improve skills that foster independent thinking, such as observation, connecting events and situations, and drawing logical conclusions from narratives. The research methodology for this article includes the study of relevant regulatory and legal documents, pedagogical-psychological and methodological literature, as well as the use of systematic structural analysis, observation, interviews, and specialized pedagogical-psychological techniques.

## RESULTS

The development of students' oral and written speech is closely linked to their ability to apply theoretical knowledge in practice. When performing exercises based on specially prepared questions and tasks, students strive to apply grammatical rules in practice. These questions and tasks provide guidance for the student. In such work, the student operates independently within a relatively narrow scope. If they manage to independently expand their vocabulary and create new text, their level of mastery of the topic will also be high. Teaching students to construct sentences, interconnected sentences, concise texts, narratives, and stories on the topic after each lesson will help shape their speech correctly. In particular, starting from the 1st year, it is crucial to organize work on field-related texts during Uzbek language lessons to instill in Russian-speaking students a love for their chosen specialty.

The development of a student's speech is not limited to enriching their vocabulary. Speech development is closely linked to psychological factors such as thinking, perception, and consciousness. To develop students' speech, it is advisable to first teach them to create oral narratives, and later written texts, on topics that compel them to observe, think, and reflect.

It is known that creative and practical work serves as the foundation for text creation. Creating texts is the most challenging stage of creative-practical work, which requires the student to first determine what to write about, and then how to express their thoughts. This, along with knowledge of rules, demands a certain level of vocabulary, the ability to appropriately use word combinations, expressions, phraseological units, homonyms, paronyms, and synonyms. It also necessitates an understanding of the surrounding environment and reality, knowledge of specialized disciplines, observational skills, and the capacity for contemplation. If any of these characteristics are missing, the quality of the produced text will not meet the required standard.

Various other tools, methods, and resources can also be used to develop students' skills in text creation and creative work with text.

For example, the purpose of creative work conducted through visual aids is to develop students' ability to describe depicted events, situations, or conditions in writing or orally.

First-year students should be able to express not only what they see in pictures dedicated to topics such as "I am proud of my university," "Uzbekistan and international relations," and "Family - the foundation of society," but also what they feel through seeing, what inner experiences the image evokes in them. The

illustrations recommended for this type of creative writing should meet the following requirements:

- a) the images should be in color;
- b) have educational significance (enriching the student's spiritual world, teaching to see and feel beauty, and developing the ability to express emotions through words);
- c) provide the opportunity to become familiar with various types and genres of artworks and their authors;
- d) allow for unlimited creative freedom.

The process of preparing to create a creative text based on an image should, in our view, be organized in stages: In the first stage, before creating the text, a discussion based on the image is held and a vocabulary list is created. In the second stage, it is necessary to explain the meanings of the words in the vocabulary list. In the concluding third stage, organize independent work on replacing words in the vocabulary list that can be modified with phrases and their synonyms, and compiling a series of related words.

The process of preparing for the creation of a creative text based on an image should, in our opinion, be organized in stages: In the first stage, before creating the text, a brief discussion is held and a vocabulary list is compiled. In the second stage, it is necessary to explain the meanings of the words in the vocabulary list. In the third and final stage, replace the words in the vocabulary list that can be substituted with phrases and their synonyms, and organize independent work on compiling a series of related words.

Such preliminary preparation for creating a creative text encourages students to approach creative work seriously. Additionally, the complex process of creating a creative text based on an image requires specific preparation (expanding vocabulary, establishing logical connections). Special preparation for the creative work process on various topics motivates students to approach this task with responsibility. Consequently, creating a field-specific creative text fosters a harmony between independent thinking and literacy in the student.

In most cases, when a student creates a text based on an image, they perceive and describe the moment depicted in it exactly as it appears before their eyes. At the same time, the situation depicted in the image somewhat limits the text being created. The situation to be narrated clarifies the unity of place, era, and time, and facilitates the student's thinking process. The fact that the boundaries of the situation are not violated in texts based on images serves to reveal the student's personal world and spiritual character, clearly showing how this moment is manifested in the student's mind.

In order to further develop the student's independent thinking skills in the process of creating a text based on an image, it is advisable to divide the creative work process into three stages:

Stage 1: Logical thoughts and reflections on the events that occurred prior to the described situation;

Stage 2: Description of the situation in the suggested image and reaction to it;

Stage 3: The student's independent account of the continuation of this situation.

This three-stage work expands the student's scope of reflection and worldview.

The student pays attention to the sequence of events and seeks connections between them. Thus, through the organization of creative work, students are given creative freedom, and their independent thinking skills are developed.

The visual aids presented in Uzbek language teaching must also be genuine works of art that broaden the student's worldview and introduce them to this form of art. When assigning a task based on an image, the teacher sets the following objectives: a) improving the student's literacy; b) mastering and reinforcing the studied topic; c) developing the student's skills in composing written text; d) fostering independent thinking skills, and so on.

If the goal is limited to these aspects alone, that is, if it's narrow, then works of fine art used as visual aids only serve to help master a specific topic. Therefore, the process of working with visual aids should encompass a broader purpose. Along with the aforementioned goals, the teacher should: d) provide students with basic information about the genre of the visual medium (and, if possible, about its style); e) identify the artist's intended purpose; f) teach students to express personal opinions about the work of art. If the teacher succeeds in implementing these listed concepts as a cohesive whole, they will not only reinforce their students' knowledge of the subject but also teach them to think on a broader scale. Consequently, such an approach to education is one of the main requirements of today.

When creating a text based on an image is required, it is beneficial in the first stage to thoroughly familiarize students with the picture, extract various topics from the image itself, and conduct an oral discussion with active student participation, focusing on aspects that require attention. This single image can easily serve for conducting several written assignments. Depending on the planned topics, written works can be conducted on subjects such as "Internet - Global Network," "Abu Rayhan Beruni - Encyclopedic Scholar," "Ancient

Cities," "Industry of Uzbekistan," and "Engineering Profession." After an oral discussion based on the images with teacher and student participation, and upon selecting topics similar to those mentioned above, the teacher can organize written work in 3 different ways:

1) selecting a specific topic and engaging all students in creating a text within the framework of this topic;

2) assigning a group of students to write on a freely chosen topic;

3) involving the remaining students in creating a text based on a topic chosen by the teacher. Additionally, the timeframe for text creation can be set differently: during the lesson and as a continuation at home. Since there is only one selected image, it is advisable to have students compose the text during the lesson. The plan for such assignments may be as follows:

1. Analyze the image - 3 minutes

2. Create a text outline together with students - 5 minutes

3. Conduct question and answer session based on the outline - 7 minutes

4. Explain the task to students - 2 minutes

5. Create a written text - 15-20 minutes.

## **CONCLUSIONS**

In general, it is advisable to use images of this nature both for text creation and for expanding students' vocabulary. Another effective method is to first have students compile a vocabulary list and then engage them in text creation, which also yields positive results.

In conclusion, utilizing the aforementioned methods for developing written specialized communication skills of Russian-speaking students in non-philological fields proves highly effective in thoroughly mastering and practically applying the planned topics.

## **REFERENCES**

Asqarova M. va boshq. O'zbek tili mashg'ulotlarida nutq o'stirish. –

Toshkent: TDPU, 2000. – 58 b.

Hamroyev A.R. Ona tili ta'limida o'quvchilarning ijodiy faoliyatini

loyihalashtirish: Ped. fan. dokt. (DCs) diss. – Toshkent: 2020. - 248 bet

Kudratkhodzjayeva N.A. Innovative methods to increase the effectiveness of teaching the Uzbek language "Psychosocial" International Journal of Psychosocial Rehabilitation. Angliya. 2020.1&2, 4284-4288 b.

Kudratkhodzjayeva N. A. Ўзбек тили дарсларида русийзабон талабаларнинг нутқий маданият

малакаларини ошириш усуллари. “Филологиянинг долзарб муаммолари” халқаро илмий-амалий интернет анжумани илмий мақолалар тўплами. ФарДУ, 2020. 2-китоб, 69-71-б.

Usmonova O.Y., Kudratkhodjayeva N.A. The Role Of Literary Education Methods In Teaching Creative Life And Creativity. Journal of Contemporary Issues in Business and Government. 2021. 3537-3540 б.

Usmonova O., Kudratkhodjayeva N. "Innovate methods on efficient teaching of languages". ACADEMICIA: An International Multidisciplinary Research Journal – 2021, USA.

Usmonova O.Y. Talabalarning yozma nutqini rivojlantirish metodlari. «Filologiyaning dolzarb masalalari» mavzusidagi xalqaro ilmiy-amaliy anjuman materiallari FarDU 2023-, 4-noyabr, 564-568 b.

Usmonova O.Y. O‘zbek tili darslarida talabalarning yozma nutqini rivojlantirishning interfaol metodlari. NamDU axborotnomasi 2023-y, 12-son, 831-835-b.