

THE PROBLEMS OF TEACHING WRITING IN FOREIGN LANGUAGES AT UNIVERSITIES

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ABSTRACT

This article talks about the problems of writing at universities. According to the author, the ability to write in English is becoming increasingly important for a number of reasons as travel, working in foreign companies, participate in international conferences and exchange programs, and communicate via the Internet. As the author regards, teaching writing skills is one of the important parts in foreign language methodology.

Key words: *attitude, behavior, communication, composition essay, development, English, foreign, interest, information, language, method, modern, object, problem, revision, subject, teaching, technology, writing*

АННОТАЦИЯ

В данной статье говорится о проблемах письма в ВУЗах. По мнению автора, умение писать на английском языке приобретает все большее значение по ряду причин, таких как путешествия, работа в иностранных компаниях, участие в международных конференциях и программах обмена, общение через Интернет. По мнению автора, обучение навыкам письма является одной из важных частей методики иностранного языка.

Ключевые слова: *отношение, поведение, общение, сочинение, развитие, английский, иностранный, интерес, информация, язык, метод, современный, объект, проблема, повторение, предмет, обучение, технология, письмо.*

INTRODUCTION

One of the main principles of teaching foreign languages is the principle of integration and differentiation, the essence of which is that by training any type of speech activity or aspect of the language, we simultaneously train the rest. In other words, any kind of speech activity in a foreign language lesson is not only the goal of learning, but also a means of forming related speech and language skills. “The main goal of teaching a foreign language at universities today is the formation and development of foreign language communicative competence in the aggregate of its components such as: speech competence, language competence, sociocultural competence, educational and cognitive competence” [1]. At the present stage, taking into account favorable conditions for learning foreign languages, increased requirements are put forward to all types of speech activity equally. It is necessary to

bring students to the level of an independent or competent user of a foreign language. The philosophy of the teacher is formed by basic methodological categories, such as: goals, principles, content, methods and means of teaching. Currently, the features of a particular educational institution are taken into account and it is allowed to carry out the learning process using domestic and foreign educational materials and author's developments. What is meant by the level of foreign language proficiency, and is there a real opportunity to measure it? Today, thanks to the efforts of the European Council, a unified system for assessing knowledge in the field of foreign languages in Europe has developed, and although the problem of national standards for many countries has not yet been finally resolved, we can rely on the projects of the Standards, as well as on the experience and practice of our European colleagues. Today, all universities conduct targeted preparation of students for owning English, and in some - international exams, which in this case become not so much the ultimate goal of education (obtaining certificates) but an objective indicator of progress in the language.

METHODS

In the process of preparing for the exams, the student acquires and develops a number of important knowledge, skills and abilities. “They concentrate and complete tasks at the required pace and volume, clearly following the instructions; determine the strategy for completing the task for all types of speech activity, which to a large extent contributes to success; increase vocabulary and broaden your horizons in many areas of knowledge; strive for self-education and self-improvement; use the skills acquired while learning English in other areas of knowledge, which, of course, supports sustainable learning motivation” [2]. What gives teachers the preparation of students for the final papers at universities and international exams? I think it the growth of the professional level of language proficiency improving methodological skills to the level of international standards. In this article, we would like to share our thoughts on how to organize work with students in teaching their written language, what exercises, methods and techniques can be used.

RESULTS

In view of the foregoing, and also taking into account that there are no special courses for teaching written language in the university curriculum, I decided that it makes sense to organize the work in such a way that by the end of the training, prepare students for passing the exam. Let's make a reservation once again that the exam is not an end in itself, but only a challenge to opportunities and abilities, bringing emotional satisfaction, and also - this is a certain summing up. “The ability to write in English is becoming increasingly important for a number of reasons. At

present, there is an opportunity to travel, work in foreign companies, participate in international conferences and exchange programs, and communicate via the Internet”[3]. All this requires the ability to fill out questionnaires and declarations, conduct business correspondence, write resumes, write essays and reports. In other words, it is necessary to be able to express thoughts and ideas in writing, knowing the basics of composition, knowing style features and following certain rules for organizing a written text. At university, the performance of various kinds of “mechanical” tasks often turns into a routine for students. And before they have joined the process of written self-expression, students lose interest in this kind of activity. As a result, the written skills of students lack far behind the level of learning in other types of speech activity. To change this situation, it is necessary to turn the process of performing written assignments from routine into creativity. “According to **Vygotsky**, written speech activity is the purposeful and creative execution of a thought in a written word, and written speech is a way of forming and formulating thoughts in written language signs.” [4]. “The purpose of teaching written speech is the formation of students' written communicative competence, which includes the possession of written signs, the content and form of a written work of speech.” [4] The tasks that need to be solved to achieve this goal include “the formation in students of the necessary graphic automatisms, speech-thinking skills and the ability to formulate an idea in accordance with written styles, expanding knowledge and horizons, forming authentic ideas about the subject content, speech style and graphic form of a written text ”.

DISCUSSION

When teaching a foreign language, three main types of written speech activity are worked out. Controlled writing: a. writing letters; b. writing words; c. drafting sentences (or rewriting, copying texts). 2. Directed or Guided writing. Written work is carried out in accordance with a specific task. 3. Free writing. I would like to give a few examples of tasks and exercises that we perform with students, working on all three types of writing. Let’s speak about Controlled Writing. The fulfillment of these tasks forms the ability to choose the main thing - that is, what needs to be illustrated with a table or diagram. In the future, this skill will be very useful for compiling abstracts for speeches or writing plans for essays. Already at the initial stage of training, along with traditional tasks (dictations, substitution exercises, filling in gaps), it is necessary to offer students exercises that have access to a real life situation. “This can be filling out questionnaires, personal cards, filling out autobiographical information. Such tasks introduce an element of creativity into the process of learning to write. Classification of objects or Word-webs”[5]. These tasks

contribute to the development of logical thinking, the ability to generalize. These exercises can be very useful at the stage of working out words on a given topic.. Guided poetic exercises. The development of creative thinking in a foreign language is facilitated by the creation of small poems according to a given scheme or by changing previously learned poems using an active vocabulary. Such poetic forms, being from the point of view of discursive organization, simple numerations, do not require knowledge of complex grammatical structures and, therefore, are quite accessible to elementary-level students. “They contribute to the expansion of vocabulary, since in the process of their creation you have to use a dictionary. Such works can be collected into an anthology of written works, which will certainly increase the level of motivation”[5]. The exercises offered to intermediate students serve as a kind of bridge between the structured exercises of the initial stage and the creative tasks of the advanced level. “They prepare students for essay writing. At this level, one can use partial translation, reorganization of simple sentences into complex ones using various connecting elements, reconstruction of sentences by keywords” [6]. So, for example, you can offer to combine several simple sentences into one complex one using various connecting elements. For example, the following phrases:

- The boy is short.
- The boy has fair hair.
- The boy is standing by the gates.
- The boy looks curious.

Can be changed to the following sentence. The short fair-haired boy standing by the gates looks curious. Suggestions for such tasks can be taken from the original literature. Comparing the options proposed by students with the original will make the work more focused, interesting and useful. “Letters can be transformed into telegrams, text into a table, a sequence of pictures or a diagram into text. Such exercises help to analyze and synthesize the information received, separating the main content from minor details”[7]. For the development of logical thinking of students, the so-called strip stories can be useful. A small text is cut into separate sentences, which students must put together in a logical sequence. Free Writing (Free letter). Starting to work on this type of writing, you should immediately explain to students what styles of writing are, and write even the shortest texts in certain formats. 1. You can compose a story from a picture in the format of a newspaper article, magazine article, novel, play. 2. Letters (official, semi-official, unofficial). At the same stage, you can teach students how to write letters and greeting cards, starting with substitution exercises and creating parallel texts. “One of the ways to teach writing can be all kinds of dialogue magazines that allow students to

communicate with each other in writing, discussing topics of interest to them. The advantage of such journals over other types of written work is obvious. They give students the opportunity to write for a real audience” [8]. In addition, students write in journals not for evaluation, which allows them to express their own thoughts more freely, not limited to the use of familiar structures. Compositions. Having got acquainted with many requirements for essays and a number of methodological guidelines, we decided that we should start preparing children for this difficult work literally from the first steps of learning the language. At the first stage, the child must understand that there are rules for writing essays. “The essay must have a beginning, middle and end. Any work must have an idea that must be presented, logically developed and completed” [8]. The essay should start with a plan. Like a cook who bakes a cake according to a certain recipe, one who writes an essay must follow the laws of logic and aesthetic requirements. “The plan should include the main components of the work. Drawing up a plan is not so difficult if you know what you want to say and clarify the content with questions about the subject of the essay. These questions should include the following words: How, Why, What, Where, When, Who. The wording of questions with these words will make up the plan of the essay” [9]. The answers to these questions of the plan (one paragraph per question) will make up a coherent presentation of the topic of the essay. The ideas of the narrative and the sentences themselves expressing the ideas must be a coherent sequence, i.e. you need to know and be able to use linking words (linking words: and, but, then, usually, moreover) and phrases (linking phrases: at first, later on, just then, at the finish, in addition). After writing an essay, you need to check it and arrange it accordingly. “It must be remembered that teaching writing should be combined with other types of speech activity - listening (dictations, presentations, filling in gaps and tables), reading (post-text exercises, answering questions, completing the story, adding details), speaking (interviews followed by a written presentation information, pair or group discussion with a record of the arguments of both sides)” [10]. An effective combination of all types of speech activity is facilitated by the use of video fragments in the lessons. Subsequent writing assignments can range from writing stand-alone lines and narrating scenes to writing screenplays and even critiques. To achieve a level of communicative competence in writing, students must learn to write using any of the proposed styles. To use the terms of the Cambridge exams, students should be able to write Personal Discursive, Descriptive and Narrative Compositions and Letters of the personal and informal type. Great importance (as in any other field of knowledge) should be given to training exercises. The more practice, the better the skill. Roughly speaking, a writer is a "professional in the use of words." Before

writing, the student should be inspired to think about what to write about the subject. Drawing up an essay plan mobilizes this thought process. “Mental discipline” and the ability to make plans help students develop a reasonable attitude not only to specific work, but also to everyday life situations, which is important, because in the end our task is not only to develop certain skills in children, but we must prepare them to life.” [11]. Thus, the ability to write essays is not only an art, but also a science, and training in writing essays is the development of not only creative abilities, but also a scientific worldview. So, writing essays is an art and a technology. Of course, it is very difficult to teach art, but it is possible and necessary to teach certain techniques. In conclusion, we note that the ability to write in a foreign language increases the level of communicative competence of students, gives them the opportunity to participate in exchange programs and international conferences, and take international exams.

CONCLUSION

Currently, international cooperation is constantly expanding, which in the field of education is manifested in the creation of joint educational institutions, in the development of joint courses, in participation in international education projects. Graduates of Uzbekistan’s universities have great opportunities to take internships abroad, conduct scientific research in their specialty with the involvement of foreign materials, and work in foreign companies. In this regard, higher education is designed to provide training for specialists who combine professional competence and high culture. There is no doubt that written speech is becoming increasingly important, i.e. the role of written communication in receiving and transmitting information is increasing, which manifests itself in the possession of the ability to express thoughts in writing. Thus, in modern conditions, students of a university need to be proficient in written speech at a high level for real written communication. However, their own pedagogical experience, the results of the survey, conversations with teachers, analysis of students' written work shows a low level of written language proficiency. Written works of first-year students contain the following shortcomings: incomplete disclosure of the topic; inability to formulate the main idea, argue one's thoughts, ensure intertextual coherence, arrange the text structurally and logically correctly, divide it into paragraphs, self-edit the text; non-compliance with the required level of formality. The teachers of universities need to overcome these problems.

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