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THE USE OF AUTHENTIC MATERIALS IS AN EFFECTIVE METHOD FOR DEVELOPING WRITING PROFICIENCY

Annotation. *This article provides information about the utilization of authentic materials in the writing process. The generation of words, sentences and paragraphs with grammatical accuracy necessitates a high level of knowledge and a capacity for deep thinking. It is of the utmost importance that a writer possesses the requisite linguistic abilities, including an understanding of grammar, vocabulary, punctuation and spelling, in order to facilitate effective communication through written language. The act of writing establishes a connection between the writer and the audience, thereby fostering the formation of a community of minds. It is widely acknowledged that the utilization of authentic material represents an efficacious methodology for the enhancement of writing abilities. This paper will examine the components of writing and the advantages of using authentic materials to enhance writing skills.*

Keywords: *skills, factual, imaginary creative, inventing, drafting, revising, editing, authentic materials, writing abilities.*

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AUTENTIK MATERIALLARDAN FOYDALANISH–YOZUV MALAKASINI RIVOJLANTIRISHNING SAMARALI USULI

Annotatsiya. *Ushbu ishda yozish jarayonida autentik materiallardan foydalanish ko'rib chiqilgan. So'z, gap va abzaslarni grammatik aniqlikda yaratish yuqori darajadagi bilim va chuqur fikrlash qobiliyatini talab etadi. Yozuvchi yozma til orqali samarali muloqot qilish uchun zarur til qobiliyatlariga ega bo'lishi, jumladan, grammatika, leksika, punktuatsiya va orfografiyani tushunishi juda muhimdir.Yozish jarayoni yozuvchi va auditoriya o'rtasida aloqa o'rnatadi, bu bilan fikrlar hamjamiyatining shakllanishiga yordam beradi. Autentik materialdan foydalanish yozuv malakalarini oshirishning samarali metodologiyasi ekanligi keng e'tirof etilgan. Ushbu ishda yozuv komponentlari va yozuv ko'nikmalarini oshirish uchun autentik materiallardan foydalanishning afzalliklari ko'rib chiqiladi.*

Kalit so'zlar: *qobiliyat, haqqoniy, xayoliy ijodiy, ixtirochilik, xomaki, qayta ko'rib chiqish, tahrirlash, autentik materiallar, yozma ko'nikmalar.*

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ИСПОЛЬЗОВАНИЕ АУТЕНТИЧЕСКИХ МАТЕРИАЛОВ - МЕТОД УГЛУБЛЁННОГО РАЗВИТИЯ НАВЫКОВ ПИСЬМА

Аннотация. *В данной работе рассматривается использование аутентичных материалов в процессе письма. Создание слов, предложений и абзацев с грамматической точностью требует высокого уровня знаний и способности к глубокому мышлению. Очень важно, чтобы писатель обладал необходимыми языковыми способностями, включая понимание грамматики, лексики, пунктуации и орфографии, чтобы облегчить эффективное общение через письменный язык. Процесс письма устанавливает связь между писателем и аудиторией, тем самым способствует формированию сообщества мыслей. Широко признано, что использование аутентичного материала является эффективной методологией повышения навыков письма. В этой работе рассматриваются компоненты письма и преимущества использования аутентичных материалов для повышения навыков письма.*

Ключевые слова: *навыки, фактические, воображаемые, творческие, изобретательские, черновые, пересмотр, редактирование, аутентичные материалы, письменные навыки.*

Introduction. Language learning is based on listening, speaking, reading and writing. It is widely acknowledged that the art of composition is the most crucial element for acquiring a new language. This technique also plays a vital role in understanding discussions and dialogues between people. Literary texts, which serve as the best example of language use, provide learners with realistic models of topics, characters, and activities to see how language structures are used to accomplish various tasks that are hardly covered in English for Specific Purposes (ESP) curriculum [1;73 p.]. It is a common misconception that the capacity to write effectively is an innate ability. It is, in fact, possible to develop writing proficiency through dedicated and persistent effort. Indeed, the act of writing is a highly complex undertaking that necessitates a series of preparatory activities, including the drafting of the text, subsequent redrafting, and finally, revision. The activity in question has the potential to present challenges for both native and non-native learners alike. In the preceding decade, this task was typically regarded as relatively straightforward. Nevertheless, it is now becoming increasingly complex. Effective writing is capable of capturing and holding the attention of readers, thereby making it an appealing form of communication. It can thus be argued that writing can be considered an artistic endeavor that is particularly relevant in the modern age.

Literature review. The capacity to write is an indispensable component of English language proficiency. In essence, writing is the act of communicating through the medium of written language. All information is conveyed through text in writing. Furthermore, the act of writing entails the creation of a text.

Harmer proposes that language production should be approached in a way that allows students to draw on their entire linguistic repertoire to achieve a communicative goal, rather than limiting them to a narrow set of prescribed practice points. Moreover, writing represents a more challenging linguistic skill than other language skills. The generation of words, sentences and paragraphs with grammatical accuracy necessitates a high level of knowledge and a capacity for deep thinking. Harmer put forth the proposition that written text is distinguished by a set of conventions that differentiate it from spoken language. [4; 255] In addition to the differences in grammar and vocabulary, there are issues of letter, word, and text formation, which are manifested by handwriting, spelling, layout, and punctuation. It has been demonstrated that the quality of writing is not solely determined by the excellence of the content. It is of the utmost importance that a writer possesses the requisite linguistic abilities, including an understanding of grammar, vocabulary, punctuation and spelling, in order to facilitate effective communication through written language. All information is conveyed through the medium of text. Furthermore, it signifies the generation or construction of a textual composition. In addition to discrepancies in grammatical and lexical conventions, concerns pertaining to the formation of letters, words, and texts are evident, as reflected in handwriting, spelling, layout, and punctuation. It is evident that the quality of writing is not determined solely by its content. It is of the utmost importance that a writer demonstrates a comprehensive understanding of the fundamental language components, including grammar, vocabulary, punctuation and spelling, in order to effectively express their ideas, thoughts and feelings. In its most fundamental sense, writing can be defined as an intellectual activity. It is a social process. The act of writing establishes a connection between the writer and the audience, thereby fostering the formation of a community of minds.

In consideration of the aforementioned explanation, it can be proposed that writing represents the fundamental skill in the language learning process, whereby students are able to articulate their thoughts, ideas, feelings, messages and views through the use of words.

Research Methodology. According to Finnochiaro, there are two types of writing [3;86 p.].

1. Factual or practical writing. The objective of factual or practical writing is to convey information in an accurate and objective manner, in accordance with the standards of evidence-based argumentation. This category of writing is frequently observed in the form of letters and summaries.
2. Imaginary creative writing. The objective of factual or practical writing is to convey information in an accurate and objective manner, in accordance with the standards of evidence-based argumentation. This category of writing is frequently observed in the form of letters and summaries.

The imaginary creative writing may be considered the domain of the imagination, encompasses a range of literary forms, including the novel, romance, fantasy, science fiction, and adventure etc.

The production of written work particularly that of an academic nature is a complex process. The cultivation of this ability requires a substantial investment of time in study and practice.

Furthermore, a writing process has four components, i.e. inventing, drafting, revising and editing.

1. Invention may be considered the initial phase of the writing process, preceding the drafting of the preliminary version. The pre-writing stage of invention involves the selection of a topic or issue, the undertaking of research on the topic, the narrowing and shaping of ideas into a plan, and the formulation of

a generalization that sets forth a perspective on the topic and suggests how the text will present that perspective and ideas.

2. Drafting involves the formulation of a thesis statement, the determination of the desired tone, and the creation of an outline of ideas. This is the stage of the writing process at which the first draft is actually written.

3. The act of revising entails a reconsideration of the text's boundaries, content, organization and level of formality. It can be argued that the process of revising is a crucial element in the success of a text, as the act of rewriting allows for the enhancement of the text's originality and substance.

4. Editing contains check revised draft for misspelling, grammatical confusion, clinches and putting text in a format appropriate for audience.

The main aim of written communication is to convey information in an appropriate, effective and accurate manner. In order to achieve this, written language must be more explicit than spoken discourse.

As Ernest Hemingway, states, "we are all apprentices in a craft where no one ever becomes a master." It is generally believed that, it is more rigorous to write in a foreign language and is a delayed process than learning other skills. To improve writing skill, there are a number of techniques and plans. These may be reading authentic texts, pictures, practical writing, using other language skills, organization of ideas, TV and radio programs.

The writing teachers can find an important source in pictures: drawings, photographs, posters, slides, cartoons, graphs, charts, maps and diagrams. So picture can be valuable which grants a shared experience in the classrooms, a variety of tasks and according to Raims, "Picture provides a focus of interest for students."

Another invaluable resource for writers is reading. As Raims asserts, the following forms of writing may be considered: short stories, newspaper columns, advertisements, letters, magazine articles, and poems. Similarly, students' written work can function as a conduit for shared content within the classroom setting. Nevertheless, the role of reading in the teaching of writing extends well beyond the mere imparting of subject matter for discussion and composition topics. Through reading, students can actively engage with the new culture and language in a way that is both immersive and participatory. A greater number of readings enable students to gain a deeper understanding of the vocabulary, sentence patterns, idioms, organizational flaws and cultural assumptions inherent to the language.

An additional method for enhancing writing skills is through the utilisation of practical writing tasks, such as form completion, the drafting of instructions, the composition of invitations, and the creation of letters. As Raimes observes, practical writing is distinguished by a discernible objective and a defined audience. A significant proportion of this routine writing is motivated by the necessity to attain a specific result. For example, upon arrival in a new country, it may be necessary to compose a written response to an invitation, express regret, make an enquiry, register a complaint, offer thanks, extend congratulations or express sympathy. The incorporation of these practical writing tasks within the classroom setting will facilitate student engagement in the practice of writing in the target language, while simultaneously fostering an understanding of the conventions associated with the target culture. It is widely acknowledged that the utilization of authentic material represents an efficacious methodology for the enhancement of writing abilities. The use of authentic materials, including advertisements, films, cartoons, television and radio programs, and newspapers, represents an effective pedagogical approach for the enhancement of writing skills within the classroom setting. Such authentic materials prompt students to engage in critical thinking, stimulate their curiosity, and motivate them to learn.

Analysis and results. The use of authentic materials in the context of learning and teaching offers a number of advantages.

1. The use of authentic materials ensures that students remain informed of contemporary events.

2. As Byrne asserts, authentic materials are characterized by the inclusion of visually appealing and engaging imagery [2;101–103 p.].

3. The use of authentic materials has been demonstrated to enhance students' engagement in mini-skills, such as predicting the missing word [5;1–7 p.].

4. The incorporation of authentic materials provides educators with the opportunity to enhance their competencies.

5. The use of authentic materials is of considerable value in motivating students to become actively engaged in the learning process.

The researchers consistently advocated the use of authentic materials in the teaching of foreign languages. However, it is the responsibility of the teacher to determine the most appropriate level of complexity for all students at all proficiency levels. It is of the utmost importance that the level of the learners be kept firmly in mind by the teachers, who should endeavor to make optimal use of authentic materials in the classroom. If the utilization of authentic materials fails to achieve the desired outcome and is implemented at a level that is either beyond the capabilities of the learners or not aligned with their current proficiency, it may result in a decline in motivation and engagement with the target language.

Conclusion. The utilization of authentic materials promotes a heightened level of cognitive engagement among students, resulting in a notable diversification in their written outputs. The students are no longer constrained by the limitations of a single direction in their writing. Consequently, the utilization of authentic materials enables students to pursue novel avenues of enquiry, thereby enhancing the quality of their written work. The use of authentic materials not only improve the quality of the students' writing but also promote teachers to consider integrating such materials into their future pedagogical approaches.

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DEVELOPMENT OF LOGICAL THINKING ABILITY OF ELEMENTARY SCHOOL STUDENTS THROUGH GEOMETRICAL PROBLEMS

Annotation. *This article explores the role of geometrical problems in fostering the development of logical thinking abilities among elementary school students. By engaging with shapes, spatial relationships, and problem-solving strategies, students are encouraged to think critically and logically, improving their reasoning skills. The study analyzes the types of geometrical tasks that best enhance logical thinking, their alignment with cognitive development stages, and the practical implementation of these tasks in the classroom. Results indicate that structured geometrical problems, when combined with interactive teaching methods, significantly contribute to the development of students' logical reasoning, preparing them for more complex mathematical concepts in later stages of education.*

Key words: *logical thinking development, geometrical problems, elementary school students, cognitive skills, problem-solving, educational strategies.*

BOSHLANG'ICH SINF O'QUVCHILARIDA GEOMETRIK MASALALAR ORQALI MANTIQIY FIKRLASH QOBILIYATINI RIVOJLANTIRISH

Annotatsiya. *Ushbu maqola boshlang'ich maktab o'quvchilarida mantiqiy fikrlash qobiliyatlarini rivojlantirishda geometrik masalalarning rolini o'rganadi. Shakllar, fazoviy munosabatlar va muammolarni hal qilish strategiyalari bilan shug'ullanish orqali o'quvchilarni tanqidiy va mantiqiy fikrlash qobiliyatlarini yaxshilash rag'batlantiriladi. Tadqiqotda mantiqiy fikrlashni eng yaxshi kuchaytiradigan geometrik topshiriqlarning turlari, ularning kognitiv rivojlanish bosqichlariga mos kelishi va bu vazifalarni darsda amaliy amalga oshirish tahlil qilinadi. Natijalar shuni ko'rsatadiki, tuzilgan geometrik masalalar interfaol o'qitish usullari bilan birgalikda o'quvchilarning mantiqiy fikrlashlarini rivojlantirishga sezilarli hissa qo'shadi, ularni ta'limning keyingi bosqichlarida murakkabroq matematik tushunchalarga tayyorlaydi.*