

**XVII INTERNATIONAL CORRESPONDENCE
SCIENTIFIC SPECIALIZED CONFERENCE
«INTERNATIONAL SCIENTIFIC REVIEW OF
THE PROBLEMS OF PHILOSOPHY,
PSYCHOLOGY AND PEDAGOGY»
(Boston. USA. February 11-12, 2020)**

**INTERNATIONAL SCIENTIFIC REVIEW OF THE PROBLEMS OF PHILOSOPHY,
PSYCHOLOGY AND PEDAGOGY / COLLECTION OF SCIENTIFIC ARTICLES. XVII
INTERNATIONAL CORRESPONDENCE SCIENTIFIC SPECIALIZED CONFERENCE (Boston,
USA, February 11-12, 2020), Boston. 2020**

**EDITOR: EMMA MORGAN
TECHNICAL EDITOR: ELIJAH MOORE
COVER DESIGN BY DANIEL WILSON**

**CHAIRMAN OF THE ORGANIZING COMMITTEE: VALTSEV SERGEI
CONFERENCE ORGANIZING COMMITTEE:**

Abdullaev K. (PhD in Economics, Azerbaijan), *Alieva V.* (PhD in Philosophy, Republic of Uzbekistan), *Akbulaev N.* (D.Sc. in Economics, Azerbaijan), *Alikulov S.* (D.Sc. in Engineering, Republic of Uzbekistan), *Anan'eva E.* (D.Sc. in Philosophy, Ukraine), *Asaturova A.* (PhD in Medicine, Russian Federation), *Askarhodzhaev N.* (PhD in Biological Sc., Republic of Uzbekistan), *Bajtasov R.* (PhD in Agricultural Sc., Belarus), *Bakiko I.* (PhD in Physical Education and Sport, Ukraine), *Bahor T.* (PhD in Philology, Russian Federation), *Baulina M.* (PhD in Pedagogic Sc., Russian Federation), *Blejh N.* (D.Sc. in Historical Sc., PhD in Pedagogic Sc., Russian Federation), *Bobrova N.A.* (Doctor of Laws, Russian Federation), *Bogomolov A.* (PhD in Engineering, Russian Federation), *Borodaj V.* (Doctor of Social Sciences, Russian Federation), *Volkov A.* (D.Sc. in Economics, Russian Federation), *Gavrilenkova I.* (PhD in Pedagogic Sc., Russian Federation), *Garagonich V.* (D.Sc. in Historical Sc., Ukraine), *Glushhenko A.* (D.Sc. in Physical and Mathematical Sciences, Russian Federation), *Grinchenko V.* (PhD in Engineering, Russian Federation), *Gubareva T.* (PhD in Laws, Russian Federation), *Gutnikova A.* (PhD in Philology, Ukraine), *Datij A.* (Doctor of Medicine, Russian Federation), *Demchuk N.* (PhD in Economics, Ukraine), *Divnenko O.* (PhD in Pedagogic Sc., Russian Federation), *Dmitrieva O.A.* (D.Sc. in Philology, Russian Federation), *Dolenko G.* (D.Sc. in Chemistry, Russian Federation), *Esenova K.* (D.Sc. in Philology, Kazakhstan), *Zhamuldinov V.* (PhD in Laws, Kazakhstan), *Zholdoshev S.* (Doctor of Medicine, Republic of Kyrgyzstan), *Zelenkov M.YU.* (D.Sc. in Political Sc., PhD in Military Sc., Russian Federation), *Ibadov R.* (D.Sc. in Physical and Mathematical Sciences, Republic of Uzbekistan), *Il'inskih N.* (D.Sc. Biological, Russian Federation), *Kajrakbaev A.* (PhD in Physical and Mathematical Sciences, Kazakhstan), *Kaftaeva M.* (D.Sc. in Engineering, Russian Federation), *Klinkov G.T.* (PhD in Pedagogic Sc., Bulgaria), *Koblanov Zh.* (PhD in Philology, Kazakhstan), *Kovaljov M.* (PhD in Economics, Belarus), *Kravcova T.* (PhD in Psychology, Kazakhstan), *Kuz'min S.* (D.Sc. in Geography, Russian Federation), *Kulikova E.* (D.Sc. in Philology, Russian Federation), *Kurmanbaeva M.* (D.Sc. Biological, Kazakhstan), *Kurpajanidi K.* (PhD in Economics, Republic of Uzbekistan), *Linkova-Daniels N.* (PhD in Pedagogic Sc., Australia), *Lukienko L.* (D.Sc. in Engineering, Russian Federation), *Makarov A.* (D.Sc. in Philology, Russian Federation), *Macarenko T.* (PhD in Pedagogic Sc., Russian Federation), *Meimanov B.* (D.Sc. in Economics, Republic of Kyrgyzstan), *Muradov Sh.* (D.Sc. in Engineering, Republic of Uzbekistan), *Musaev F.* (D.Sc. in Philosophy, Republic of Uzbekistan), *Nabiev A.* (D.Sc. in Geoinformatics, Azerbaijan), *Nazarov R.* (PhD in Philosophy, Republic of Uzbekistan), *Naumov V.* (D.Sc. in Engineering, Russian Federation), *Ovchinnikov Ju.* (PhD in Engineering, Russian Federation), *Petrov V.* (D.Arts, Russian Federation), *Radkevich M.* (D.Sc. in Engineering, Republic of Uzbekistan), *Rakhimbekov S.* (D.Sc. in Engineering, Kazakhstan), *Rozyhodzhaeva G.* (Doctor of Medicine, Republic of Uzbekistan), *Romanenkova Yu.* (D.Arts, Ukraine), *Rubcova M.* (Doctor of Social Sciences, Russian Federation), *Rumyantsev D.* (D.Sc. in Biological Sc., Russian Federation), *Samkov A.* (D.Sc. in Engineering, Russian Federation), *San'kov P.* (PhD in Engineering, Ukraine), *Selitrenikova T.* (D.Sc. in Pedagogic Sc., Russian Federation), *Sibircev V.* (D.Sc. in Economics, Russian Federation), *Skripko T.* (D.Sc. in Economics, Ukraine), *Sopov A.* (D.Sc. in Historical Sc., Russian Federation), *Stekalov V.* (D.Sc. in Physical and Mathematical Sciences, Russian Federation), *Stukalenko N.M.* (D.Sc. in Pedagogic Sc., Kazakhstan), *Subachev Ju.* (PhD in Engineering, Russian Federation), *Sulejmanov S.* (PhD in Medicine, Republic of Uzbekistan), *Tregub I.* (D.Sc. in Economics, PhD in Engineering, Russian Federation), *Uporov I.* (PhD in Laws, D.Sc. in Historical Sc., Russian Federation), *Fedos'kina L.* (PhD in Economics, Russian Federation), *Khilutkhina E.* (D.Sc. in Philosophy, Russian Federation), *Cuculjan S.* (PhD in Economics, Republic of Armenia), *Chiladze G.* (Doctor of Laws, Georgia), *Shamshina I.* (PhD in Pedagogic Sc., Russian Federation), *Sharipov M.* (PhD in Engineering, Republic of Uzbekistan), *Shevko D.* (PhD in Engineering, Russian Federation).).

**PROBLEMS OF SCIENCE
PUBLISHED WITH THE ASSISTANCE OF NON-PROFIT ORGANIZATION
«INSTITUTE OF NATIONAL IDEOLOGY»
VENUE OF THE CONFERENCE:
1 AVENUE DE LAFAYETTE, BOSTON, MA 02111, UNITED STATES
TEL. OF THE ORGANIZER OF THE CONFERENCE: +1 617 463 9319 (USA, BOSTON)
THE CONFERENCE WEBSITE:
[HTTPS://SCIENTIFIC-CONFERENCE.COM](https://scientific-conference.com)**

**PUBLISHED BY ARRANGEMENT WITH THE AUTHORS
Attribution-ShareAlike 4.0 International (CC BY-SA 4.0)
<https://creativecommons.org/licenses/by-sa/4.0/deed.en>**

THE BASIC PRINCIPLES OF WRITING PROCESS FOR PRE-INTERMEDIATE AND INTERMEDIATE PUPILS

Siddikov Kh.B.¹, Jalolova D.M.², Otabaeva Sh.A.³,
Babajonova D.M.⁴, Otamurodova Ya.F.⁵, Ibragimova Sh.Z.⁶
(Republic of Uzbekistan) Email: Siddikov517@scientifictext.ru

¹Siddikov Khurshid Bobokulovich - English Teacher,
SCHOOL № 37, KASHKADARYA REGION, KASBI DISTRICT;

²Jalolova Dilfuza Muhamadalievna - English Teacher,
SCHOOL № 8, FERGANA REGION, BAGDAD DISTRICT;

³Otabaeva Shoirat Atabaevna - English Teacher,
SCHOOL № 47, KHORAZM REGION, URGENCH DISTRICT;

⁴Babajonova Dilfuza Maksudbekovna - English Teacher,
SCHOOL № 1, PITNAK, KHORAZM REGION;

⁵Otamurodova Yahshigul Farhodovna - English Teacher,
SCHOOL № 182, TASHKENT;

⁶Ibragimova Shakhzoda Ziyoyiddinovna - English Teacher,
SCHOOL № 25, ANDIJAN REGION, ASAKA DISTRICT,
REPUBLIC OF UZBEKISTAN

Abstract: *this article is about learning to write correct, effective, and understandable English is a challenge faced by many ESL students. Writing in a new language requires a firm grasp of vocabulary, grammar rules, and the alphabet. Learning English writing skills will take time, practice, and dedication . Just as the nature of and expectation for literacy has changed in the past century and a half, so has the nature of writing. Much of that change has been due to technological developments, from pen and paper, to typewriter, to word processor, to networked computer, to design software capable of composing words, images, and sounds. These developments not only expanded the types of texts that writers produce, they also expanded immediate access to a wider variety of readers. With full recognition that writing is an increasingly multifaceted activity, we offer several principles that should guide effective teaching practice.*

Keywords: *activity, writing, effective, methodology, teaching, improve, level, skill.*

ОСНОВНЫЕ ПРИНЦИПЫ ПРОЦЕССА ПИСЬМА ДЛЯ УЧАЩИХСЯ ДОШКОЛЬНОГО И СРЕДНЕГО ЗВЕНА

**Сиддиков Х.Б.¹, Жалолова Д.М.², Отабаева Ш.А.³,
Бабажонова Д.М.⁴, Отамуродова Я.Ф.⁵, Ибрагимова Ш.З.⁶
(Республика Узбекистан)**

¹*Сиддиков Хуриид Бобокулович - учитель английского языка,
школа № 37, Кашкадарьинская область, Касбинский район;*

²*Жалолова Дилфуза Мухамадалиевна - учитель английского языка,
школа № 8, Ферганская область, Багдадский район;*

³*Отабаева Шоира Атабаевна - учитель английского языка,
школа № 47, Хорезмская область, Ургенчский район;*

⁴*Бабажонова Дилфуза Максудбековна - учитель английского
языка,*

школа № 1, г. Питнак, Хорезмская область;

⁵*Отамуродова Яхшигул Фарходовна - учитель английского языка,
школа № 182, г. Ташкент;*

⁶*Ибрагимова Шахзода Зиёйиддиновна - учитель английского
языка,*

*школа № 25, Асакинский район, Андижанская область,
Республика Узбекистан*

Аннотация: *эта статья о том, как научиться писать правильно, эффективно и понятно по-английски, что является проблемой, с которой сталкиваются многие студенты ESL. Письмо на новом языке требует твердого словарного запаса, знания грамматических правил и алфавита. Навыки изучения английского языка потребуют времени, практики и самоотдачи. Как характер и ожидания грамотности изменились за последние полтора столетия, так и характер письма. Большая часть этих изменений произошла из-за технологических достижений, от ручки и бумаги до пишущей машинки, текстового процессора, сетевого компьютера, разработки программного обеспечения, способного составлять слова, изображения и звуки. Эти события не только расширили типы текстов, которые производят писатели, они также расширили непосредственный доступ к более широкому кругу читателей. С полным признанием*

того, что письмо становится все более многогранным видом деятельности, мы предлагаем несколько принципов, которыми следует руководствоваться в эффективной практике преподавания.

Ключевые слова: деятельность, письмо, эффективность, методология, обучение, совершенствование, уровень, мастерство.

*Words are the most powerful drug used by mankind.
(Rudyard Kipling)*

Nowadays the English language is taught as a compulsory subject in all institutions in Uzbekistan. Teaching and learning English has some specific peculiarities and is required a special teaching program and methodology. Studying of scientific-methodological sources, analyzing of current curriculums and texts-books show that the English language plays a great role for students in being a high qualified specialist.

In recent years language researchers and practitioners have shifted their focus from developing individual linguistic skills to the use of language to achieve the speaker's objectives. This new area of focus, known as communicative competence, leads language teachers to seek task-oriented activities that engage their students in creative language use. In the process of learning English as a foreign language, writing is considered as one of the most essential skills. In addition to being a communicative skill of vital importance, it is a skill which enables the learner to plan and rethink the communication process. Therefore, teaching writing skills should be taught gradually starting from instrumental skill to content-based writing. Teaching writing should be started from beginning level. Most school textbooks are focused on teaching writing separately without integration of other skills. In other words, our research pursues as its major aim to help foreign students improve their writing skills with the integration of other skills from the beginning level. The significance of our article can be proved that we tried to find optional methods of improving writing skills from the beginning level and we applied them in practice.

Learning to write correct, effective, and understandable English is a challenge faced by many ESL students. Writing in a new language requires a firm grasp of vocabulary, grammar rules, and the alphabet. Even many native English speakers often experience confusion over some of the written language's complexities such as the difference between "their," "there," and "they're." Learning English writing skills will take time, practice, and dedication . Just as the nature of and expectation for literacy has changed in the past century and a half, so has the nature of writing. Much of that change has been due to technological developments, from pen and paper, to typewriter, to word processor, to networked computer, to design software capable of composing words, images, and sounds. These developments not only expanded the types of texts that writers produce, they also expanded immediate access to a wider variety of readers. With full recognition that writing is an increasingly multifaceted activity, we offer several principles that should guide effective teaching practice. Though poets and novelists may enjoy debating whether or not writing can be taught, teachers of writing have more pragmatic aims. Setting aside the question of whether one can learn to be an artistic genius, there is ample empirical evidence that anyone can get better at writing, and that what teachers do makes a difference in how much students are capable of achieving as writers [1].

Often, when people think of writing, they think of texts finished pieces of writing. Understanding what writers do, however, involves thinking not just about what texts look like when they are finished but also about what strategies writers might employ to produce those texts. Knowledge about writing is only complete with understanding the complex of actions in which writers engage as they produce texts. Such understanding has two aspects. First is the development, through extended practice over years, of a repertory of routines, skills, strategies, and practices, for generating, revising, and editing different kinds of texts. Second is the development of reflective abilities and meta-awareness about writing. This procedural understanding helps writers most when they encounter difficulty, or when they are in the middle of creating a piece of writing.

As the case with many other things people do, getting better at writing requires doing it a lot. This means actual writing, not merely

listening to lectures about writing, doing grammar drills, or discussing readings. The more people write, the easier it gets and the more they are motivated to do it. Writers who write a lot learn more about the process because they have had more experience inside it. Writers learn from each session with their hands on a keyboard or around a pencil as they draft, rethink, revise, and draft again. Thinking about how to make your writing better is what revision is. In other words, improvement is built into the experience of writing. Most writing teachers teach students how to edit their writing that will go out to audiences. This is often considered a late stage in the process of composing, because editing is only essential for the words that are left after all the cutting, replacing, rewriting, and adding that go on during revision. Writers need an image in their minds of conventional grammar, spelling, and punctuation in order to compare what is already on the page to an ideal of correctness. They also need to be aware of stylistic options that will produce the most desirable impression on their readers. All of the dimensions of editing are motivated by a concern for an audience.

Although writing is one of the important skills for communication, most of the time, students work individually without interacting with one another, so that if they are given time to communicate with their classmates about their products, incorporating speaking into writing-focused-class offers learners opportunities not only to express their own opinions but also to ruminate upon what they have written or what they are going to write by exchanging ideas. The result of this will be a comprehensive improvement in their language skills [2]. Most writing classes, as both teachers and learners tend to stereotype, are thought to consist of sentence writing or drills that focus on spelling and grammar, controlled composition, and translation tasks from Uzbek or another language into English. Grammar accuracy is regarded as an important aspect of language learning. Without it, students may have difficulties in getting their messages across. However, it may be useful to both teachers and students focusing on the process of writing, and not just on the product itself. Besides, most of the time in writing class, students work individually without interacting with one another, thus, if they are given time to communicate with their classmates about their products orally, learners will be able to express their own opinions and

exchange ideas. The result will be a comprehensive improvement in their language skills.

References / Список литературы

1. *Haines S.* Projects for the EFL Classroom: Resource materials for teachers. Walton-on-Thames: Nelson, 1991. P. 108.
 2. *Nematova M.E., Shononova N.E., Berdiyeva S.Ya., Shukurova Sh.M.* Definition and examples of zoomorphism // VIII international correspondence scientific specialized conference «International scientific review of the problems of philisophy, psychology and pedagogy» Boston. USA. December 10-11, 2018. P. 30-32.
-