



TECHNOLOGY FOR THE DEVELOPMENT OF SKILLS AND ABILITIES OF FOREIGN LANGUAGE WRITING

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Abstract

The article analyzes the goals and content of teaching writing, as well as the difficulties of teaching writing at a university. Written speech is one of the ways to form and formulate thoughts. Outwardly expressed, as well as oral, written speech is secondary methodological content of teaching writing

Keywords: graphic signs, mastery of written speech, speech sounds, procedural aspect, learning difficulties, conditional speech exercises.

Writing is a complex speech skill that allows people to communicate with a system of graphic signs [4]. It is a productive activity in which a person records speech for transmission to others. The product of this activity is a speech work or text intended for reading. For many years, mastering written speech in a foreign language was not the goal of teaching at school due to the dominant position of oral speech in programs and the difficulty of mastering this skill (with a limited number of hours) and, accordingly, was not reflected in the domestic teaching materials in foreign languages. Writing acted only as a means of teaching other types of speech activity, allowing students to better master the program language material, and also as a means of monitoring the formation of speech skills and abilities of students. Meanwhile, the written form of communication in modern society performs an important communicative function.

Therefore, at present, the attitude towards writing and teaching students the ability to express their thoughts in writing has changed dramatically. Writing as the goal of learning is present in programs for all types of educational institutions, at all stages of teaching foreign languages. When implementing writing, the following analyzers are involved: motor (main), visual, speech-motor, auditory (secondary). Writing, like speaking, consists of incentive-motivational, analytical-synthetic and executive parts. In the incentive-motivational part, a motive appears, which appears in the form of a





need, a desire to enter into communication, to convey something in writing, to provide any information. The writer has an idea of the utterance. In the analytical-synthetic part, the utterance itself is formed: there is a selection of words needed to compose the text, the distribution of subject features in a group of sentences, the allocation of a predicate or core part in the semantic organization of connections between sentences. The executive part of written speech as an activity is realized in fixing the product with the help of graphic signs - written text.

Distinguish between writing and written speech. In linguistics, writing is understood as a graphic system as one of the forms of the plan of expression. Under the written speech - the book style of speech. In psychology, writing is considered as a complex process in which the ratio of speech sounds, letters and movements produced by a person of speech occurs. Writing is the process of expressing thoughts in graphic form. In the methodology, writing is an object of students mastering the graphic and spelling systems of a foreign language for fixing the language and speech material in order to better memorize it and as an assistant in mastering oral speech and reading, since writing is closely related to them. The basis of written speech is oral speech. In both cases, the result will be the understanding of the message by other people. Writing is about reading. They are based on one graphical system of the language. In writing, as well as in reading, grapheme-phonemic correspondences are established; they only have a different orientation: when reading from letters to sounds, when writing from sounds to letters. In the first case, there is decoding or decryption, in the second - coding, encryption of the message.

Often in the methodology, the terms "writing" and "written speech" are not opposed. The term "writing" is a broader concept than written speech, it can include both writing as such and written speech. The letter suggests:

- graphics - a system of grapheme signs
- spelling - spelling, system of rules for the use of signs
- recording - written fixation of linguistic units of different lengths
- written speech - a written fixation of an oral statement for solving a certain communicative task. In teaching practice, writing is understood as a technological, or procedural aspect, and written speech is a complex creative activity aimed at expressing thoughts in writing.

When they talk about writing as an independent form of speech activity, they mean written speech. The goal of teaching writing in this context is to teach students to write





in a foreign language the same texts that an educated person can write in their native language. Any text written by the author is an expression of thoughts in graphic form. Difficulties in learning writing:

- the process of teaching written speech is constantly complicated by discrepancies between the sound and graphic plans for expressing thoughts in a foreign language;
- if during oral communication something can be omitted by the speaker, filled with facial expressions, gesture, intonation, then when communicating in writing, the statement must be specific and complete, maximally developed in order to fulfill its communicative function; the lack of the ability to expressively intonate one's speech requires a more careful selection of syntactic means, and the lack of the ability to use facial expressions and gestures requires a more strict grammatical design of written speech;

- formation of skills in the field of the graphic and spelling system of the target language, the presence of such features as unreadable letters, homophones, variable forms of grammatical spelling, which appear only in writing and do not entail a change in the sound form of a word;

- mastery of written speech, the presence of a student of a certain level of socio-cultural competence. As the final requirements in the field of teaching writing, the development of students' ability to express their thoughts in writing is put forward.

The basic training course of FL assumes the mastery of written speech at the "survival level", i.e. achieving elementary communicative competence. Written communicative competence, including mastering written signs, content and form of a written work, is limited within the framework of the Foreign Language Teaching Program in high school to the following skills:

- graphically correct letter;

- letters as an independent type of speech activity (at the end of the basic course, students should be able, within the framework of the most typical communication situations, to make extracts from the text;

- draw up and write down a plan of the text read or heard; write a short congratulation, express a wish;

- fill out a form; write a personal letter (ask the addressee about his life, deeds, report the same about himself, express gratitude, using the material of one or more topics learned in oral speech, using the formulas of speech etiquette adopted in the country of the studied language);





- letters as a means of teaching other types of speech activity.

The tasks of teaching written speech are associated with creating conditions for mastering the content of teaching written speech, include the formation of the necessary graphic automatisms, speech-thinking skills and the ability to formulate ideas, expanding knowledge and horizons, mastering culture and intellectual readiness to create the content of a written work of speech, the formation of authentic ideas about subject content, speech style and graphical form of written text. The linguistic component of the content of teaching writing includes graphics, spelling, writing (copying, reproduction, production), written speech in a limited amount (questionnaire, form, postcard, letter). Compensatory skills include the ability to paraphrase a statement, express a complex thought with simple linguistic means, and rely on text in order to find the necessary information. Learning the writing technique includes mastering the alphabet, graphics, spelling and punctuation. Writing (writing technique) is a means of teaching a foreign language, the initial stage in the development of productive written speech. Productive (expressive) written speech, depending on the purpose, is divided into two levels: educational written speech and communicative written speech [3].

Educational written speech is understood as the implementation in writing of a variety of linguistic and conditional speech exercises aimed at mastering productive lexical and grammatical skills, as well as speech skills, including communicative writing skills. Educational writing is not only an effective teaching tool, but also an effective means of control. The highest-level exercises in the hierarchy of educational writing are composition and recitation. They are also a traditional means of controlling the formed productive skills and writing skills. Communicative written speech is an expressive type of speech activity aimed at generating a speech message in writing. The development of the ability to express thoughts in writing occurs on the basis and through educational writing, which, in turn, relies on the writing technique, formed graphic and spelling skills. The goal of teaching communicative writing is to develop the ability to create different types or genres of written messages - texts that students may need in their educational or professional activities, as well as for personal purposes. E.N. Solovova gives the following classification of the types of texts, the writing of which should be taught in a foreign language:

- filling out questionnaires;
- writing various kinds of letters and replies to them;





Preparation of an autobiography / resume;

- writing statements;
- writing reviews;
- writing annotations;
- writing reports;
- writing essays / essays;
- writing greeting cards;
- writing notes [5].

In these types of texts, special attention is paid to the content of the message and its structural organization. The author must remember the purpose of this written text, take into account the nature of the reading audience and accordingly choose language means, build a composition. The methodological content of teaching writing is the mastery by students of rational techniques for mastering graphics, spelling of the target language, mastering writing, abstracting, annotating in a foreign language. To facilitate the memorization of spelling difficult words, various special techniques are used, one of which is the letter-by-letter reading of words. There are also techniques for writing down phrases, sentences and writing out sentences that carry the main thoughts in a paragraph, text; techniques for drawing up a plan for oral expression, writing an essay, annotation, writing in accordance with etiquette.

The main task of the initial stage of training is to lay the foundations of the writing technique (i.e. to form calligraphic, graphic and spelling skills) through familiarizing students with writing letters, training writing, mastering the spelling of words worked out orally, writing sentences containing what has been learned. In the complex of exercises for the development of graphic skills, a special place is occupied by work on those phenomena (letters, letter combinations) that are absent in the trainees' native language or whose elements coincide with the elements of letters in their native language. In other cases, there is a transfer of writing skills formed on the basis of the native language. Introducing students to writing a letter, the teacher should show on the blackboard how it is written, or use a special manual, where arrows and dots are shown in detail, indicating in what sequence and in which direction the hand should move in order for the image of the letter to turn out to be correct. Students must master semi-printed and semi-handwritten script, as the introduction of handwritten script will interfere with the formation of grapheme-phonemic correspondences.

A written statement with elements of reasoning should have the following structure:





1. Introduction, in which the test-taker formulates the problem.
2. The main part, in which it is necessary to express your opinion on this issue, to argue for it, to give examples from literature or from personal life.
3. Conclusion, in which it is necessary to make final conclusions, to confirm your position on this issue.

So, writing testing involves testing the ability to create various functional types of written texts using communication-oriented tasks.

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