

**TO DEVELOP STUDENTS' KNOWLEDGE, SKILLS AND  
COMPETENCIES IN THE FUNCTIONAL TYPES OF PARAGRAPHS IN  
THE TEXT OF THE ESSAY**

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**ABSTRACT**

*This article addresses the issues of developing students' knowledge, skills, and competencies in the functional types of paragraphs in an essay text. It focuses on three main topics: **narrative essays, illustrated essays, and discussion essays**. The school is one of the most widely used types of essays in mother tongue education and in the monitoring, testing and evaluation of knowledge. School is one of the most widely used types of essays in mother tongue education and in the monitoring, testing and evaluation of knowledge. The article clarifies the differences between these types, the specifics of each writing, the semantic structure of each, the knowledge, skills, competencies and competencies that are formed in the student on each type.*

**KEYWORDS:** *Miniature Essay, Discussion Essay, Picture Essay, Descriptive Essay, Review Essay, Illustrated Essay, Diary, Letter, Narrative Essay, Fairy Tale Essay, Knowledge, Skills, Skill, Competence, Ability To Use Punctuation Marks, Reasoning, Ability To Use Words In An Essay.*

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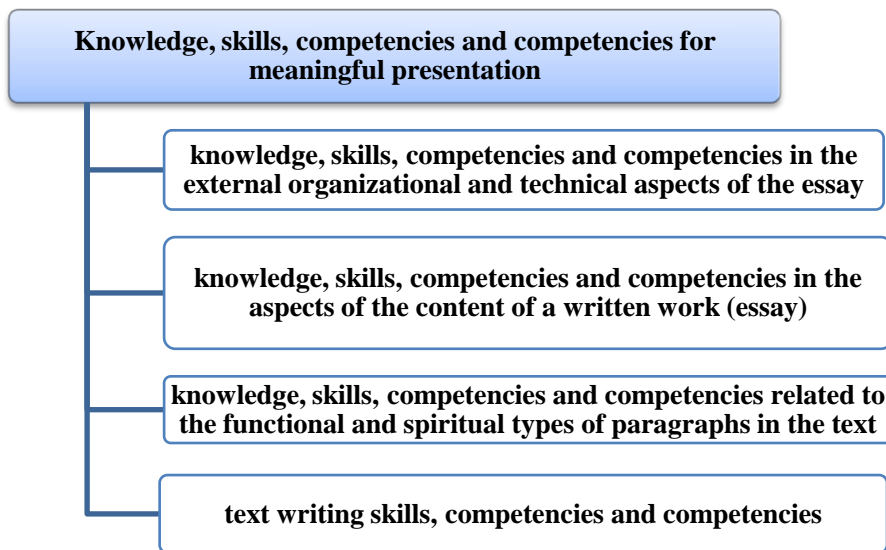
**INTRODUCTION**

It is the duty of every science teacher to direct the student to the profession, to create an understanding and knowledge of certain areas. An essay is a type of written work that is formed as a result of expressing the author's knowledge and ideas on a particular topic, attitude to reality, independent opinion.

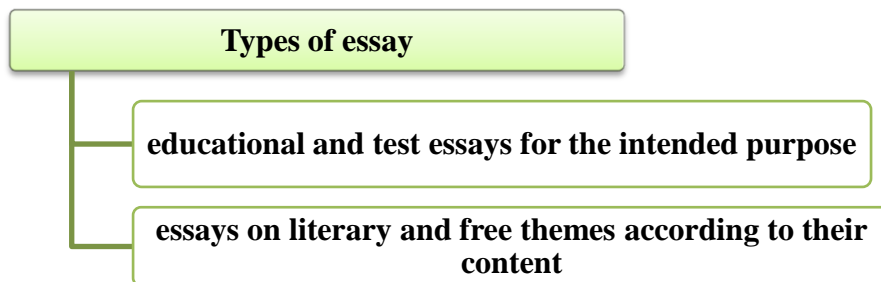
Numerous sources have been consulted to understand the errors in text errors and their causes, and to study the theoretical foundations that can help prevent and eliminate text errors. Analysis of sources showed that A.Aliyev, S.Dolimov, S.Ismatov, Q.Akhmedov, B.Turdiyev, O.Madayev, K.Kasimova, R.Abdulahatova, N.Shukrullayeva, R.Inogomova, N.Sattorova's dissertations and methodical manuals cover some aspects of teaching students to write essays.

**MAIN PART**

As a result of studying and analyzing many sources, we learned that there are knowledge, skills, competencies and competencies that are constantly needed to teach the content and structure of the text, which are classified on the basis of the following 4 groups: a) knowledge, skills, competencies and competencies in technical aspects; b) knowledge, skills, competencies and competencies in the aspects of the semantic-logical description of the written work (essay); d) knowledge, skills, competencies and competencies related to the functional types of paragraphs in the text; e) writing skills, competencies and competencies [2; 76-p.].



As a result of studying and analyzing various literature, the types of essays are classified as follows: 1) educational and test essays according to the purpose; 2) ssays on literary and free themes according to their content.



Some sources include *miniature essays, discussion essays, picture essays, descriptive essays, commentary essays, pictorial essays, diaries, letters, narrative essays, and fairy-tale essays*. [1; 17-20-pages]. The letter genre is also known as the "epistolary genre."

In some sources, for pedagogical purposes, essays are conventionally divided into three types, namely: 1) educational essays; 2) control essays; 3) essay essays [1; 21-page].

In this article, we will focus on narrative essays, illustrated essays, and discussion essays, which are mainly classified according to genre. School is one of the most widely used types of essays in mother tongue education and in the monitoring, testing and evaluation of knowledge. This is described in detail in the manual "Textual errors in essays, methods of their correction" written by R. Yuldashev and M. Rixsiyeva. [2; 86-p.];

We will first briefly describe the types of essays:

- **Descriptive essays** are essays designed to illuminate the objects of life, life events, people, and the essential features and characteristics of all living and non-living things. Depending on the content and style, they can be simple, visual, or artistic, depending on the age, ability, and subject matter of the students.
- Essays are widely used in mother tongue lessons. This type of essay differs from descriptive essays in that it focuses on interrelated events. That is why this essay is also called "**small essay**".

- **Discussion-essay** is an important type of essay. This type of essay requires students to make comparisons, evaluate a particular event, defend their point of view, and prove their point. Discussion essays can be inductive or deductive. Essays written in an inductive way provide evidence, proof, and general conclusions that serve to substantiate the idea previously put forward. In the deductive method, the conclusion is followed by evidence and proof.

We interpret our ideas about the functional (essential) types of paragraphs in the text (essay) mainly on the basis of *descriptive essays, narrative essays and discussion essays*. The knowledge, skills, competencies, and competencies that students develop in these types of essays should be categorized as follows:

1) *Knowledge, skills, competencies and competencies aimed at forming parts of paragraphs in descriptive essays;*

2) *Knowledge, skills, competencies and competencies aimed at forming parts of paragraphs in narratives;*

3) *Knowledge, skills, competencies and competencies aimed at forming parts of paragraphs in discussion essays;*

It is a good idea to include the first and last sentences in each paragraph in the essay, as well as *the knowledge, skills, competencies* that students will need to develop to form the main body in *illustrated essays*. In the first sentence of the paragraphs in the illustrations, it is necessary to identify a person, an object or an object, its important feature, and in the main part to talk about what appears at a glance, and then move on to others. the necessary theoretical information - *knowledge* - is given in the face of the fact that the sentence must confirm or deny the idea in the first sentence, and sometimes the last sentence may not be given. It is on the basis of this *skill* that the ability to form the first sentence and the main part of the paragraphs based on personal perception and imagination is formed. The end result is that students develop the *competence* of writing an essay or creating a text. To do this, skills are tested over and over again in student activities as a series of practical activities. According to Madayev, the transformation of skills into skills takes place through repeated and repeated exercises.[3; 66-page].

The first sentence of the parable in the narrative expresses the exposition, the main part of the node, the course of events, *the solution, the last conclusion* is that it should end in an *alkissa* type or sometimes the paragraph does not give a conclusion, a situation, action, action and the cause, result (consequence) of the situation, the time and place (address) of the action, the surprise caused by the action and the situation, the hesitation, desire, description, etc., should be in the content of the exposition. Theoretical information about the need to describe the actions of several people through a series of actions, the need to express the conclusion in the form of a reaction to an event or phenomena that often occur, is given to students as *knowledge*.

In order to turn this knowledge into a *skill*, it is advisable to organize practical work, such as frequent and repetitive exercises, aimed at the correct formation of the compositional parts of the paragraphs. It is important to pay special attention to the correct formulation of the first sentence of the paragraph. This means that the knowledge imparted to students becomes a skill through *practice*, which is the basis for the ability to write an essay by forming the narrative, its parts in terms of content and structure.

Students should be asked to present a problem or idea as a thesis in the first sentence of the first paragraph of the discussion essay, present it as the next issue, and name one of the items (items) described in this paragraph if it is classified in the introduction. The idea is to start by pointing to the generalization of the above, focusing on the essence of a concept; the need to substantiate

the thesis in the main part and to present evidence (facts) for this purpose, to summarize all that has been said at the end of the essay should be given as *knowledge*. Then, using the same knowledge, students use the term discussion-essay (some sources use the term discussion-text in the example of texts created in scientific and literary genres). [2; 87-page]) you need to work on the *skills* to shape the parts. Thus, ensuring that knowledge becomes a skill is a step towards helping the student develop an understanding of the essay and the ability to apply it in *practice*. So, it can be concluded that they help to develop the skills of writing essays or serve as a basis for them.

This means that students' knowledge, skills, competencies, and competencies in text structure, regardless of the type of essay used, should focus on:

- To provide theoretical information using inductive or deductive methods and to form relevant skills and abilities, or to perform theoretical exercises using deductive methods and to perform one or two exercises to develop relevant skills and competencies;
- Refer to the theoretical information in the textbook, restore it in the memory of students, and perform one or two exercises that use the relevant skills and abilities;
- Introduction to writing an essay to avoid mistakes;
- In the note on how to write an essay, note the textual errors, the need to avoid such errors;
- Recite with students the textual errors in the previous essay they wrote.

## CONCLUSION

In summary, such a description and classification of knowledge, skills, and competencies will help students avoid errors in their writing and will help them make realistic assessments.

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