



Developing Learner Autonomy through Activities in Writing Classes

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Annotation: This article discusses the importance of written work organized during classes in improving the written literacy of students of higher education. Improving knowledge skills through written exercises is considered an effective method.

Keywords: student, lesson activity, written work, written literacy, spelling literacy, dictation, statement, essay.

Introduction

It is known that the development of written literacy is one of the main problems in the state educational standards set for general education. Literacy is one of the competences that is constantly used and defects are quickly visible, regardless of what field the student chooses in the future, what social position he is in. We can divide written literacy into the following types:

- 1) spelling literacy;
- 2) punctuation literacy;
- 3) literacy to compose an independent creative text;
- 4) literacy in keeping official documents.

Based on this, it is important to improve the methods of classification and verification of written works in secondary schools - dictation, narrative and essays based on the above types. Dictation is one of the main forms of controlling spelling and punctuation errors. It is appropriate to use connecting texts for dictations, they should meet the standards of modern literary language, and according to their content, they should be easy for students of the whole class. The size of the dictation is determined as follows: 90-100 words for 1st-level students, 100-110 for 2nd-level students, 110-120 for 3rd-level students, 120-170 words for 4th-level students. . (In the calculation, both independent and auxiliary words are taken into account).

Controlled lexical dictation is a type of written work designed to control the acquisition of unverifiable and difficult-to-verify orthographic words. It will consist of the following number of words: 15-20 words for 1st level students, 20-25 words for 2nd level students, 25-30 for 3rd level students, 35 for 4th level students -40 words. The dictation should include basic spelling and punctuation to monitor students' readiness on a given topic, and also help to find the strength of previously acquired skills. The final dictations held at the end of the year check the students' readiness for all the topics covered. For control dictations, texts with orthograms and punctuation should be selected in 2-3 cases. Adequately reinforced spellings can be included in the text of control dictations.

Material and methods:

It is known that an essay is a product of free thought - independent thinking. He is a creation. Writing essays in native language and literature classes is also creative. The difference between



these two types of essays is not so big. Today, before the classes of native language and literature, a person who expresses his opinion correctly and fluently in oral and written form, who has developed a culture of reading, who can think independently and creatively, who understands the opinions of others - who has a developed culture of communication and speech is a mature person the high task of finding. The role of essays in fulfilling this task is incomparable. Of course, essays should be written not in the traditional order learned in the educational system, but in the form of the result of creativity. It should not be overlooked that the essay topics chosen in literature classes may be old for the teacher, but new for the students.

It is impossible to educate the student's need for creativity without forming the skills of understanding the nature surrounding him, the events that disturb him, and people. In the educational system, only literature introduces the student to humanity, helps him to understand that he belongs to this world and his identity.

Therefore, after every literature lesson, the student needs to read and create. Readers want the topics of the essay to be in harmony with the emotions that make them think, torment, and make them happy. Therefore, it is necessary to pay special attention to topics such as "My favorite friend", "Which qualities of my friend do I like?", "My favorite character". Through such essays, the teacher controls the growth of independence of thought in students.

Home essays are also useful for teachers in this field. The following requirements are imposed on them: - to consistently express their opinion based on a plan, without going off topic; - substantiating and proving the stated opinions and conclusions with evidence; - drawing one's own conclusions and making artistic generalizations, different from those of authors of works of art or textbooks; - to be able to express one's views correctly and literately.

Result and discussion

Being fair in evaluating students' essays also helps to increase efficiency. When evaluating essays, it is necessary to pay attention to the following:

1. Elucidation of the topic of the essay (is the content relevant to the topic, is it sufficiently covered?) Does the content correspond to reality?
2. Plan, composition, consistency (Is the plan made correctly? Is the order of the material presentation consistent with the plan? Is there no repetition in the content? Are the necessary places missing? Is the consistency not broken?). Is the main idea clear, is the conclusion drawn?
3. Genre, style (are there descriptive and discussion elements in the story-style text? Are there no mistakes in the style? Can the genre and style justify the task of highlighting the topic and situation of the essay? Are there artistic elements?)
4. The length of the essay (conciseness or verbosity).
5. To what extent is the correct use of words, the use of synonyms, antonyms, phraseology?
6. Syntax (sentence size, syntactic constructions are the same or different, are there complex constructions?)
7. Spelling and punctuation literacy, nature of mistakes (gross and minor mistakes)
8. Forming a cover letter from the outside (adhering to the margin, writing from the beginning of the letter, correct placement of the title). The system of monitoring students' knowledge is one of the important didactic conditions.



Controlling students' knowledge allows the teacher to evaluate the effectiveness of the used educational methods, tools and methods, to make corrections to the methodology. Control is important for students, because it serves to strengthen the correctness of the knowledge being formed, to start quality work, and to develop self-control. Control and evaluation of knowledge has an educational effect on the child, teaches him to overcome difficulties and the system of daily work. The use of frontal and individual control in the control of students' knowledge and skills is effective. Frontal control, i.e. asking students to answer questions while they are sitting, is mainly used in the stage of preparation for learning new material, in the control of knowledge. Frontal control allows you to demonstrate the knowledge of many students on various issues, to establish evidence of the completion of the task with the whole class in a short time. However, it does not allow to determine the level of knowledge acquisition, their depth and completeness. When conducting frontal control, it is necessary to prepare questions in advance and determine the students who should answer the questions during the control process. Individual examination - individual questioning of students shows the correctness of learning material, its depth and completeness. The main attention is paid not only to the learned material, but also to the proof and explanation of one or another grammatical situation.

It is advisable to carry out individual control of knowledge and skills of two or three students every lesson. The survey requires a certain organization and preparation. We teach children to give full, well-founded, consecutive answers. This type of review is also good practice in literary discourse. Both frontal and individual control of knowledge can be oral and written. Writing works, especially dictation, narrative and essay, are of great importance to improve students' literacy, expand their vocabulary and the range of independent thinking, to form and express their attitude to events and the environment. The written form of control also has certain disadvantages: the information about students' knowledge comes a little late, because all written works require a certain time to check them. A form of control with a punched card is also used. Control of knowledge with the help of punch cards combines the positive aspects of both oral and written examination.

Conclusion

In conclusion, it should be said that the high level of written and oral literacy of our future specialists has risen to the level of the main issue of the day. We should contribute to achieving this not only in foreign language classes, but also during the entire educational activity.

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