



THE IMPORTANCE OF LEARNING WRITING SPEECH IN ENGLISH FOR STUDENTS OF NOPHYLOLOGICAL UNIVERSITIES

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Annotation

In this article will discuss about the importance of learning writing speech in English for students of Nophylological universities and how to written speech, speech activity represents an expressive type and clearly graphically represents the content of written characters in fixation.

Keywords: writing technique, written speech, writing activity, language skills, speech mechanisms, graphic skills.

Introduction

1.1 What Is Writing Technologies?

In the process of foreign language teaching, writing and written speech appear first and foremost as a teaching tool and partly as a learning goal. Some of the psychological advantages of written speech will be discussed in more detail in the psychological description of written speech. In addition to written speech, speech activity represents an expressive type and clearly graphically represents the content of written characters in fixation. The psychophysiological basis of the activity of written speech is the interaction of motor-motor, speech-motor and visual-analyzer. As a type of writing activity, language skills can be based on connections between motor motor, visual graphics, and speech motor auditory images. These connections are mastered in graphic and spelling skills, which are the material basis of written speech. Written speech skills, i.e., the acquisition of speech mechanisms, are based on the oral speech acquired by language learners in their native language. Written speech is also related to reading, so there are general, common elements in the psychophysiological mechanism of reading and writing: visual graphics of visual skills and auditory speech motor images therefore complement each other in these two types of speech activities. Writing is the coding of ideas present in an internal speech in graphic symbols, reading is the encoding of those graphic symbols in the speech-motor codes of an internal speech (reading inside) or reading the external speech aloud.



1.2 Importance of Teaching Writing Technologies

In the methodological literature, writing is a technique of using the graphic and orthographic system of the language, and written speech is the ability to express an idea in writing.

Writing is studied as a teaching tool. The main purpose of teaching writing techniques in a foreign language is to acquire graphic and spelling skills in language learners.

Graphic skills are the writing skills of all the letters and letter combinations of the language being studied in relation to the individual and written speech. In acquiring these skills, language learners overcome a number of challenges, firstly, the specifics of mastering the writing of foreign language graphic symbols and secondly the mastery of the specific similarities of sound letters in the language being studied. In the study of writing techniques, the main focus should be on writing the letters in a clear and exemplary manner.

We include the following in the directional exercises for the formation of graphic skills:

- a)** Exercises for writing complex letters after a separate simple;
- b)** letters in English that correspond in whole or in part to Uzbek; For example Mm, p, d
- c)** The letters j, Xx, which have different but separate elements, are different letters Ss, Cc, Hh, Ee and others;
- g)** Exercises for writing complex sound diphthongs and triftongs, letter combinations representing a sound th, ch, sh, bc;
- d)** Text-to-speech exercises;
- i)** Separate letter combinations are exercises in the form of word analysis of words and others from sound to letter analysis.

Visualization of letters and letter combinations plays an important role in the formation of speaking skills in strengthening the motor motor speech motor connections so it should accompany all writing exercises. An important key part of written speech learning is the teaching of spelling skills. The goal is to teach language learners the formation of spelling skills. The English spelling system is based on the following 3 principles:

- 1) When the phonetic letters correspond exactly to the sounds, for example: he, we
- 2) If the grammatical (morphological) writing is determined on the basis of grammatical rules, the phonetic rules in the pronunciation of a letter should be excluded (pronunciation change of a letter), for example: there, authe, es
- 3) Historical (traditional) example: one



Phonetic and morphological principles are among the leading principles in English orthography so they should be considered in the formation of spelling skills. Teaching grammar spelling should be parallel to teaching writing exercises that reinforce grammatical knowledge in writing. In order to perform these exercises, it is advisable to use grammatical exercises such as filling in difficult sentences and copying the text, such as prepositions that conform to the grammatical rules of the appropriate grammatical rule.

1.3 Objectives of the Writing Skills

Written lexical exercises are a means of learning to type a word and its elements (stems and suffixes).

This type of exercise includes:

- 1) Analytical exercises on word elements;
- 2) Exercises for grouping a word according to different word form elements are single-stemmed suffixes with the same suffix and so on.

It is important to take into account the specific adaptation of certain sounds and letters in teaching writing.

These include; firstly, the combination of sound combinations with letter combinations, for example, the sound (s) is a letter (ch) in the text, school, s + qu (square), and secondly, the sound is represented by various graphic symbols in the text (i); The sound ee is represented by the letter combinations ee, third, the sound in the mother tongue, ga xrf adaptive interference is not compatible at all in two languages, for example: the presence of letters pronounced in the word (who, what, where) is not typical for the mother tongue.

In the graphic phonetic system of the native language and English, the above and other circumstances lead to an increase in the number of spelling errors in the written speech of language learners. Performing grammar and vocabulary-oriented and conditioned speech writing exercises helps to develop spelling and graphic skills.

It is clear from the above that the goal of teaching written speech is that the elementary skills of written speech shape the writing of letters to peers abroad. Here, teaching written speech has a communicative purpose. In the process of foreign language teaching, the means of learning written speech serves to develop lexical and grammatical speech dialogical and at the same time monological speech meanings. Learning Written Speech is understood as a system of all language and conditioned speech exercises performed in writing.

In the first case, written speech exercises that are modified to grammar and vocabulary include:



- a) Create a written dialogue on the picture, for example, to ask a few questions about the picture;
- b) Depending on the situation;
- c) For example in the text; written answers to text questions, composing questions on the text, summarizing the content of the text;
- g) Answer the questions in the text, for example, depending on the text.

Written speech plays an important role in the formation of manological skills.

This includes the following types of written speaking exercises:

- 1) Written description of a picture on a given or free subject;
- 2) A written statement of the main content of the text;
- 3) Write an essay on the topic;
- 4) Write a plan or a thesis for a report on a free topic;
- 5) Text writing and abstract performance;
- 6) Writing a letter to a peer abroad;

The types of exercises listed above are included in the range of communicative written exercises. The latter of the exercises is more important for achieving the goal of written speech. Each of the exercises shown has its own purpose and is defined.

1.4 Research Methodology

Descriptive Research: The lexical exercises consist of informative and operational parts. The first part is a demonstration and demonstration exercise, with intermediate exercises that combine language rules and speech practice.

Future technologists should have the following skills in foreign language learning:

- 1. The principle of a reasonable restriction on the use of a dictionary when teaching a foreign language.
- 2. The presentation of lexical units in language learning is for a particular purpose: the units used to consolidate lexical operation are designed to generate specific skills and are used by other units.
- 3. Considering the linguistic features of lexical units and the psychological aspects associated with their assimilation: by presenting and describing abstract expressions of lexical units during presentation and training periods, by using visualization, by associating and grouping lexical units, and by using functional (auxiliary) terms.
- 4. The principle of accounting for didactic and linguistic didactic laws of education: each lexical unit is continuously taught in the presentation, training and application phases, the range of meaning, sound and writing images, and the use of different combinations, contexts and groups.



The component of written speech includes reading and writing. Writing is an integral component of speech. Through it, information is exchanged and stored for a long time. Writing has been instrumental in all stages of education, serving as a tool to develop and improve speaking, listening comprehension, and reading comprehension and writing skills. Writing, on the other hand, refers to the recording of language signs in speech. When writing is taught, letters, word combinations, words, sentences, and written expression of ideas are learned.

In this sense, the content of writing consists of graphics, spelling, punctuation, and through them the written expression of an idea. However, it is not a secret that the scientific work done for the Uzbek language audience studying English has been reduced. In today's era of advanced information technology, it has become clear that teaching students to write in a foreign language, to teach them to express the necessary information through writing, is one of the least developed problems. In particular, in this regard:

I. Linguistic Difficulties: (Phonetic, Lexical, Grammatical).

1.1. Phonetic difficulties: listeners in spelling the word correctly difficulties in distinguishing the content of sounds

for example: write-right / kid-kit / board-boat-bought / mete-meet / fast- forced /

1.2. Lexical difficulties, i.e. homophones, homographs, etc ;

for example: steal-steel-stele / extend-extent / eat-it / three-tree / sleep-slip / ship-sheep / sea-see / work-walk / catch-cadge.

1.3. Distinguish grammatical difficulties;

1.4. Taking into account the monologue, dialogic features of speech;

1.5. Stylistic difficulties—speech into dialect or literary language accountability.

II. Extralinguistic Difficulties

2.1. Exercises on writing techniques (teaching hand movements, for example write parts of a letter, write a few lines of a letter, text beautifully copying, copying a printed letter into a written form);

2.2. Written speech exercises :(copying, listening, free and creative dictation, writing exercise, game exercise, story planning, prepare a summary of the text read);

2.3. Other issues related to writing in particular; transfer, filling, classification and analysis, error correction.

Alternatively, attention should be paid to the presence of reference tools and meaningful images in the classroom, i.e., writing. In general, although this type of speech activity has not been adequately covered in research, exercises related to the



formation of listening comprehension skills have been developed. (N.I.Geiz, J.J.Jalolov, N.V.Eluxina).

Conclusion

It should be noted that in the process of foreign languages, written speech has served as the main teaching tool, and in the method literature differs writing, graphic and spelling skills, as well as written speaking skills, these and other skills and abilities are formed on the basis of appropriate exercises. Languages with graphic and spelling additions have difficulty based on the distinction between graphics and sound speech motor system, while sounds in writing have difficulty based on the interference of language spelling and graphic skills. Having grammatical and lexical additions includes written conditioned speaking exercises performed by language learners as well as written essays on the topic being studied, written annotations on the topic, and and writing a letter to a foreign friends.

Using Literatures

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