# Stages Of Teaching Written Speech To Students In Higher Educational Institutions Of Uzbekistan And Foreign Experience

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**Abstract:** The content of this article is about studying the stages of teaching written speech to non-philological students in higher education institutions and their foreign experience, and it also presents the scientific and theoretical foundations of developing written speech in teaching English language. The effectiveness of the pedagogical approaches used today in teaching the English language in higher educational institutions has also been analyzed.

**Keywords:** Higher educational institutions, non-philological field, written speech, stages of teaching, foreign experience, English language, scientific and theoretical foundations, pedagogical approaches.

**Introduction:** The study of languages in the world has further strengthened the need to form writing competence in such processes as exchanging ideas with colleagues from specialists in various fields, obtaining information in their field from international conferences and foreign sources. Today, in the context of international integration and globalization, with the rapid development of technologies, the need for means of communication is increasing. In the context of modernizing the modern education system, the issue of developing students' written speech using modern pedagogical technologies, based on advanced teaching methods, is a subject of widespread discussion.

Complete mastery of linguistic, sociolinguistic, and pragmatic competencies in some educational and multimedia educational resource materials of relevant textbooks on teaching the English language caused interference in students. To overcome this, it is necessary to organize the teaching of the English language to students using special technologies (Define It, Drawing Dictation (Playful Pictures), Run to the Board, Memory Story, Board Race, Pictuanary Race, Lip Reading, Opinion/Running Dictations, Word by Word Story, Sleep and Wake Up), exercises, and multimedia educational programs.

On the path to building a New Uzbekistan, major changes are taking place in many areas of social development, including higher education [1]. In the context of the informatization of society, new requirements are imposed on its study, new opportunities for acquiring knowledge are emerging, especially new approaches to teaching foreign languages, in particular, English. In this sense, the possibilities of using social media in teaching students the English language for obtaining new knowledge and improving acquired knowledge are limitless.

Virtual social networks are not only an important means of communication, but also a unique resource for English language learners. As one of the existing methods of information exchange, social media allows transferring the study of the English language from the audience to virtual reality without interrupting the educational process.

## LITERARY ANALYSIS

The study of the English language in our country is a pressing issue, since this language has already become a lingua franca for many countries where English is a foreign language. At the level of state policy, serious attention is being paid to the issue of teaching foreign languages to young people, the requirement that "from

now on, graduates of schools, lyceums, colleges, and universities must have a perfect command of at least two foreign languages"[2]. Based on foreign experience, a regulatory framework and material and technical base for organizing foreign language teaching and developing students' linguistic, strategic, discursive, pragmatic, and sociolinguistic competencies have been created.

Therefore, improving the competencies of school foreign language students is one of the urgent tasks facing education today.

Foreign scientists M.Moore, G.Kearsly interpreted the concepts of "written speech" and "written speech education" as synonymous terms in the language of English learners, while scientists such as King Young, Drivere-Richmond, and Schrader [3] emphasize that the terms "written speech" and "written speech education" differ in meaning. In their opinion, "written speech" depends more on ability, while "written speech education" is a process based on ability, although both terms are separated by time and space.

D.Yu.Usenkov, as a result of his scientific research, also does not agree with the concept of "written speech education," according to him, "education" is understood as a full-fledged process of teaching and upbringing, ensuring, in accordance with current state standards, the volume and level of knowledge, skills that are equal for all students, as well as the same conditions for everyone in their acquisition [4].

Uzbek scientists such as U.Sh.Begimkulov [5], N.A.Muslimov [6], V.S.Khamidov [7] defined written speech as a form of organizing education through methods and means of teaching based on written speech, while teaching based on written speech is a separate department or representative office organized on the basis of appropriate regulatory documents, based on educational information exchange tools (computers, telecommunications, multimedia tools).

**METHODOLOGY**

The article uses a set of methods aimed at ensuring independent learning: theoretical (analytical-synthetic, comparative-comparative, modeling), diagnostic (surveys, testing, surveys, observation), prognostic (expert assessment, generalization of independent assessments), pedagogical experiment and

mathematical methods (statistical data processing, graphical representation of results, etc.).

**RESULTS**

On a global scale, the issues of education based on modern knowledge for the upbringing of the younger generation and the formation of a competitive specialist in the future are assessed as a strategic issue at the state level, and in this, without a doubt, we can say that the role of students of higher educational institutions is of incomparable importance, moreover, in a globalizing world, high requirements for students' knowledge of both special subjects and teaching methods force them to improve and develop (life-long learning) throughout their entire work and life. From the point of view of a competency-based approach to teaching foreign languages, there is a need for scientifically based improvement of technologies that diagnose the level of development of foreign language skills in teachers, pedagogical and psychological aspects of the innovation process in the context of globalization, and the development of professional communicative competence of teachers.

In the education system of Uzbekistan, the form of teaching using written speech technologies is also developing. Written speech technologies in teaching the Uzbek language are educational technologies, which are the communication of the teacher and the student based on information and communication technologies, carried out remotely or partially remotely. Consequently, today in our country, teaching the Uzbek language using written speech technologies is becoming increasingly popular.

The methodology of teaching a foreign language is divided into general and specific:

The general methodology includes "Theoretical Foundations of Teaching Foreign Languages in Secondary School" edited by A.A.Mirolyubov [8], "Methods of Teaching Foreign Languages in Secondary School" by N.I.Gez et al., "Methods of Teaching Foreign Languages in Secondary School," "Methods of Teaching Foreign Languages" by J.J.Jalolov [9]. They cover the issues of teaching a general foreign language, the principles, methods, techniques, ways, and means of teaching.

Specific methodology deals with the issue of foreign language teaching methodology. Examples include G.V.

Rogova's "Methods of Teaching English," S.F. Shatilov's "Methods of Teaching German in Secondary School," I.J. Bim's "Theory and Practice of Teaching German in Secondary School," and J.S. Andriyevskaya-Levenstern's "Methods of Teaching French in Secondary School." In recent years, historical, experimental, comparative, and other types of methods have been developed.

There is a methodological basis on which the methodology of teaching foreign languages is based, scientific research (verification) methods. These include critical (retrospective) study of teaching experience in educational institutions; generalization of language teaching experiences; observation of teachers' lessons, sessions, and lectures; conducting conversations, tests, experimental experiments; chronometry, answering questionnaires, and oscillographic analysis methods.

Writing and written speech represent the graphic system of expression and the process of expressing thoughts in graphic form, and in methodology, they can be used interchangeably. Written foreign language competence is the ability and readiness to carry out written speech and communication using knowledge of knowledge, skills, abilities, and strategies, as well as knowledge of the peculiarities of the language in a cultural aspect. Our understanding of foreign language written competence is formed through the integration of the above, the definition of the educational process in the State Educational Standard of the Republic of Uzbekistan, and the necessary methodological components of teacher-specific competence (see Table 1).

**Table 1.**

**Components of written speech competence of students of vocational education**

| Written speech communicative Competence | Linguistic competence |
| | Discursive competence |
| | Pragmatic competence |
| | Strategic competence |
| | Socio-cultural competence |
| | Methodological component of communicative competence Components |
| Self-improvement competence | |

Thus, in our understanding, the written speech competence of students of vocational education includes not only linguistic, discursive, pragmatic, strategic, and sociocultural competencies, but also self-improvement competence and the methodological component of communicative competence.

In order to determine the psychological characteristics of written speech of students of vocational education, such aspects as attention, memory, and thinking were considered from a psychological point of view, and it was found that in older people attention increases unstably, the memory of intellectuals is stronger with the participation of visual images, regardless of their age, and their thinking also depends on education, study, and work activity. Consequently, self-improvement and enrichment of knowledge throughout a person's life is justified and feasible. Regarding errors made by developed communicators, errors in foreign language written speech are also common and require deep thoughtful development of appropriate methodology.

Three online resources, such as Grammarly, Write&Improve, and Corpus, which contribute to the development of the communicant's foreign language written speech, were selected as the most effective tools, with the development of the communicant's ability for self-improvement. If Grammarly is effective for identifying linguistic errors, then Write&Improve has a language proficiency indicator according to CEFR and two-way feedback, which is very useful in

eliminating structural errors, and Corpus, in addition to the above-mentioned functions, can tell the means of eliminating communicative errors and the text can make it more understandable and easier to read (See Table 1.1.2).

**Table 1.1.2.**

**Comparative analysis of three online didactic resources aimed at improving written speech.**

| Grammar Corpus | Write & Improve | Corpus |
|---|---|---|
| Spelling rules, articles, and other obvious grammatical use the structures up to automatic level raises. | In addition to Grammarly, it forces one to recall forgotten grammatical structures and apply them in practice. Specific register and genre-specific writing structures provide practical writing skills. Provides quick two-way communication, allows for multiple editing, and evaluates according to the CEFR scale, which can be easily and simply presented to our teachers. | In addition to the possibilities available in Grammarly and Write&Imrpove, it allows you to see cases of deviation from the rules of use of words, connotations, and razeologisms. Typology allows for the construction of closest sentences and texts. If used skillfully, it is considered the most effective tool for independent verification of written speech. |
|  | Teachers focus their attention not on orthography and other similar details, but on the "general picture," and in writing "Writing for Fun," the gamification element further motivates the CHTYON communicant to write for themselves. They control not only the result but also the writing process, teaching how to edit and correct their own text. | Develops skills of self-reflection and self-assessment, which ultimately leads to self-improvement. develops competence. |

The main task of teaching the English language in non-philological areas of higher education is the formation

of a student's foreign language communicative competence. Here, speech is the main means of communication and the main mental activity. The term communicative competence is widely used in methodology as an indicator of the level of language proficiency. N. Chomsky defined language competence as "a system of intellectual abilities, a system of knowledge and beliefs that develops in interaction with early childhood and many other factors." Subsequently, the definition of the term was expanded. "Communicative competence" was subsequently classified by E.I.Baguzina as foreign language communicative competence (realization of competence) as "a person's readiness and ability to understand and produce foreign language statements and information in accordance with a specific situation, specific purpose, communicative intention and tasks of professional activity" [14].

Based on the analysis of methodological literature on teaching the English language in non-philological areas, in particular, the principles of teaching the lexical side of speech, the principles of selecting lexical units for the formation of a lexical minimum, it is possible to form requirements for a set of developmental exercises.

For example, it should reflect the main stages of formation of the created lexical skills and the levels of development of lexical competence. Also, the semantization of lexical units of non-philological professional fields in the Uzbek language, the professional use of lexical units, and the theoretical acquisition of in-depth knowledge about lexical units of the professional field are of great importance. It should also be noted that the complex teaching of the English language in non-philological areas should be based on a communicative approach. Since language competence includes the correct formation of words and the use of words, the unit of study should be words and phrases, the semantic and syntactic structure of which expresses the specific features of the language being studied.

Looking at the history of the term "competence," based on the foreign literature we have studied, we have seen that it first appeared at the University of Massachusetts in the USA in the 60s and 70s of the 20th century by Noam Chomsky in the formation of theoretical information on language theory and transformational grammar. This was introduced into linguistics by Noam

Chomsky under the term "language competence" (language competence) [15].

According to N. Chomsky, "Competence is a set of knowledge, skills, and abilities directed towards activity in the process of language use." During that period (1959-60s), R. White's work analyzed "Competence - a holistic concept based on the motivation of human life (motivation reconsidered the concept of competence)" [16].

Through the analysis of scientific literature and concepts related to the formation of speech, the process associated with the formation of written speech was studied, and on this basis, it became possible to create a database for the development of recommendations for the formation of written speech competence.

Conducting a linguodidactic analysis of writing and written speech with a differentiated approach to writing technique and written speech requires the formation of skills characteristic of writing and written speech, since two different qualities are distinguished. Based on linguodidactic analysis, the difficulties that may arise in the written speech of students in the Uzbek language helped to identify ways to eliminate errors made by students and prevent their occurrence. As a result, the skills of writing and written speech of students of non-philological faculties were clarified according to independent learning and assessment systems based on a differentiated approach.

In higher educational institutions, when teaching a foreign language, the main attention is paid to the content of educational material and the study of language structures, while teaching it from a communicative point of view is neglected. The formation of speech competence based on the application of the communicative method in teaching a foreign language is carried out in speech situations.

## CONCLUSION

Written speech in a foreign language is aimed at expressing thoughts in graphic form, in which such basic psycholinguistic mechanisms as internal speech and the mechanism of approximate synthesis take an active part. Its linguistic features include preliminary preparation, processing, graphic correction, integrity, consistency.

In our country, special attention is paid to

strengthening the study and teaching of foreign languages by our youth, creating conditions and opportunities for the development of international cooperation and dialogue, ensuring the wide and effective use of advanced achievements of world civilization and information sources, as well as their integration into the world community.

An important component of modern society is knowledge of a foreign language, which ensures the effectiveness of intercultural communication and the formation of a multicultural personality.

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