

Discussion Text Writing Technology

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Abstract: This article provides information on the technology of writing a discussion text, the stages of work performed by a teacher and a student, writing a discussion text in Turkish and English language textbooks. A template has been developed for writing a discussion text in Uzbek.

Keywords: introduction, body, conclusion, arguments, question and answer, rewriting, activation.



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Text teaching plays an important role in the modern educational process in the acquisition of knowledge and personal development of students. In today's era of globalization, students must not only master information, but also have the skills to analyze it, justify their opinions and express them creatively. Working with text is the main means of developing these skills, which serves to increase the intellectual competence of students not only in language and literature, but also in other areas. For this reason, studying the importance of text teaching is considered one of the most urgent issues.

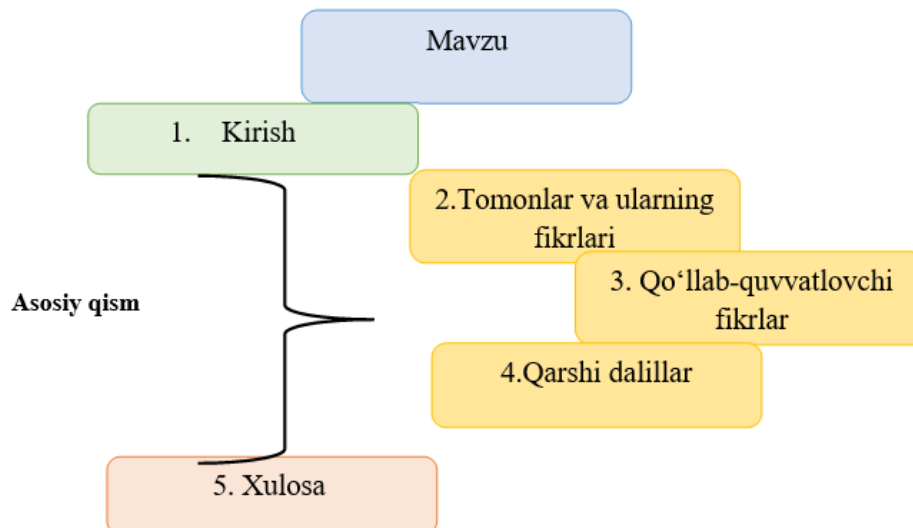
Writing argumentative texts is one of the main tools for developing students' critical thinking, evidence analysis, and communication skills. Such texts allow students not only to express their ideas coherently, but also to analyze and respond to opposing views. Today, the use of effective technologies for writing argumentative texts is gaining importance in the educational process.

The book “Text Linguistics” by R. O

In the book “Text Types, Types and Structures from a Pedagogical Perspective” by foreign scholars Nidem Şimşek and Merve Müldür, information is provided on writing a discussion text in Turkish and the language units used in it. In the book “Text Types in English” by English scholars such as Mark Anderson and Kathy Anderson, In the book, you can learn about the types of texts in English and their comprehensive practical and theoretical knowledge¹.

During the study of Turkish and English literature, sufficient information was collected about the parts of the discussion text and their evaluation. In Turkish textbooks, the discussion text is structured as follows:

¹ Dr. Neil Didem Simsek, Dr. Merve Muldur. "Pedagogical" glance bitterly text types, species and yapilari" – Iksad Publications, 2020; Mark Anderson and Kathy Anderson, Text types in English – Melbourne: MacMillan Education Australia PTY LTD, 1998.



(Note: This template can be used for general discussion text. Details and evidence will vary depending on the topic.)

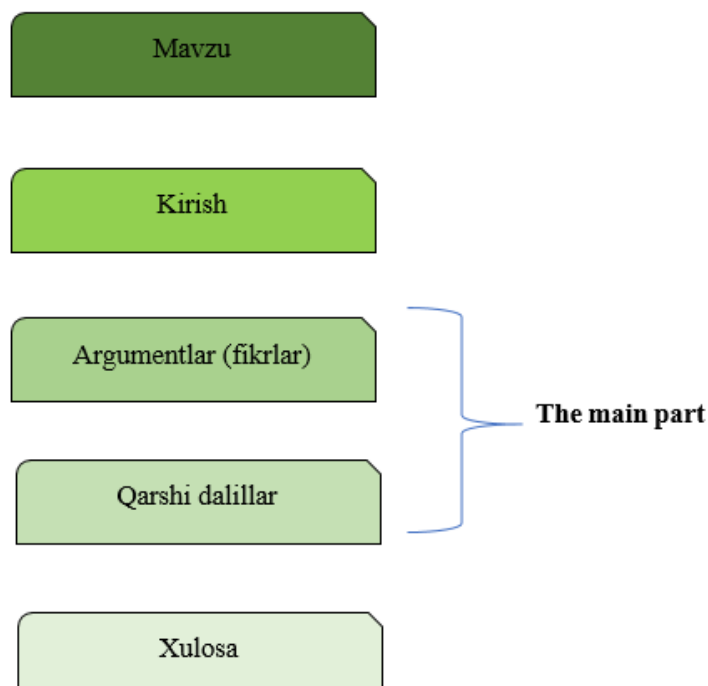
Introduction: Provides general information about the importance of the topic and why it is being discussed.

Main part:

1. Parties and their opinions: The student expresses his/her opinions on the topic. Forms his/her understanding of the topic.
2. Supporting thoughts: Positive thoughts on the topic, their explanation, and facts supporting the thoughts are presented.
3. Counterarguments: Opposing opinions (negative or harmful aspects of the topic) and their evidence.

Conclusion: To conclude the topic. To summarize your conclusions.

In English textbooks, the discussion text is structured as follows:



Login :

- ✓ *topic about general understanding ;*
- ✓ *main issue is being laid ;*
- ✓ *discussion writing for some information presentation is being done ;*
- ✓ *topic about own opinion and point opinion indicates .*

Main part

Arguments :

- ✓ *the idea confirmer evidence , examples and statistical information ;*
- ✓ *of evidence important and on the subject belonging explain to learn .*

Opposite evidence :





- ✓ *against evidence to bring ;*
- ✓ *them justification .*

Conclusion :

- ✓ *in discussion brought main evidence generalization ;*
- ✓ *own their views protection to do ;*
- ✓ *finalist the idea to bring*

England in schools exactly discussion text writing for separately leaflets distributed . They mold and entrance words by designating placed It will happen .

England in schools discussion text to write sheet

	Ba'zi insonlar (some people) _____ _____ _____ _____
	Ayrimlar (other) _____ _____ _____ _____
	Bunga qarshilar (those against) _____ _____ _____ _____
	Xulosalarga ko'ra (in conclusion) _____ _____ _____ _____

(England) in schools discussion text writing handouts)

From this apparently It is clear that Turkey and England education in the system of students at school discussion text writing skill shaping for innovation assignments and handouts working released .

Next in progress experiment affairs in the future from the students " Discussion text " What ?" to the question answer we searched , but most students exactly discussion text what is and how creation they didn't know . Comparison for story and descriptive texts yes was written . 70% of the students story , 80 % descriptive and only 20% of discussion text write 20% of students yes discussion text wrong in the mold shaped .

Content and idea integrity save them known one to the mold to put for the purpose texts into parts separately to give (write) for the purpose It is appropriate ².

So, Uzbek in the language discussion text The mold consists of 3 parts. composition will be . Below of parts each one of composition looking we go out :

Kirish	Y o'quvchi mavzuga kirish uchun fikrini birmuncha ochiqalaydi; Y mavzuning muhokamali joyini keltiradi; Y mavzu haqida ommaning fikri qandayligini yozadi.
O'zi yoqlayotgan fikrni dalillash	Y mavzu haqida o'z qarashlarini bildiradi; Y ma'lum fikrni ilgari suradi; Y fikrini asoslash uchun dalillar keltiradi.
Qarshi fikrlarni asoslash	Y mavzuga oid qarshi fikrlarni jamlaydi; Y ularni ketma-ketlikda keltiradi; Y qarshi fikrlarni ham birma-bir faktlar orqali izohlaydi.
Xulosa	2. mavzu haqida umumiy faktlarni keltiradi; 3. o'z qarashlarini yo'qlaydi yoki inkor etadi (asosiy qismlarning 2 lasiga ham qo'shilsa ularni yana bir karra izohlaydi); 4. fikrlarni jamlab yakuniy xulosani yozadi.

This is the pattern. discussion text of writing mold in the capacity of if considered , any one part of explanation with to the student absorbed if possible , discussion text writing skill how much develops . Humans in mind all something to the mold basically memorization or him/her how writing about imagination harvest to do theirs work a few It relieves .

Text grammatical descriptive and spiritual in terms of whole in case his/her impact power increases . Therefore for each how speech in the form of linguistic loneliness demand is done . Therefore with together , then national charm yes to be necessary . Text to compose being taught from the student mother this to aspects trust to look necessity demand is done . The text in evaluation exactly this to aspects teacher yes trust if you give , student next text writing in the process this separately attention to do possible . In the student exemplary text writing qualification

² G.Yakhshiyeva . Education in the process text on of work main factors . Uzbek language permanent conference – Tashkent 1997. – P.101.

shaping consistent and continuous take b is taken is a process . General education in schools mother of the language to be taught mother like that ³.

Discussion text mold basically to write the process simplifies and time saves , because student or researcher known one structure and format based on , their thoughts definitely and systematic in a way expression eat can . Mold basically writing , thoughts logical gradually to bring help gives , this yes of the text to die and understanding It's good . Also , this method writer for arguments definitely organization to do and each one the idea based on to give opportunity creates . Molds through discussion text writing , inexperienced writers yes effective and logical to write it is so , this yes education and scientific in action success increases . Thus approach texts to write adjective it's getting better and final result further perfect does .

Foydalanilgan adabiyotlar

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5. <http://library.ziyounet.uz/ru/book/download/70640> <http://www.ziyouz.com/>

³ Alavutdinova N. “Mother tongue” in their classes speech competencies formation methodology ” monograph – Tashkent, 2023. – P.79 .