

DEVELOP WRITING SKILLS IN LEARNING FOREIGN LANGUAGES

Islamova Guzal Tulkunovna¹, Pidaeva Shahnoza Bahtiyarovna², Agzamova Zamira Izatullaeva³, Xidirova Zuhra Pulatovna⁴, Abdusalamova Fotima Abdugafurovna⁵

¹Interfaculty department of the English language National University of Uzbekistan named after Mirzo Ulugbek, teacher Uzbekistan, Tashkent

²Interfaculty department of the English language National University of Uzbekistan named after Mirzo Ulugbek, senior teacher Uzbekistan, Tashkent. manabob@mail.ru

³Interfaculty department of the English language National University of Uzbekistan named after Mirzo Ulugbek, teacher Uzbekistan, Tashkent

⁴Interfaculty department of the English language National University of Uzbekistan named after Mirzo Ulugbek, teacher Uzbekistan, Tashkent

⁵Interfaculty department of the Russian language National University of Uzbekistan named after Mirzo Ulugbek, teacher Uzbekistan, Tashkent

*Corresponding author. Email: yasmina.isl@mail.ru

Abstract

The role of foreign languages more increases in modern society. Knowledge of foreign language gives an opportunity to become familiar with the world culture, use in the activity potential of vast resources of global network the Internet to the young people, and also to work with information and of communication technologies and multimedia facilities of educating.

In this article are talked about aims and tasks of educating to the foreign language, discusses the formation and development of writing skills in foreign language learning. It was noted that in order to increase the interest in learning a foreign language, it is important that the teacher organizes the lesson methodically correct and rich in didactics. Several ways to develop writing skills and increase interest in it are given as examples.

Keywords: Effectiveness of teaching, development of technology, teacher skills, writing skills, creative thinking, educational process, pedagogical technologies, vocabulary, group work, tasks.

Introduction

“An important place in ensuring the quality and effectiveness of education and upbringing is occupied by the professional skills of teachers and educators”.
Sh.M.Mirziyoev

Today, at a time of rapid development of technology, a lot of important work is being done in the education system. To date, methods of applying modern pedagogical technologies in the educational process have been developed, which are widely used in the educational process.

In the present time’s globalized atmosphere, the need for intercultural communicative competence in the workplace runs high. Accordingly, in the area of foreign language education, English teachers need more than ever to incorporate intercultural awareness.

Competency in English language teaching draws on content or subject matter knowledge, teaching skills, and the ability to teach in English – a skill that is usually viewed as influenced by the teacher’s language proficiency. According to conventional wisdom the more one knows of a language, the better prepared one is to teach it.

By increasing the effectiveness of education, it is possible to bring up and shape young people as knowledgeable, independent-minded, active, free, mature people. The use of modern pedagogical technologies in the educational system plays an important role in achieving such effectiveness. This is one of the most pressing issues today, especially in foreign language teaching. This is because the teaching process is boring in the same way. The success of the reforms in this system depends in many ways on the teacher. The teacher in this position should be a well-educated, well-thought-out, open-minded, inquisitive, able to effectively use advanced pedagogical and information technologies, a creative person who works tirelessly on himself. While traditional education teaches students to read ready-made literature and acquire knowledge, modern pedagogical technologies teach them to search, independently study, analyze, and even draw their own conclusions.

In today's era of globalization, it is unimaginable that learners do not know foreign languages. Because foreign languages have been an integral part of the secondary and higher education system in our country for many years.

In today's world of international relations, knowledge of one or more foreign languages, along with the development of communication in relationships, creates the opportunity to get a prestigious job.

In order to learn a foreign language perfectly, first of all, the goal must be clear and there must be a strong desire to learn it. We know that as interest in learning foreign languages grows in Uzbekistan, special attention is paid to the use of effective methods of teaching it. In order to increase the interest in language learning, it is important that the teacher organizes the foreign language lesson methodologically correct and rich in didactics. Delivering certain theoretical knowledge to the student during the lesson, the formation of skills and competencies in certain activities, the formation of spiritual qualities, monitoring and evaluation of student knowledge requires high skills and agility from the teacher.

Literature review

In the process of teaching a foreign language, the teacher's goal is to develop and develop in the student the skills of speaking, listening, reading and writing. The use of new methods, modern pedagogical technologies in the development of these skills is very useful. What is the function of WRITING, one of the types of speech activity in learning a foreign language? Why learn to write in general? questions arise. It can be divided into 2 types.

1. Oriented writing: didactic exercises on pre-given grammar and vocabulary
2. Free (creative) writing: In creative writing, something new must appear, or at least a new look at something must take place. It can also be proven that creative writing has a highly positive effect on writing skills.

In the process of learning, students have a stronger desire to read or talk orally than to write, and are more interested in doing exercises that encourage creative thinking than in writing standardized lexical or grammatical exercises. In such cases, the use of free, creative writing techniques gives better results than focused writing (filling in sentences, combining, etc.).

Demonstrating that writing is also an interesting process, and that the teacher has enough knowledge and experience to develop this skill, as well as being inquisitive and a little creative, increase their interest in learning.

In foreign language lessons, the purpose of creative writing can be summarized as follows: it is for the learner of a foreign language

- to overcome the difficulty of writing, his shyness;
- to understand others;
- to understand oneself, to express one's feelings, emotions, thoughts;
- excite their experience and ideas, imagination, discover their creative side, reveal their abilities;
- helps to apply and test the acquired vocabulary, grammatical knowledge and skills in a foreign language in the form of a game.

The text that emerges from the creative writing can be recommended to be read, discussed, commented on, and the rest to be continued by others.

How can a student be interested in creating a written text?

Here are some suggestions:

- interesting, age-appropriate, emotionally rich pictures, films, songs as material;
- Tasks that encourage students to test their knowledge of foreign languages in practice;
- recommend games;
- to give the reader the opportunity to choose to write alone or in a group, thereby creating an atmosphere of trust in him and, most importantly, not to reject the presentation of the created text.

Interesting tasks for creative writing can be taken from the original textbooks or developed independently by the teacher based on them. Here I would like to give some examples of the methods demonstrated at the seminars of the Goethe Institute in Tashkent and used in my classes. For example:

a) writing text from individual words (the story is formed according to the type of text)

Task: 10 to 20 different words are given. Students divided into groups compose a text in their presence. If the time is limited to 8-10 minutes, the process becomes more intense. It is better not to give the subject. This will limit the formation of similar texts.

b) write a text from a piece of prepared text. (The story will be given according to the type of text)

Task: The beginning of the text divided into 3 parts is given to group 1, the middle part to group 2, the last part to group 3. They write the beginning or continuation of the story in the text according to their fantasies.

c) writing text from letters or rhyming words. (a poem is formed according to the type of text).

Task: Everyone writes a poem or describes their name with a name or adjectives beginning with the first letters of their name. Or they write poems in different sizes and shapes on ready-made rhyming verbs or horses.

g) compose text on pictures. (Depending on the type of text, a story, short dialogues, funny comments on cartoons are created) Task: The groups are given different pictures and they find a title for the pictures, write a story, funny comments, or advertisements, carefully observing the details in the picture. Or another task, that is, the picture on the topic is given to the groups in two or three parts. On the picture pieces, each group writes a text that roughly describes what is in the rest of the picture, and the pictures are combined to compare.

If students are given a set of tasks in a limited time, such as creating a situation that stimulates their thinking, sharpens their minds and encourages them to put their vocabulary into practice, writing poetry is an interesting process, making the lesson interesting and effective.

It is also important to work as a team. Because the chosen topic is developed together, the ideas come more, the idea that comes to one develops faster than the other. In this way, interesting, all-round wonderful, interesting, interactive and real communication (communication) occurs between students. In addition, due to the fact that group members complement each other, thoughtful ideas are rich in options, free from group discussion, grammatical and morphological errors.

Since it takes a calmer environment and a little more time to gather ideas, develop imagination in individual writing, it is also advisable to give it as a homework assignment so that each student has the opportunity to test their knowledge and skills.

These practical suggestions, through modern pedagogical solutions, can help the teacher to increase students' interest in the lesson and to manage it purposefully, to increase their motivation, that is, to develop a natural desire to learn a language. Language learning gives good results only when it is learned with a strong desire, not with forced or forced memorization.

Research methodology

Among the four main types of foreign language speech activity (speaking, listening, reading and writing), providing general language training and the formation of the linguistic identity of students, a letter in theoretical terms least meaningful, but not sufficiently developed in the methodological.

Writing plays a big role in teaching a foreign language. It boosts memorization while consolidating lexical and grammatical knowledge, supports the process of speaking, reading, listening, as a means of controlling knowledge students. Writing allows you to use graphic characters to provide communication of people.

Writing and writing in the methodology of teaching a foreign language act not only as a means of learning, but more and more as the goal of teaching a foreign language. Writing is a technical component of writing.

When teaching a foreign language, students should master the writing to the extent necessary to help them master their vocabulary and grammar material, necessary for the development and improvement of oral speech and reading. Writing also forms the following skills in students:

- 1. spelling the letters of the alphabet** - Writing English letters is not something completely new even at the very initial stage of training, because every modern person daily encounters English letters on the keyboard of a computer and phone. But despite the fact that the letters seem familiar, their correct pronunciation in English is sometimes difficult even for those who speak English fairly well. Everyone is familiar with the situation when you need to pronounce an English word by letter - for example, dictate an email address or site name. This is where wonderful names begin: i - "like a wand with a dot", s - "like a dollar".
- 2. translation of speech sounds into spelling symbols: letters and combinations of letters** –
 - The same sound may be represented by many letters or combination of letters
he people key believe seize machine Caesar seas see amoeba
 - The same letter may represent a variety of sounds

futher village badly made many

– A combination of letters may represent a single sound

shoot character Thomas either phusics rough coat deal

– A single letter may represent a combination of sounds

xerox

3. spelling the correct spelling of words, combinations of words and sentences - spelling: combinations with all

The final *l* in *all* is usually dropped when *all* and another word are combined into one:

- all together (in a group) **but** altogether (entirely)
 - all ready (entirely prepared) **but** already (before this time)
- In the examples above, note that the meaning changes when the two words are collapsed into one, with *al* as a prefix. Thus, *all together* and *altogether* are two separate terms, as are *all ready* and *already*.

Is *alright* all right?

In contrast, with the phrase *all right* and its disputed variant *alright*, there is no meaning change (and therefore no need for the variant form).

The spelling *all right* is the standard one; *alright* is widely criticized and should be avoided in formal writing.

4. written execution of various exercises that contribute to the better assimilation of the training material necessary for the development and improvement of oral speech and reading. -

Exercises, based on the active nature of teaching foreign languages, act as a form of communication of language material and implementation of learning objectives. In other words, exercises are not only a means of language acquisition material, but also a means of mastering various types of speech activities.

Conclusion

Writing appeared on the basis of sounding speech, as a repository of human knowledge and experience, as a mirror of each culture and traditions country.

The purpose of teaching foreign writing is the formation of students communicative competence, which includes knowledge of written characters, spelling of words, vocabulary and grammar, composition of written texts, the ability to create various types written communications; possession of the content and form of writing works of speech, ways to express thoughts in writing.

The formation of a student's professional readiness in learning a foreign language involves not only the development of professionally oriented activities (communicative), but also written.

A competent presentation of their thoughts both verbally and in writing. Competently expressing your thoughts both verbally and in writing increases the self-esteem of the person, removes the language barrier, gives confidence, and also stimulates further and more study of this subject.

- the more we write, the better the writing technique is absorbed
- the more we write, the more we remember
- the more we remember, the more we understand

- the more we understand, the more interest in the subject
- the more interest, the better the result

Summarizing all of the above, we can conclude that written speech at different stages of teaching a foreign language performs certain tasks: from possessing spelling skills to the ability to compositionally compose and compose a sentence composed in internal speech by choosing adequate grammatical and lexical units.

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- Public Works and Government Services Canada, 2020