ISSN 2181-9408

Scientific and technical journal



Sustainable Agriculture



№1(25).2025







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Our address: 39, Kari-Niyaziy str., Tashkent 100000 Uzbekistan.
Web-site: www.sa.tiiame.uz, www.susagr.uz

The journal "Sustainable Agriculture" is registered in the Press Agency of Uzbekistan on the 12th of February in 2018 (license № 0957).
In 2019, the journal is included in the list of recommended scientific publications by the Higher Attestation Commission of the Republic of Uzbekistan.

ECONOMY. ECONOMIC SCIENCE. OTHER BRANCHES OF THE ECONOMY.

K.A.Chariev
Main Priority Areas of Economic and Social Development of Society in the Context of "Green" Economy.....5

Sh.A.Mirzaev, F.T.Egamberdiev
Interaction of Open Economy, Islamic Finance and Green Transformation of Uzbekistan: Synergy of Sustainable Development.....8

S.R.Umarov, A.T.Hashimov
Fish Farming in Artificial Basins Economic Effectiveness.....11

U.R.Sangirova, Z.S.Shokhojaeva
Important Aspects of the Use of Digital Technologies in Agriculture and Water Management in Foreign Countries.....14

S.R.Umarov, S.N.Gulmatov
Mechanisms for Shaping Credit Policy in Agriculture.....17

A.U.Estekov
Advancement of Agribusiness: Functions, Challenges, and Contributions to Economic Growth.....19

O.Y.Yakhyaev
Problems and Modern Solutions for Increasing the Economic Efficiency of Sunflower Cultivation.....21

N.J.Mamanazarova
Directions of Sustainable Development of "Green Economy" in Uzbekistan.....24

S.Sh,Boymuratov, Kh.A.Pardaev
Enhancing the Role of Agritourism in the Sustainable Development of Rural Areas in Uzbekistan.....28

F.Numonov, D.Shavqidinova
To Study the Impact of Fiscal Policy on Economic Growth.....32

AGRICULTURE, WATER MANAGEMENT, FORESTRY, AND FISHERIES. AQUACULTURE.

Sh.K.Juraev
Efficient Use of Water in Conditions of Water Resource Scarcity.....37

A.A.Abdullaev
Optimization of Resource Allocation in the Agricultural Sector Using Linear Programming and Python.....41

Kh.N.Mirjamilova
Organic Agriculture and Innovative Methods of Product Growing.....44

O.Kh.Sindarov
Technologies for Growing Strawberries in Hydroponic Conditions.....47

HYDRAULIC AND LAND RECLAMATION ENGINEERING. ARCHITECTURE.

A.Jumanov, A.A.Risbayev, D.Negboyeva
Studying the Issues of Creating a Web Map of Land Use and Land Monitoring Using GIS Technologies.....55

T.U.Atakulov
Effectiveness of Land Management Projects in Conducting Monitoring of Reclaimed Lands.....58

HIGHER EDUCATION. PEDAGOGY.

M.A.Khudayberganova
Zoltán Dörnyei's Perspective on Discursive Competence and its Integration with Communicative Competence.....62

M.B.Mukhiddinova
Methods of Teaching Korean Pronouns.....65

Men Svetlana Rodionovna
Formation of Cultural Competence of Future Teachers of the Korean Language through Internet Technologies.....67

M.D.Odilova
Basic Concepts of Cultural Literacy.....69

N.Salimjonova
Didactic Principles of Teaching Foreign Languages to the Students Majoring in Legal Sciences.....71

G.X.Kuchmuradova, K.A.Kenjayeva
Methodologies for Teaching Terminology in Specialized Fields.....74

F.Musayeva
Bridging the Gap between ESP and Industry Needs.....78

G.T.Inagamova
Enhancing Vocabulary Development of Agricultural Mechanization Students through inside and outside Classroom Learning.....82

E.M.Baxitjanova
Innovative Approaches to English Language Pedagogy: Enhancing Student Engagement and Learning Outcomes.....85

D.O.Abduvakhobova
The Role of the Mughals in World History and Global Civilization. The Baburid Influence on Urdu Literature.....88

M.Sh.Ziyadulloyeva
Improving ESP Students' Critical Thinking through Self-Study.....91

S.E.Surmanov
A Comparative Study of Reading Strategies for Academic Success In ESL Undergraduates.....95

M.Abdurakhimova, D.Rustamova, L.Primova
An Overview of Land Accounting Trends, Encompassing Past, Present, and Future Perspectives, Based on English-Language Articles in the Web of Science Database Last Decade.....100

M.B.Erkaboyeva
Features of Teaching Creative Writing in Foreign Language Classes.....106

FEATURES OF TEACHING CREATIVE WRITING IN FOREIGN LANGUAGE CLASSES

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Abstract

It is known that writing is the most difficult type of speech activity and "in the scientific literature it is characterized as "a productive type of speech activity that provides the expression of thoughts in graphic form. Writing training includes work on writing techniques (graphics, spelling, punctuation) and on the written expression of thoughts in the language being studied (written productive speech)".

Keywords: *calligraphy skills, sound-letter skills, writing articles, writing advertisements, writing reports, instrumental writing, creative writing.*

Introduction. Writing is also considered as a means of learning, as an effective assistant in mastering oral speech and reading, and can play a different role at different stages of learning a foreign language. In the methodology of teaching foreign languages, "at the initial stage of learning, the main task is to teach writing, since during this period, the formation of calligraphy skills and skills related to sound-letter correspondences takes place. These skills are a necessary condition for the formation of reading and writing. At the middle stage, the focus of writing shifts to spelling due to the accumulation of new language material [1, p.126]. At the same time, written speech is developing as a means of contributing to the formation of oral language skills. Finally, at the senior stage, the previously acquired written skills are improved by oral speech. The work on spelling in relation to new language material also occupies a certain place. In addition, written speech acquires another important role - it becomes an auxiliary tool in students' independent work on the language, in particular in the form of annotations and plans for the texts they read" [5, p. 295].

Today, there are different types of writing:

1) filling out forms and questionnaires;

2) writing articles for magazines, newspapers, newsletters, etc.;

3) writing advertisements;

4) writing reports, memos, etc.;

5) writing working reference notes;

6) writing dictation;

7) writing essays and creative works;

8) writing personal or business letters, etc.

Let us continue to consider the classification of writing proposed by O.I.Savilova, which divides all types of writing into two groups:

1) Instrumental writing. This is writing in its learning function, used in the learning process as a tool for faster and more effective achievement of other learning goals, for example, when practicing the correct formulation of words in a sentence (studying grammatical phenomena) or when conveying the content of a text;

2) Creative writing. Creativity is understood as originality, inventiveness, and openness of the writer" [6, p. 144].

There is a lot of experience in teaching writing in the methodology of teaching foreign languages, and it is a complex activity that may have educational and developmental potential in the process of teaching a foreign language. But in the practice of teaching a foreign language, little attention is paid to this productive type of speech activity, especially creative writing. According to linguists, teaching creative writing is not the main task of many universities in the humanities. In universities of linguistic and pedagogical fields, much attention is paid to oral types of speech activities, such as speaking and listening. We certainly do not agree with these opinions.

Consequently, N.G. Kizrina in her research gives a detailed definition of the concept we are analyzing: "Creative writing is a special kind of human activity to create a new original product, which is an artistic text. An artistic text, a product of creative activity, is a reflection of the author's discoveries of the surrounding world and himself in this world, which is manifested in the variety of directions of statements and the extraordinary solution of problems presented by the author in the text by various linguistic means. Every artistic text contains not only semantic information, but also aesthetic information, it is always expressive and original. Along with its creative characteristics, expressiveness and originality, it has linguistic characteristics such as content, a certain compositional and semantic structure, integrity and coherence. Creative writing as a type of written speech includes artistic texts of various genres: fairy tale, short story, legend, fable, poem, drama, parody, etc." [3, p. 12].

Overseas researchers Nathan and Temple have developed a series of classes within the framework of creative writing technology. They believe that the following conditions are necessary for effective writing. First, the opportunity to write regularly. If a person knows that he will soon have to sit down at the table to work, ideas will begin to come into being on their own. In addition, the best thoughts come to us during the writing process, therefore, regular use of writing gives us the opportunity to generate new ideas.

Secondly, the personal interest of the writer is needed. It should cover topics that are interesting- they poke him personally, arouse his curiosity. Students should be given the opportunity to choose their own topics or aspects of the topic. During the interview with the supervisor, the author has the right to accept or not accept advice. Thirdly, we need samples. The teacher should show each stage so that students can see how the written text is created. And this should be discussed in more detail. Take, for example, a professional writer. He can write well on his own, but for many reasons he is interested in what and how his colleagues, other writers, write. You can compare not only the volume and plot of the works, but also find special techniques and small tricks in the text, see the style features and understand how this or that effect is achieved. And when someone writes in front of your eyes, and you see that he, the master, does not succeed the first time, it becomes clear: the creation of written text is a craft that can and should be learned. It is from this point of view that the role of the teacher is important, demonstrating a sample text creation right in the classroom. Fourth, a writer needs a readership. Writing "To the table" is boring and unproductive, it's quite another matter when the lines that have just filled out the paper are read by real readers and they can immediately share their impressions. Fifth, the habit of editing will be useful to the author. It's worth remembering: "Writing is rewriting," and even better, if it becomes a habit. Sixth, we need the help of our colleagues. It is not for nothing that there are associations of writers in all countries [4, p. 3].

A study by E.I. Zhitkov found that "creative writing enables students to use their existing lexical and grammatical skills, show their individuality, realize intercultural differences, use their own written works to train their reading and speaking skills" [2, p. 103], and it can be carried out with the help of sociocultural knowledge only in absolute creative possibilities to act without restrictions and prohibitions when writing dictation, essays and creative works, personal letters, etc. O.I. Savilova's creative writing methodology is based on the achievements of the following psychological concepts:

1) psychology of the subconscious is a method of free association (the themes of essays should transform hidden mental content and thus establish their own Self);

2) Gestalt Psychology (ganzheitliche Richtung der Psychologie) is a method of fantastic travel (students invent a fantasy world for themselves, following the instructions of the teacher, exchange their ideas in a group, and then write an essay. This also includes essays inspired by the sounds of some kind of music, or essays about a subject in which the student is "immersed" (for example, about a stone). The goal is to overcome the feeling of disconnection of a modern person, to imagine oneself in the unity of body, soul and spirit);

3) brain research - the cluster method (American Gabriele L. Rico). This is an attempt to establish connections between the right and left hemispheres of the brain. We are talking about a visual representation of our imaginative thinking. Spontaneous thoughts expressed in a word, sentence, picture, sound, or smell form an associogram in which the stimulus word is in the middle, and all sudden thoughts are grouped around it" [6, p. 144]. According to O.I.Savilova, the use of the above-mentioned techniques makes it possible to involve each student in the process of preparing and writing an essay.

However, today, in the modern methodology of teaching foreign languages, the question is whether to teach oral language skills (sound code: speaking, listening) or devote more time to learning written language (letter code: reading and writing). L.L.Yakovleva tried to find an answer to this question from a psychological point of view, referring to the works of many scientists. She believes that students should be taught listening skills, followed by reading and writing, when learning foreign languages.

According to J.L. Vitlin, when learning original texts, it is advisable to perform exercises with visual support on graphic images of sentences or combinations of words, i.e. written speech. N.I. Shakhova prefers reading and argues that "the ability to read is important in language teaching not only in itself, but is also of great importance in teaching other skills" [7, p. 85]. L.L. Yakovleva notes that reading and, consequently, writing as types of written speech form learners' acquisition more skills and abilities than oral speech, i.e. listening and speaking when learning foreign languages.

In our opinion, one or another type of speech activity should not be preferred. After all, it depends on the nature of communication. In general, written language plays an important role in the development of theory and practice of foreign language teaching methods and is the main factor for the formation of external written speech among students. If we take, for example, the generation of writing- students of a foreign language at the B1 level of the "Pan-European competence of foreign language proficiency" must master the following skills: can make simple, detailed descriptions of a number of familiar, interesting questions; can describe their experience, articulating their feelings and reactions to it in a simple coherent text; can describe an event, a recent trip - real or imaginary; can retell a story in writing".

Consequently, creative writing as a learning tool becomes an important part of writing in a foreign language and it is the main factor for expressing creative thoughts in the process of creating different types of texts. Based on this, we are convinced that by means of creative writing, foreign language learners can retain their knowledge and form creative reasoning when writing essays and creative works in a foreign language, and, in the end, it has a communicative and educational character as a means of teaching.

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