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DEVELOPMENT OF WRITING SKILLS AT DISTINCT DEGREES OF ENGLISH ROOKIES

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Abstract

Writing skill allows you to convey your message effectively through text. This means spelling and punctuating properly, as well as knowing what words to use and the order in which to use them. You'll also need to know how to structure paragraphs and even larger blocks of text so that your message will be understood by the reader. This might be just one reader or millions of them.

Keywords: structure paragraphs, cover letter, essays, diagrams, writing, vocabulary.

Poetry and music are elements of every human society. They show many aspects of culture: the relationship with the past and ancestors, people's beliefs, joys and fears, hopes and vision for the future. On the other hand, they give energy to people who didn't have any before, or they can change people's mood. They occur at all stages of a person's life, from birth to death. Thus, they play an important role in the process of learning and using the native language. "Songs and poems are also an integral part of foreign language learning for young learners" (Phillips 1993) The aim of the research is to explore and analyze the use of poetry and extend it teachers to use songs and poems to explain this. subject and to help students learn the foreign language. The main objective of this study is to examine the views of Uzbek middle school EFL teachers on songs and the use of songs in teaching English to young learners. Nowadays, studying foreign language teaching methodology and using interactive methods such as implementing songs, poems or using different games while teaching is essential. Because in this developed century, knowing foreign languages is an access key to modern society. Therefore, our government pays attention to broadening the concept of learning foreign languages among Uzbek youth. To perform this task in the first place, children should be taught by professional specialists. To deal with the former President of the Republic of Uzbekistan, I.A.Karimov, on December 10, 2012 promulgated a

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law regarding the teaching and learning of foreign languages. Since then, foreign languages, especially English, have been taught in schools since the first cycle. I have to mention here that the use of several authentic songs and poems enriches the students' horizons and makes it easier for them to learn foreign languages. They provide enjoyable speaking, listening, vocabulary and language exercises both inside and outside the classroom. So EFL, English as a foreign language, ESL, English as a second language and foreign language teachers should all consider using songs as a regular part of their classroom activities.

Many scholars and linguists have written and researched music and poetry education. And they gave their opinion. For example, in the following examples we can see the great disagreement of opinion about what music is. Wynton Marsalis said that "music sounds organized in time". Michael Linton understands music as "the organization of sound and silence into forms that carry culturally derived meanings cultivated for aesthetic or utilitarian purposes". Gottfried W. Leibnitz saw “music as nothing but unconscious arithmetic. According to Luciano Berio, music is "anything you listen to with the intention of listening to music". The Encyclopedia Britannica offers a broader definition: music is the art of combining vocal or instrumental sounds for beauty of form or emotional expression, usually according to cultural norms of rhythm, melody and, in most Western music, harmony. Music mainly involves sounds of different pitches arranged into melodies and organized into rhythmic and metrical patterns. Music is an art which, in one form or another, permeates all human societies. It is used for social purposes as diverse as ritual, worship, movement coordination, communication and entertainment. I would like to end this paragraph with Jean-Jacques Nattiez's definition of music, which succinctly summarizes this paragraph: “Obviously, there is no single, universal, cross-cultural concept that defines what music could be. “Mood music is very popular now, both in dental offices to relax us and in shopping malls to encourage us to buy. Heart surgeons are now using music to relax surgical teams during long and stressful operations. In a London hospital, women can listen to music during labor to relax them.” (T. Murphey, p. 37).

Research indicates that cognitive development and learning are not limited by general developmental stages. It is also important that instructors who teach Piaget's cognitive phase theory point out the limitations of this approach. Psychology curricula should emphasize the importance of Lev Vygotsky's zone of proximal development theory and the critical role that interactions with those

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who are more capable can play in learning and growth. Instructors can use this research to facilitate learning by designing instruction that uses scaffolding, differentiation, and blended skill grouping. It is also crucial that more advanced students have the opportunity to work with others who challenge them, including other students or the instructor.

This principle describes empirical strategies that will help students encode learned materials more effectively in long-term memory. In addition to those of the memory unit, examples of this principle can help inform the course. By conducting regular formative assessments through practice problems, activities and sample tests, teachers can help students increase their knowledge, skills and confidence. Additionally, instructors who perform interval exercise activities (distributed practice) will help students achieve greater long-term gains in resilience. Practice tests should include open-ended questions that require both retrieval of existing knowledge and the challenge of applying that information to new situations or contexts, so include Principle Four.

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