

Technologies for Enhancing Writing Skills in Foreign Language Teaching

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Abstract:

Expressing thoughts through writing is a method of shaping and articulating ideas. External communication, along with spoken and written language, is a secondary aspect of teaching writing methodology. This article is discussed the objectives and content of teaching writing, along with the challenges of teaching writing skills in a university.

Keywords: writing, skills, written speech, sounds, texts, spelling, teaching.

Writing is a complicated form of communication that enables individuals to interact using a set of visual symbols [4]. It is a valuable task where an individual captures spoken words to be shared with others. The outcome of this endeavor is a written composition. Teaching during school did not prioritize mastering written speech in foreign languages for a long time because oral speech was more emphasized in programs and mastering this skill was challenging with limited hours, so it was not included in domestic teaching materials for foreign languages. Writing was used solely for instructing other forms of communication, assisting students in mastering the language material, and monitoring the development of students' speech skills and abilities. At the same time, written communication plays a crucial role in modern society as a form of communication.

Currently, the approach to teaching students how to convey their ideas through writing has undergone a significant transformation. The objective of learning to write is incorporated into programs in all levels of foreign language education across educational institutions. When putting writing into practice, the motor (main), visual, speech-motor, and auditory (secondary) analyzers are utilized. Writing similar to speaking includes motivation, analysis, synthesis, and execution components. In the aspect regarding motivation and incentive, a drive emerges in the shape of a requirement, a wish to engage in conversation, to communicate thoughts through writing, to share any type of information. The writer holds a concept of the statement. The formation of the utterance

occurs in the analytical-synthetic phase through selecting necessary words, arranging subject features, and organizing predicates for connecting sentences semantically. The executive aspect of verbal communication involves solidifying the message through the use of visual symbols - writing.

In linguistics, writing is seen as a visual system and a type of expression plan. In written discourse, the speech is presented in a book-like style. Psychologists view writing as a intricate process involving the proportion of speech sounds, letters, and movements made by a speaker. Writing involves the act of putting thoughts into visual symbols.

In the methodology, writing is focused on students mastering the graphic and spelling systems of a foreign language to help memorize language and speech material better, as well as assist in mastering oral speech and reading due to its close relation to them. Oral speech is the foundation of written speech. In either scenario, the outcome will be the comprehension of the message by others. Writing involves the act of reading. They are founded upon a single graphic system within the language. Grapheme-phoneme correspondences are formed in both writing and reading, but their directions differ: reading goes from letters to sounds, while writing goes from sounds to letters. The initial situation involves decoding or decrypting, while the second one entails encoding and encrypting the message.

Frequently in the methodology, there is no opposition between the terms "writing" and "written speech." The term "writing" encompasses more than just written speech, including both written language and written speech.

Written speech - a written representation of spoken words to accomplish a specific communication goal. In educational settings, writing is seen as a technical or procedural element, while written communication is a sophisticated artistic process focused on conveying ideas through written words.

When discussing writing as a separate form of communication, they are referring to written speech. In this setting, the objective of teaching writing is to instruct students on how to compose the same type of texts in a foreign language as a proficient individual would in their mother tongue. Any written content by the author is a depiction of ideas in visual format. There are some challenges in acquiring writing skills: for example, teaching written speech in a foreign language is challenging due to differences between speaking and writing.

In oral communication, nonverbal cues can replace missing information, but in written communication, statements must be detailed and fully developed to be effective. In writing, without expressive intonation or gestures, careful syntactic choices and strict grammar are necessary. Acquiring skills in the graphic and spelling system of the target language involves mastering unreadable letters, homophones, and various grammatical forms specific to written language, without altering the pronunciation of words.

Teaching written speech involves developing graphic automatisms, speech-thinking skills, and the ability to formulate ideas, in order to expand knowledge and culture, and be intellectually prepared to create written content. It also includes forming genuine ideas about subject matter, speech style, and the graphical form of text. The language aspect of teaching writing consists of elements like visuals, correct spelling, various forms of writing (copying, reproducing, creating), and limited written communication (questionnaires, forms, postcards, letters). Compensatory skills involve being able to rephrase a statement, convey a complicated idea using simple language, and use written material to locate required information. Mastering the alphabet, graphics, spelling, and punctuation is essential in learning the writing technique. The use of writing as a method to instruct a second language is the first step in advancing one's ability to communicate effectively through writing. When it comes to productive written speech, it can be categorized into two levels: educational and communicative written speech [3]. Educational writing is defined as the practice of

various linguistic and contextual writing exercises aimed at developing vocabulary, grammar, and communication skills in writing. Educational writing is a tool that is effective for both teaching and maintaining control. Composition and recitation are the most advanced activities in the hierarchy of educational writing. They are also a conventional method of managing developed writing skills and productivity. Expressive written communication is a type of speech activity focused on creating a written message. The process of learning how to convey ideas through writing is guided by educational writing, which depends on writing technique, graphic formation, and spelling proficiency. The aim of teaching communicative writing is to enhance the skill of composing various kinds of written communication - documents that students might require for their academic or work endeavors, as well as for personal reasons. E.N. Solovova provides a classification of the various text types that should be included in foreign language instruction.

- filling out questionnaires;
- writing various kinds of letters and replies to them;

Preparation of an autobiography / resume;

- writing statements;
- writing reviews;
- writing annotations;
- writing reports;
- writing essays / essays;
- writing greeting cards;
- writing notes [5].

These texts specifically focus on the message's content and how it is structured. The writer needs to consider the text's purpose, audience, and use language and structure appropriately. The mastery of graphic techniques, spelling, writing, abstracting, and annotating in a foreign language is the essential content of teaching writing. Various special techniques are employed to aid in the memorization of challenging spellings, including the method of reading words letter by letter. Techniques for jotting down phrases, sentences, and key ideas in a paragraph, text; methods for creating an outline for speaking, composing an essay, adding notes, and writing with proper etiquette are also available. The primary goal in the beginning of training is to establish the basics of writing by teaching students calligraphy, graphics, and spelling skills, including writing letters, practicing writing, learning words orally, and composing sentences with the learned material. Special emphasis in the exercises for improving graphic skills is given to working on letters and letter combinations that do not exist in the trainees' native language or share similarities with letters in their native language. In some instances, writing skills are transferred based on the individual's native language. When teaching students how to write a letter, the teacher can demonstrate the correct writing process on the blackboard or use a guide with arrows and dots to show the sequence and direction of hand movements needed for the letter to be written correctly. Students need to become proficient in both semi-printed and semi-handwritten script, as learning handwritten script may disrupt the development of grapheme-phoneme relationships.

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