

FEATURES OF TEACHING WRITING AND WRITTEN SPEECH IN ENGLISH CLASSES AT UNIVERSITIES

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ABSTRACT

The article deals with the issues of continuity in teaching writing in English at Uzbekistan colleges and universities, identifies the challenges of modernity in respect to the level of acquisition of written English, presents recommendations on strengthening the practice-orientated teaching writing. According to the author to reveal the features of teaching writing, as a type of speech activity, is very important factor in teaching foreign languages at universities. The author emphasizes the key elements in this process.

Keywords: *activity, academic writing, advantage, character, communicative, communication, conversation, development, disadvantage, English, feature, method.*

АННОТАЦИЯ

В статье рассматриваются вопросы преемственности обучения письму на английском языке в колледжах и университетах Узбекистана, определяются проблемы современности в отношении уровня владения письменным английским языком, представлены рекомендации по усилению практикоориентированного обучения письму. По мнению автора, раскрытие особенностей обучения письму, как виду речевой деятельности, является очень важным фактором преподавания иностранных языков в вузах. Автор выделяет ключевые элементы этого процесса.

Ключевые слова: *деятельность, академическое письмо, преимущество, характер, коммуникативный, общение, беседа, развитие, недостаток, английский язык, особенность, метод.*

INTRODUCTION

To date, no other language has achieved such popularity as English. Interest in language learning is growing day by day. This is evidenced by statistics on percentage calculations over several years. There are many reasons why people learn English. One of them is the need to communicate in writing and orally with people who speak English, which is why almost everyone dreams of learning it at least at an elementary level. It is worth noting the fact that today children begin to learn this language in preschool age. The methodology for conducting direct educational activities should be built taking into account the age and individual characteristics of

the structure of children's linguistic abilities and be aimed at their development. Learning a foreign language must be motivated and focused. It is necessary to create a positive and, in addition, psychological attitude towards a foreign language in the child. It is important to note that writing plays a special role in teaching English. "Mainly, written speech ensures the strength and reliability of memorizing material, improves oral speech and reading, develops logical thinking, and improves creative material in practice"[1]. Teaching writing in English is not given due attention in primary school, which is why research in this area is relevant. The relevance of the study is to identify and focus on the individual characteristics of schoolchildren when teaching writing at the initial stage of learning English. "The object of the study is teaching writing at the initial stage. The subject of the study is the use of effective methods in teaching writing at the initial stage"[2]. The purpose of this article is to reveal the features of teaching writing as a type of speech activity. To achieve this goal, it is necessary to solve a number of the following tasks as to study material on this topic, to consider the difference between writing and other types of speech activity, to draw conclusions and generalize the knowledge gained in practice, to implement the assigned tasks, it is necessary to use the following methods: analysis of methodological literature and synthesis of material on this problem; comparison and synthesis of studied materials; collection and accumulation of material. In my article, I tried to show the theoretical and practical aspects of writing, to identify what effective methods can be used in English lessons at the initial stage.

METHODS AND LITERATURE ANALYSES

In order to find out the main character of writing I have applied to many works written by scientists in this sphere. Theoretical analysis of literary sources on the research topic, analysis of legal and organizational and administrative documents regulating the professional activities of teaching staff, diagnostic methods (observation, conversation, questioning, testing). In general, writing features, despite their diversity, is characterized by the following features: Learning objectives are aimed at the components of communicative competence (linguistic, sociocultural, compensatory), and are not limited to grammatical or even linguistic. During the research process, the following hypothesis was put forward: it is assumed that if the systematic use of a set of exercises and tasks for teaching writing and writing in foreign language lessons is organized, this will increase the effectiveness of teaching and will contribute to the formation of foreign language communicative competence of students. The letter appeared on the basis of spoken speech, as a repository of human knowledge and accumulated experience, as a mirror of the culture and traditions of each country. [3]. It plays an important role in teaching a foreign

language. The problem of teaching foreign language written speech has been studied by a number of domestic and foreign researchers such as: Vygotsky L.S., Gez N.I., Lyakhovitsky M.V., Mirolyubov A.A., Zimnyaya I.A., Luria A.R., Bogoyavlensky D.N., Galskova N.D., Solovova E.N., Elkonin D.B., Fridman L.M., en Piaget. The above scientists give different definitions of writing, but everyone emphasizes that writing is an extremely multifaceted and complex phenomenon. Let's look at a number of definitions of writing and writing from different authors. So, according to E.I. Passov, "writing is one of the main independent types of speech activity, which can be carried out at two levels: reproductive and productive" [14]. According to G.V. Rogova, "writing is a complex speech skill that allows people to communicate using a system of graphic signs" [15]. According to Solovova E.N., "writing is a complex speech skill, an additional means of communication to audible speech, which is carried out using a system of graphic signs" [16]. Galskova N.D. defines writing as "a productive analytical and synthetic activity associated with the continuation and recording of a written text". [5]. Parrot M. emphasizes that "writing is writing a message that evokes a response from the reader, and this response must correspond to the author's intention"[13].

RESULTS

During the research of the main features of writing I came to the following understanding. The purpose of teaching foreign written speech is to develop in students communicative competence, which includes knowledge of written characters, spelling of words, vocabulary and grammar, composition of written texts, the ability to create various types of written messages, mastery of the content and form of a written work of speech, ways to express thoughts in writing. Writing as a learning goal is included in the programs of various types of schools at all stages of education. The end result of teaching writing is the completion of the written part in the Educational standards of Uzbekistan. The purpose of the examination test in the "Writing" section is to check the level of development of skills to use written language to solve communicative-oriented problems. Communicatively-oriented tasks are settings focused on performing exercises or other tasks that set up and motivate students to solve the problem posed in this task in a communicative way. "The main means of teaching foreign language writing and writing are exercises and assignments. The exercise is aimed at improving the way of performing an action; there is always a goal in the exercise. Assignment is a task formulated for students and prescribed for completion during the learning process" [7]. The task should be given "from simple to complex" and vice versa. Teaching the written expression of thoughts at the middle stage of basic school is carried out with the help of preparatory

(training) and speech exercises and assignments. A set of exercises and tasks for teaching writing and written speech consists of three stages: incentive - motivational; filler; analytical - synthetic. In this complex, preparatory and speech exercises and tasks at the second stage contribute to the formation of such components of written speech competence as knowledge of written characters and spelling of words, knowledge of vocabulary and grammar, knowledge of the composition of written texts. be able to, ability to create various types of written messages. At the third stage, exercises and tasks are aimed at mastery of the content and form of a written work of speech,, mastery of a written work of speech in written form, mastering ways to express thoughts. The goals of our study correspond to the definitions of M. Parrot, G.I. Rogova. and Leontyev A.N.: “Writing is a complex speech skill that allows people to communicate using a system of graphic signs. Writing is the ability to combine words in writing to express one’s thoughts in accordance with the needs of communication.[8,13,15]. Productive writing is divided into two levels: educational writing and communicative writing. The goal of teaching foreign written speech is to develop in students communicative competence, which includes knowledge of written characters, spelling of words, vocabulary and grammar, composition of written texts, the ability to create various types of written messages, mastery of the content and form of a written work of speech, ways to express thoughts in in writing. “Teaching writing is provided in the programs of schools of various types at all stages of education. Teaching writing helps improve writing skills, the end result of which is completing the written part of the State Standards”[10]. Teaching the written expression of thoughts at the middle stage of basic school is carried out with the help of preparatory (training) and speech exercises and assignments.

DISCUSSION

To summarize the main part of the article , it was noted what writing is and its structure was carefully examined, and its differences between other types of speech activity were identified. Consequently, writing is a process of constructing words from letters, in which mastering graphics and spelling is important, and writing is a way of constructing a written statement from words and phrases. Further, I revealed all the stages of development of methods of teaching English. Here, writing allows, with the help of a system of graphic signs, to ensure communication between people and to record speech for transmitting it at a distance, as well as for preserving its works over time. Based on the research of scientists, the process of developing written speech skills and its place in teaching a foreign language was studied. At the same time, the work examined the psychological characteristics of university student, and also identified difficulties in teaching students to write in English lessons. After

all, a student's enrollment in university makes major changes in his life. The student joins a new team in which he will live, study, and develop. And a team presupposes the ability to take into account its interests, the ability to subordinate personal desires to common aspirations, mutual demands, mutual assistance, a high level of organization and discipline. "The assimilation of knowledge in university requires a relatively high level of development of observation, voluntary memorization, and the ability to analyze, generalize and reason from an university student"[11]. According to this, writing is used to improve students' learning of the English language. Teaching writing includes: familiarization and training in writing letters; mastering the spelling of words that students have learned orally or read, writing sentences containing learned linguistic phenomena in order to better master them. It was found that learning to express thoughts in writing is carried out with the help of exercises and tasks to develop writing skills. "Various methods of working on the development of writing techniques were studied, as well as writing as a form of control over the technology of teaching writing" [12]. At the same time, it is worth concluding that writing, from a methodological point of view, has the most effective ways and means of developing writing techniques. The work selected a series of exercises to develop written speech skills. The main types of exercises for teaching writing include: copying, writing by ear, exercises in writing itself, exercises - games (crosswords, riddles, chain words, etc.). To summarize, it can be noted that learning to write in English at the initial stage plays an important role in the educational process. "It can be added that the role of teaching writing in the learning process is very large, since this type of speech activity makes it possible to most accurately determine the quality and quantity of the student's knowledge. It is worth noting the fact that writing ensures the strength and reliability of memorizing material, improves oral speech and reading, and also develops logical thinking and improves creativity in practice"[13]. This allows us to conclude that writing is one of the methods of control and a means of teaching reading, since the automation of sound-letter correspondences contributes to the successful development of the ability to extract and record information from printed text. Ultimately, systematic training in the development of writing skills stimulates the activity and attention of students in the lesson and increases their responsibility when completing educational tasks. Thanks to the study of methodological literature and generalization of the materials studied and the results obtained, we can conclude that the features of teaching writing as a type of speech activity have been revealed. Thus, the goal and all the goals and objectives we set were realized. This technique has proven its effectiveness in practice when teaching university students to write at the initial stage of university.

CONCLUSION

Due to global changes in society, both in Uzbekistan and throughout the world, the role of a foreign language in the education system has changed, and from an ordinary academic subject it has turned into a basic element of the modern education system, into a means of achieving professional realization of the individual. “This is reflected in the current Uzbekistan Law “On Education”, which requires “ensuring a general and professional culture of society that is adequate to the world level and the integration of the individual into national and world culture.”[1]. Under the conditions of the introduction of the Uzbekistan State Educational Standard, the main goal of teaching a foreign language is the formation of foreign language communicative competence in students, i.e. ability to adequately interact with a native speaker in situations of intercultural communication. An integral part of intercultural communication is mastery of written language. In this regard, the “Writing” section has become a mandatory part of the Unified State Examination. “Despite society's needs for professionals who can write in a foreign language, the majority of school graduates are not ready for written intercultural communication” [14]. Despite the fact that the “Writing” section was introduced into the qualification, the methodology for teaching writing has not been developed at such a level as to develop foreign language communicative competence in students. The above contradiction led to the formulation of a problem, the essence of which is how and in what way the teaching of foreign language writing to students should be organized. This article examined the features of teaching writing and written speech in English classes in middle and high school. All mental processes play an important role in learning to write and written speech and have their own characteristics: perception, thinking, memory, attention. The processes of oral and written speech are inseparable and interconnected. In its appearance and path of formation, as well as psychological content, the process of writing differs sharply from the process of oral speech. Written speech, unlike oral speech, is distant, planned in advance, monologue, designed for visual perception and repeated reading of what is written; it is a slower process. “The goal of teaching foreign written speech is to develop in students communicative competence, which includes knowledge of written characters, spelling of words, vocabulary and grammar, composition of written texts, the ability to create various types of written messages, mastery of the content and form of a written work of speech, ways to express thoughts in writing” [15]. The purpose of the examination test in the “Writing” section is to check the level of development of skills to use written language to solve communicative-oriented problems. The main

didactic methods of teaching foreign language writing and writing are exercises and assignments.

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