

WRITING IN FOREIGN LANGUAGE TEACHING

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Abstract. This article is devoted to training issues of writing as a type of speech activity. The author considers the characteristic and classification of writing suggested by the majority of scientists. The ways of overcoming foreign literature difficulties are considered.

Keywords: *speech activity, writing, types of writing, classification, characteristic, text, foreign language, training.*

Over a long period of time learning such type of speech activity as writing in methods of teaching foreign languages was given secondary importance and it acted not as a goal, but only as a means teaching other types of speech activity, and how a tool that allows students to better understand material in a foreign language, as well as a means monitoring the development of speech skills and skills of trainees. And today attitudes towards writing and teaching students skills express your thoughts in writing has changed decisively.

Writing as a learning goal is present in programs for all types of educational institutions, at all stages of foreign language learning, for example, the work program “Reading Practice and letters” intended for students teaching a foreign language as the main one. The growing role of writing in education foreign language is also associated with currently using creative, interactive forms of working with foreign tongue.

In explanatory dictionaries the letter is interpreted as “a sign speech recording system that allows convey using graphic symbols information at a distance and consolidate it in time. In the domestic methodology it is accepted distinguish between the terms writing and written speech. The first term refers to the ability to compose from the letters of the word, which implies possession graphic, spelling and calligraphy skills. Written speech is skills formed on the basis of writing skills and provide the ability to express thoughts in writing, i.e. create texts of different types and genres”. Learning to write involves creating various texts. Mastering Creation Skills anyone who teaches a foreign language text is capable of foreign language. As a result, the acquired skills can be transferred to implementation foreign language speech activity not only in writing, but also orally.

In recent years, many works have appeared dedicated to the study of writing and such authors as E.G. Azimov, A.N. Shchukin, N.G. Kizrina, N.I. Gez, R.K. Minyar-Beloruhev G.V. Rogova, F.M., T.E. Sakharova, V.M. Shaklein and others have made significant contributions to the development theories of this type of speech activity.

As noted by V.G. Rogova, "Writing is as if speaking skill. It allows using graphic sign systems provide communication people. This is a productive type of speech activity in which a person records speech for transmission to others. The product of this activity is a speech work or text, intended to be read". And accordingly, writing as a productive form speech activity is the process of creating foreign language texts followed by graphic its fixation. The product of the letter is recorded text. Communication during the writing process there is also no direct recipient (the one who perceives speech activity) and intermediate feedback is not possible. A also, "Written speech as one of the types of speech activities related to the mastery of book-scientific style has quite complex characteristics in lexicogrammatical and stylistically. Yes, possession writing involves the development special skills and abilities. Usually at university foreign students must be able to take notes on scientific literature; write abstracts, term papers, diplomas, dissertations.

It is worth mentioning the types of writing: "1) filling out forms and questionnaires; 2) writing articles for magazines, newspapers, newsletters, etc.; 3) writing advertisements; 4) writing reports, memos, etc.; 4) writing working reference notes; 6) writing dictations; 7) writing essays and creative works; 8) writing personal or business letters and etc". American scientist Karl Berayter: 1) associative letter (Associative Writing); 2) performative Writing); 3) communicative letter (Communicative Writing); 4) critical writing (Unified Writing); 5) epistemological writing (Epistemic Writing).

In practical terms, writing has a special meaning, therefore, foreign language learners language must be able to: 1) extract from a foreign language text keywords, supporting sentences; 2) make the necessary notes to discuss the problem; 3) draw up and fill out a form in a foreign language; 4) answer questions in the questionnaire, text; 5) write a job application; 6) write a detailed autobiography; 7) write business writing using the correct form of speech etiquette using active foreign vocabulary language; 8) Write a personal letter with using the rules of speech etiquette of native speakers language.

In the process of learning a foreign language lexical interference can be observed, where the meaning of lexical units that arise as a result of interlingual contacts changes. Accordingly, they can be divided into three types: 1) borrowing, 2) tracing, 3) semantic interference. Borrowing and tracing can have positive character and are one of the ways to enrich the vocabulary of the recipient language. However, semantic interference leads to expanding the meanings of words in the source language.

And lastly, according to N.I. Geza: “Certain difficulties are associated with style presentation of thoughts. Even if you don't master it one of the variants of the book-written style, all equals expression of thoughts in writing must differ from oral speech in logic, completeness, which is optional in this degree for oral statements”. Thus, in the teaching methodology foreign language role of writing and writing gradually increases and needs to be addressed special attention to issues of teaching foreign languages written speech. We can say with confidence that writing and written speech are not considered only as a means, but also as a goal of learning foreign languages.

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