



ON THE EFFICIENCY OF THE APPLICATION OF CREATIVE TASKS (BASED ON WORKS OF FICTION)

Umida Ramazonovna PULATOVA

associate professor
Tashkent State Law University
Tashkent, Uzbekistan

| Article history: | Abstract: |
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| Received: November 12 th 2022 Accepted: December 8 th 2022 Published: January 11 th 2023 | The article focuses on a set of tasks developed on the material of works of fiction. In particular, the works proposed for study are considered as a means of learning. Tasks developed on their basis are aimed at developing linguistic and some professional skills in law students. |
| Keywords: task, document, analysis, work of art, skills formation, linguistic skills, written speech, coherent text creation skills. | |

Reading fiction, of course, has a positive effect on the formation of personality: vocabulary is enriched, memory, thinking, and horizons develop; increases literacy and perception of textual information.

The study of works of fiction in language classes at non-linguistic universities also has a number of advantages and, in our opinion, is one of the most effective methods not only in teaching the language, but also in developing students' various skills. But when including certain works in the curriculum and selecting the relevant literature, we believe it would be advisable to take into account the specifics of the university. Such an approach at the stage of organizing work with the work will allow selecting the necessary literature, on the basis of which it will be possible to implement certain educational tasks and achieve the goal. As fiction, which would help the teacher in the implementation of his creative ideas, one can name "Summer Rain", "Crime and Punishment", "Claude Ge" and other.

As you know, the goal determines the choice of means and methods of learning. In this regard, the development of tasks and their application in the classroom is an important component of the educational process. So, in the classroom, students can be offered tasks developed on the basis of the above works of fiction. The performance of such tasks will be aimed not only at developing their linguistic skills (the first category is general intellectual abilities that in one way or another affect the study and use of the language: memory, logic, speed of information processing. The second is directly language abilities: a sense of grammar, semantic memory. And the third category is additional acquired features that help in mastering the language: linguistic experience, level of knowledge and personality traits), but also some skills and abilities that will be useful to them in their professional activities. We can rank among such skills and abilities, firstly, the skills of creating a coherent text, as well as compiling various

types of documents, for example, a statement, interrogation protocols, a decision, a dossier, a characterization, an analytical report and other.

Of course, teaching how to write documents requires the teacher to conduct training sessions before studying works of fiction, and already in the classroom to give pre-designed tasks (depending on the events narrated in the work) and use them as a consolidation and / or control of already acquired knowledge.

Consider the tasks developed on the basis of the story of the Georgian writer Nodar Dumbadze "Kukaracha". So, what tasks can be offered to students on the content of this work? At the preliminary stage of working with the text, of course, one should perform tasks and exercises aimed at removing possible socio-cultural and content difficulties of the text. Therefore, the study of the work should begin with work on unfamiliar words. Since the story "Kukaracha" contains a variety of vocabulary, it is advisable to start the work with its study. In this work there are legal terms, jargons, Georgian words. Work on the word is complex and diverse, but very interesting and useful, because it contributes to the development of students' speech, enriching their vocabulary. To this end, the teacher prepares in advance cards on which words are written, for example, recidivist, habit, murder, deed, capture, motives for the crime, slam, police, receipt, etc.

For example:

Card number 1. Write down the meaning of this legal term:

Recidivist

This work can be done in pairs. Students independently, with the help of a dictionary, find the terms of interpretation. With systematic work on new and unfamiliar words, the task of educating a thinking and thoughtful reader will be solved.



After lexical work, the teacher analyzes the work of art, since the leading principles of organizing work to improve the speech activity of students in connection with the study of literature is the inseparable unity of this work with the analysis of a work of art, with intellectual, moral and artistic and aesthetic development, i.e. the formation of a spiritual personality in a broad sense.

This fundamental position, arising from philosophical and linguistic understanding, sounded even in the works of V.V. Golubkova, M.A. Rybnikova, N.V. Kolokoltsev, who warned teachers against a formal approach to classes to improve the speech culture of schoolchildren, from tearing them away from work on literary education and moral and aesthetic education [2].

After completing the lexical work, the teacher divides the group into three teams, each of which receives a task.

For example:

Imagine that you are an investigator and you need to provide brief but comprehensive information about a person in a short time.

Question: What would you pay attention to when drawing up a characterization of a person?

Task: Write a description of one of the main characters of the story "Kukaracha" in accordance with the requirements for the style of speech.

The next work that can serve as a means for the teacher to implement his creative ideas and allow organizing work on its content, inventing, developing, designing a number of tasks, is the work of U. Umarbekov "Summer Rain". Based on the content of this work, it can be proposed to conduct a role-playing game in teams. To do this, the group should be divided into three small groups, each of which receives the same tasks, but each team member, working together with the rest, performs his task. Tasks are related by topic, content and types.

For example:

1 participant. Munira Shaikhutdinova, tram driver. Witness.

Assignment: Prepare a statement addressed to the chief of police from citizen Munira Shaikhutdinova. In the text of the statement, provide information about the discovery of the corpse of a young woman. Complete the rest of the required information yourself.

2-participant. Police lieutenant Sultanov.

Assignment: Prepare a report addressed to the police captain from Lieutenant Sultanov on the fulfillment of the order.

3-participant. Khafiz Abdullayev, friend, colleague of Rakhim Saidov.

Assignment: Prepare a characterization of Rakhim Saidov on behalf of Khafiz Abdullayev.

4-participant. Karima Kadyrova, friend, colleague of Munishon Saidova.

Assignment: Prepare a characterization of Munishon Saidova on behalf of Karima Kadyrova.

5-participant. A resident of the mahalla where Anatoly Allayerov lived.

Assignment: Prepare a characterization for Anatoly Allayerov on behalf of a resident of the mahalla.

6-participant. Police lieutenant Ruziev.

Task: Write a biography of Anatoly Allayerov on behalf of Lieutenant Ruziev.

7-participant. Police lieutenant Ruziev.

Task: Write a biography of Rakhim Saidov on behalf of Lieutenant Ruziev.

8-participant. Police Captain Sobir Aliyev.

Assignment: As an investigator, draft a decision to open a criminal case based on the facts from the work and knowledge about the document.

9-participant. Police Captain Sobir Aliyev.

Assignment: Draft a document Protocol of interrogation as an accused/suspect, based on the facts from the work and knowledge of the document. Complete the rest of the required information yourself.

10-participant. Police Captain Sobir Aliyev.

Task: Draw up an analytical report on the results of a part of the investigation of a crime for a certain period of time.

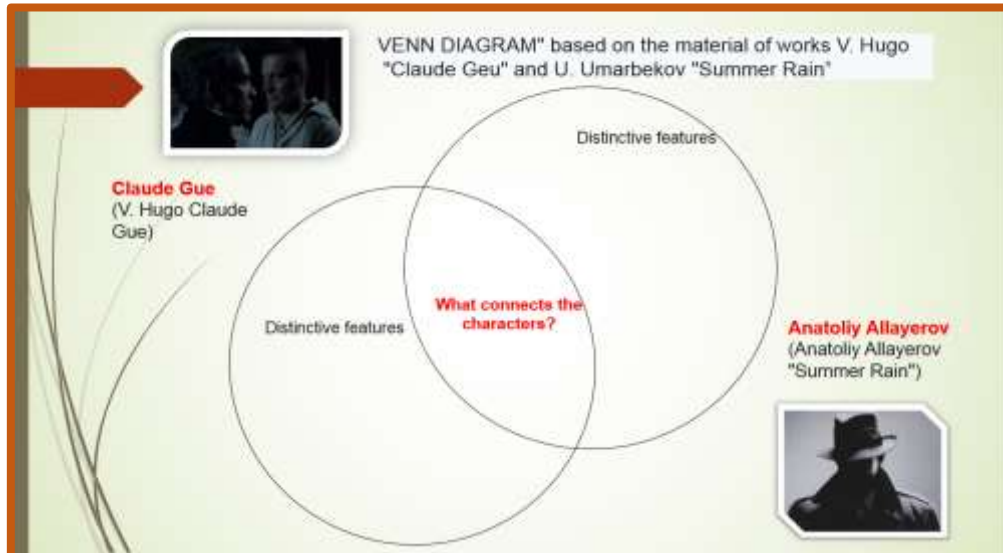
11-participant. Police Captain Sobir Aliyev.

Assignment: Write a report on the investigative activities and work carried out since the end of the investigation.

After the completion of the work, the teams take turns speaking to the audience, the teacher and students together listen to the performances of the teams, identify achievements and mistakes, and then submit the completed documents to the teacher for verification. Through teamwork, students learn to cooperate: share knowledge and experience, provide practical support and assistance to each other in completing tasks, and develop their communication skills. Each of the participants is interested in the success of his team and feels responsible and tries to do his job efficiently.

As an effective work on the analysis, comparison, comparison of the heroes of a work or heroes of different works, we can offer a graphic organizer - "Venn Diagram". Working with this organizer will allow for analysis and synthesis when considering two or more objects (phenomena, facts, concepts). The purpose of the work is the formation of skills and abilities to identify various and common features when comparing two or more phenomena, concepts.

For example:



The fulfillment of this task by law students will contribute to the formation of their analytical thinking skills.

As a task, which is aimed at the formation of shift speech skills: the ability to formulate one's own opinion; analyze, reflect, reason, my proposal is to compile a "Two-part diary".

This technique enables the student to link the content of both the entire work as a whole with his

personal experience, and quotations from the work. It is especially productive and interesting to work with this technique when students are asked to select several quotes (from 2 to 3) and write a commentary on them. To complete your answer, the student can be offered the following sample of a two-part diary.

For example:



On the example of the work of F.M. Dostoevsky "Crime and Punishment", another task can be proposed [3], which will contribute to the formation of figurative and evaluative perception of the work by students, and will also be useful in conducting independent, pair and group work when reading the novel, consolidating the studied and when summarizing the material covered. For example:

Make a "dossier" on one of the heroes of the novel (work in a team or pair). (Rodion Raskolnikov)

To complete such a task, a form is proposed that should be filled out based on the facts about the characters presented in the work.



Dossier 1

Full name:

Age:

Childhood:

Estate:

Place of residence:

Social status:

Occupation:

Financial situation:

Living conditions:

Character traits:

Family status:

Native:

Publications

Friends:

Dossier №2

External portrait –

Social portrait –

Psychological picture –

Summing up, we can say that the teacher has unlimited opportunities for developing creative tasks based on works of fiction, linking them with the topics studied, which in turn will allow conducting classes with maximum benefit for students, and will also contribute

to the generation of new knowledge, experience, the formation of their linguistic and other skills that will be useful to them in their future professional activities.

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INTERNET RESOURCES:

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2. https://www.gumer.info/bibliotek_Buks/Literat/Bogd/14.php
3. <http://umoslovo.ru/index.php/shkola-molodogo-pedagoga/524-sistema-zadaniy-po-romanu-f-m-dostoevskogo-prestuplenie-i-nakazanie>
4. <https://www.grandars.ru/college/psihologiya/metody-obucheniya.html>