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## TEACHING OF WRITING TECHNIQUES AND WRITTEN SPEECH IN ENGLISH

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### ABSTRACT

This article explains to teachers the methods of teaching students to write and speak in English, the scientific value of interactive teaching methods and concepts about them. Research on the topic has been analyzed and scientifically substantiated.

### KEYWORDS

Productive speech, coding, writing technique, writing mechanism, sound and letter, written speech;

### INTRODUCTION

One of the important requirements for the organization of modern education is to achieve high results in a short time without spending too much mental and physical effort. Delivering specific theoretical knowledge to students in a short period of

time, forming skills in them for certain activities, as well as monitoring the activities of students, assessing the level of knowledge, skills and skills acquired by them, requires high pedagogical skills and a new approach to the educational process from the teacher.

Writing and written speech is a type of productive speech activity, and learning to write involves mastering graphic images of sounds in the alphabet of a foreign language, turning letters into sounds, words, sentences, spelling them correctly, using them to express thoughts in writing. Thus, learning to write means mastering phonetic units, such as sounds, letters, syllables, lexical units, such as words, phrases, sentences, paragraphs, texts, as well as the formation of skills and abilities related to reading and writing, preparation of written information. Writing mediates the formation and development of other speech actions. Thanks to writing, we can write down other people's thoughts, if we write down what we read, it will be better preserved in our memory, we will collect information for speaking, it will be easier for us to speak. As we learn to write, we also learn to read.

According to psychologists, coding information in writing in any language is a very difficult task. When creating written information, the mechanism of writing consists, firstly, of the elements of the formation of sound information, and secondly, of the conversion of the sound code into a written code. [1]

The first element of this process is a varied and complex activity; planning the grammatical and semantic aspects of a written (oral) sentence, grammatical implementation of the sentence and selection of words; includes the phonetic planning of the components of an oral or written sentence, the

choice of sounds, and the creation of a complete sentence. This activity is complemented by the association of sound information elements in writing, expressing thoughts. If we are engaged in transcribing and recording what we hear, then the primary element is not the creation of information, but the acquisition of a speech product obtained by listening or reading. Thus, in all cases of using a record in circulation, two stages can be indicated:

- encoding or decoding that results in a warning in the audio code;
- coding with graphic code;

Inner speech in the process of warning may be different depending on the complexity of the written information and the person's knowledge of one or another language. An analysis of the activities carried out in the formation of written information shows that writing always has the character of secondary coding. This opinion is expressed in many studies on this type of speech activity. However, some authors point out that the graphic code has certain independence and cannot be understood as something secondary to the sound code. In particular, the warning that occurs in inner speech in a foreign language According to E.P. Shubin, writing is not a necessary condition for writing, but a habit that has arisen in the native language. This opinion is probably not entirely correct, since according to psychologists M.A. Zimnyaya, A.A. Leontiev and others, no matter what language a

person speaks, his speech-forming apparatus is the same. [2]

The two stages of writing formation (coding and decoding using written characters), as well as verbal feedback during writing, prove that writing is related to speaking and reading, and make it an important means of teaching a foreign language.

Writing difficulties can be about writing technique, written expression of thought. Both have extralinguistic and linguistic difficulties. Extralinguistic difficulties are:

- Preparing students for writing.
- Ready for recording.
- Availability of writing utensils (notebook, pen, book).
- Pedagogical method of teaching writing, especially writing.
- Exercises and written work are structured according to the knowledge of the student.
- Linguistic difficulties.
- Be able to write letters correctly.
- Ability to write letters correctly.
- Spelling words without mistakes, knowing their meaning.
- Be able to make sentences in terms of grammar through words.
- The content and mechanism of teaching writing.

Learning to write has its value. The content of learning to write refers to what to teach about writing and what to do about it. In teaching writing, students are taught to form words and sentences using letters and combinations of letters, and to express their thoughts in writing. Linguists call the spelling of letters and letter combinations graphics, the correct spelling of words, the correct spelling - spelling, the correct punctuation - punctuation, punctuation - calligraphy.

From Shai's point of view, written content includes graphics, spelling, punctuation, and the expression of thought through them. We can simplify them and divide them into two parts. In the technique of writing, we can include teaching graphics, spelling, punctuation, and the latter includes the written expression of thought. So, the content of learning to write consists of the technique of writing and the written expression of thought. [3]

Writing Mechanisms: Mechanisms means what writing is done through. According to the well-known psychologist N. Ya. Dzhinkin, the writing mechanism is two-stage.

1) making words from letters

2) consists in creating written information from words and phrases.

It is known that the mechanism of writing is based on the first stage of mastering writing and spelling, which

must be brought to the level of mastery, and the second stage is based on the expression of thoughts using a certain written code, i.e. that is, the acquisition of speech skills. If the teacher can teach these mechanisms and content of writing, students will be able to practice writing. In the methodology, learning to write and writing thoughts are taught as separate stages. Learning to write is a complex psychophysiological process in which all speech analyzers participate, playing the role of the main tool in writing, reading, understanding and consolidating the studied material.

Speech mechanisms are also involved in writing. In writing, semantic and sound symbols are combined with graphic symbols (letters), that is, an alphabetic symbol is added to the semantic and sound symbol used in speaking. Since the graphic representation is mastered by reading and writing, it falls under the control of written speech analyzers.

Teaching writing and written speech is related to these aspects of speaking, listening comprehension, and reading comprehension. For this reason, speaking, listening comprehension, reading, and finally written speech are taught in speech activity training.

Writing technique training focuses on the pronunciation of sounds and their graphic representation, correct spelling, grammar and spelling. When teaching the technique of writing, the teacher

explains, shows, writes, reads and independently teaches and writes down the rules for pronunciation and writing letters and letter combinations. Teaching writing technique is organized on the basis of similarities and differences in the sound-letter system of a foreign language and the Uzbek language.

When teaching sound-letter relations, sound perception, visual imagination, and then written action take place. It relies on the skills acquired in the mother tongue. Although foreign languages and Uzbek languages are based on the Latin script alphabet, there are inconsistencies in them that interfere with learning to write, such as the number of sounds and letters do not match, letters are read differently in different situations, several letters stand for the same sound, and some letters are illegible. To prevent such difficulties, special exercises are performed. Depending on the level of complexity of sound-letter relations, the order of their assimilation in writing and reading is determined.

For example, when a sound and a letter coincide, the graphics are easily assimilated through auditory-sound perception, visual imagination and writing. If one sound is represented by several letters or represents several sounds by the position of one letter, then they are mastered by sound-letter or syllabic analysis. Learning the names and positions of letters in the alphabet helps you practice spelling and writing words. Teaching written speech (teaching written



presentation of thoughts) is organized on the basis of the language material learned by students. Teaching written speech serves as a means of thoroughly mastering the language material, improving the skills of oral and written speech, checking and evaluating the learning outcomes of students. [4]

Taking into account the language experience of students, foreign language lessons are conducted. It also relies on skills acquired in the native language. Compound letters are written on the board and in students' notebooks. Spelling training is the spelling minimum of learning to write words and sentences learned in oral speech. When mastering spelling, written exercises are used that develop students' visual and memory abilities.

Written exercises. Teaching any sound and its spelling is carried out by showing its graphic designation (letter), its pronunciation and writing exercises. Written exercises are classified in the methodological literature as follows: [5]

- exercises for sound-letter analysis;
- Transfer exercises;
- Listening exercises (spelling dictation);
- Free and creative written work (written expression of thought);
- Real written exercises (letter, article, description of events);

- Game exercises teaching writing (crossword puzzles, chains of words, riddles);
- Writing a story plan (text);
- Exercises for writing annotations to the read text.

Such exercises are interpreted as exercises for teaching writing (spelling), teaching written speech, teaching written expression of thoughts. Written (spelling) training exercises:

- Writing letters denoting a certain sound;
- Finding and copying from the text words expressing certain sound-letter relations;
- Find and write out words with unreadable letters in the text or underline them;
- Finding and copying words with letter combinations from the text;
- Write the words containing a certain sound into groups;
- Composing words using the alphabet from the words heard;
- Independent writing of memorized material.
- Five-minute dictations and cross-examination exercises;
- Copying exercises, putting the necessary letters and letter combinations instead of dots;
- Exercises for writing answers to questions with a change in word order;
- Copy written exercises, changing faces and tenses of the text;

Writing exercises at home play an important role in learning to write. They help to remember and consolidate the material covered. Exercises that teach the written presentation of thoughts (written speech).

Exercises for teaching writing are organized in the form of an utterance, a story, a picture, an essay, and writing a letter. The basis of such exercises is a written presentation of previously heard, read, memorized sentences or text.

The practice of writing a letter to a foreign friend by mail or via the Internet is widely used in teaching writing. The letter is a written statement of opinion within the framework of topics mastered in the process of oral speech, students choose lexical units according to the model, write a letter about themselves, school, family, city (village), homeland and learn how to format it correctly. In this place, special attention is paid to such aspects as writing a greeting, salutations, thanks, the end of the letter, the date it was written, the writing of the address. When teaching written speech in each lesson, depending on the level of formation of the skills and abilities of students, a special order of exercises aimed at writing and developing written speech is determined.

According to the famous Russian Methodist, scholar, the founder of

communicative technology of foreign language teaching E. I. Passov, play is an activity, the content of

such activity is to teach knowledge, speech actions. E. I. Passov describes the game activity as a teaching tool and shows its following positive aspects motivation of activity;

② absence of external pressure in the learning process;

② the study is of a voluntary individual nature;

Games can be used in foreign language teaching for the following purposes: to form certain communicative skills and abilities on the topic, to teach speech movements in communication, to develop the necessary skills and mental functions, to consciously master the content of communicative tasks in the game.

During the game, students' cognitive activity is modeled, their attention, memory, level of thinking, imagination, cognitive process are formed and improved. The pedagogical and didactic importance of games is explained by the fact that they help students to self-understand, how to perform speech actions in communicative situations, self-examination. [6]

Conclusion. In conclusion, it is important to increase the effectiveness of foreign language lessons in secondary, secondary special and higher education, increase student activity and communication skills in the teaching process, improve not only productive but also receptive language skills, as well as develop

independent, creative skills. The main factor is the formation of innovative activities, the ability to use interactive methods in the classroom. One of the important requirements in the organization of modern education is to achieve high results in a short time without spending excessive mental and physical effort.

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