



ISSUE OF WRITING AND WRITING IN THE TEACHING OF A FOREIGN LANGUAGE

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The letter in the methodical plan for a long time was considered a "Cinderella method" and was almost completely eliminated from the learning process, which, according to E.I. Passov, was a strategic miscalculation [3,12]. In recent years, the role of writing in learning a foreign language is gradually increasing, and, in a sense, the letter is beginning to be seen as a reserve in improving the effectiveness of teaching a foreign language. One cannot ignore the practical importance of written speech communication in the light of modern means of communication, such as e-mail, the Internet, etc. In the latter case, the letter as a type of speech communication develops on the basis of only authentic material. Foreign internships for students, graduate students and young scientists assume the ability to record in a foreign language, compose and complete a questionnaire, answer questionnaire questions, write an application for admission to study or work, write a short or expanded autobiography, write personal or business letters using the form speech etiquette of native speakers, including the form of business etiquette.

Writing and writing in the methodology of teaching a foreign language are not only a means of teaching, but more and more as a goal of teaching a foreign language. A letter is a technical component of written speech. Written speech along with speaking is the so-called productive (expressive) type of speech activity and is expressed in the fixation of certain content by graphic signs. The psychophysical basis of written speech is the interaction of the motor, visual and auditory-analytical analyzers. The reliance on all analyzers in training gives a much greater effect. According to psychologists, the material heard is assimilated by 10%, seen by 20%, heard and

seen by 30%, recorded by 50%, pronouncing by 70%, while learning another by 90%. Psychologists believe that oral speech is the basis of written speech. Both speaking and writing can be traced from the intention (what to say) to the selection of the necessary means (what words are necessary, how to combine them in the utterance), and before the realization of the idea by means of language orally or in writing. As you know, the letter is closely connected with reading. In their system there is one graphical system of language. When writing, the coding or encryption of thought is carried out with the help of graphic symbols, while reading - their coding or decoding. If you correctly determine the goals of writing, consider the role of writing in the development of other skills, use exercises that are completely appropriate for the purpose, perform these exercises at the appropriate stage of training, then oral speech gradually becomes richer and more logical. The letter plays an auxiliary role in developing a grammatical skill, when performing written tasks from simple copying to tasks that require a creative approach, which creates the necessary conditions for memorization. Without reliance on the letter, it is difficult for students to retain in their memory lexical and grammatical material. Written speech is regarded as a creative communicative skill, understood as the ability to present in writing their thoughts. To do this, one must have spelling and calligraphic skills, the ability to construct and arrange in writing a speech work composed in internal speech, as well as the ability to choose adequate lexical and grammatical units. The teaching of written speech includes various kinds of speech exercises: speech exercises for teaching writing; writing and speech exercises for working with printed text; writing and speech exercises, conditioned by



the process of reading, listening and speaking. Written speech exercises for working with printed text, in addition to the exercises known to all, can contain, as E.A. Maslyko [2,26] thinks, the following:

- rewrite the text, excluding from it minor words and sentences;
- write a written message to a potential, real or imaginary addressee, using the content of the letter;
- prepare a plan-summary of the oral presentation, using a selection of texts on the topic or problem.

In reading (viewing, familiarizing, studying) interest is, in the opinion of E.A. Maslyko, written exercises like:

- find in the text and write out the necessary information;
- make a written review of the topic or problem, using different sources in a foreign language;
- make annotations for the articles of the special journal (collection);
- by analogy with the article (its structure), prepare material for the intended publication in a special journal;
- in the process of reading the literature (texts), make written notes for subsequent work with the material.

In the perception of foreign speech by ear (listening), students can make notes: 1) compose a summary of the audio text according to a preplanned plan (for keywords); 2) make notes to the printed reference signals while listening to the audio text; 3) in accordance with the given communicative situation (task), extract information from the audio text and write it down.

The ability to present your thoughts in a written language in a foreign language should be developed consistently and constantly. To solve this problem, there are number of reproductive and productive exercises. Exercises offered, for example, by the German methodologist Gerhard Neiner [4,21], are composed in a certain sequence from simple to complex, from reproduction to

drawing up one's own opinion, position. All exercises are performed in writing. Interest, in our opinion, is, for example, such tasks:

- restore the beginning and end of history;
- restore the dialogue on individual "guiding" replicas;
- change the appearance of the text (message to the conversation, dialogue to the description);
- describe the ambiguous situation in different texts and dialogues;
- explain the contradiction between textual and illustrative information;
- answer the letter with a letter, telephone conversation, conversation, etc.;
- choose keywords that lead to a certain pre-known result, and others.

G. Neiner believes that for creative writing, business texts of an informational nature can be used. Students are asked questions of a personal nature, for example: *How important is the information received for me? How does my world differ from the world of my peer abroad? Why do these differences exist?* Do not forget the three most important conditions for the introduction of creative writing: the purpose of learning, principles, methods and methods of teaching, as well as educational control. Thus, to teach to record oral speech, including how to write personal and business letters, fill out questionnaires, write a short and expanded autobiography, application for employment or study, etc. - all this is the main purpose of teaching a letter that also plays a supporting role in teaching reading, speaking, grammar, vocabulary. Where can I get time? As E.I. Passov [3,35], one should remember about such a reserve as a homework, which, regardless of the goal, the trainees perform first of all in writing, beginning with the recording of words and ending with a retelling or a message on the topic. All that must be said in the lesson must first be recorded in writing; letter, believes E.I. Passov, it is worth doing, because the time is paid off.

References

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Насирова Р. Письмо и роль письма в процессе обучения иностранному языку. В данной статье рассматривается проблема развития и повышения преподавания практики письма студентам на уроках английского языка. Подчеркивается, что преподаватель предлагает методы и стратегии по развитию компетенций учащихся по развитию письменных навыков на уроках английского языка.

Nosirova R. Yozish san'ati va chet tilini o'qitishda yozishning o'rni. Ushbu maqolada ingliz tili darslarida yozma nutqni rivojlantirish uchun muhim sanalgan uslublar ko'rib chiqiladi. O'qituvchilarning qo'llaydigan metodikasidan kelib chiqqan holda talabalarning vazifalarni bajarish masalalari keng yoritib berilgan.
