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IJIEMR Transactions, online available on 15th March 2021. Link

<https://ijiemr.org/downloads/Volume-10/ISSUE-3>

DOI: 10.48047/IJIEMR/V10/I03/61

Title **DEVELOPMENT OF WRITTEN SPEECH METHODS**

Volume 10, Issue 03, Pages: 325-328.

Paper Authors

Karimova Dilbar Eshkobilovna¹, Kalonova Nargiza Nurzhovna²,

Davlatova Madina Farhodovna³



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DEVELOPMENT OF WRITTEN SPEECH METHODS

Karimova Dilbar Eshkobilovna¹, Kalonova Nargiza Nurzhovna²,

Davlatova Madina Farhodovna³

Teacher of Russian language and literature Denau Institute for Entrepreneurship and Pedagogy^{1,2}

Student Denau Institute for Entrepreneurship and Pedagogy³

Abstract: This article talks about the development process of writing techniques. Different roles were assigned to the letter. So in different periods, various approaches to teaching this type of speech were popular. Learning to write as a process, the teacher deviates from generally accepted norms. Little importance is given to the structure and literacy of the letter, the main goal is to convey the author's own thoughts and experiences. According to the aspects of the language, phonetic, lexical and grammatical exercises are distinguished, according to the types of speech activity: exercises in speaking, listening, writing and reading.

Keywords: written speech, structure, aspects, language means, listening, mastering, approach.

Introduction

Written speech appeared with the aim of fixing oral speech. What is the purpose of teaching writing at the present stage? It is important to mention that learning to write can be seen not only as the goal of language acquisition, but also as a means. In the second case, with the help of reading, the tasks of mastering the means of language and the technical side of writing are realized, as well as the tasks of control when teaching reading or listening.

For example, writing was required to write answers to grammar exercises or questions to texts. N. D. Galskova also speaks of a similar trend in our country, where teaching writing as a goal was included only in schools with in-depth study of the language. However, the situation was gradually changing. In the United States, the so-called "Guided writing" has spread, which is a transitional moment from controlled practice to a freer style. Of course, the students were limited to questions, but the answers to them were already a kind of discourse. In the 1980s, the era of "expressive writing" began in the United States. Letters with the aim of expressing an individual of his personal experience or feelings. In this regard, in teaching writing, such genres were used as a personal diary, history. At the beginning of the

21st century, writing began to be seen as a social communicative act, thus making the teaching of written speech the goal of mastering the language.

Russian-speaking methodologists say the following about this issue. In the event that written speech is considered as an independent type of activity, the goal of teaching writing is considered as follows. E.N. Solovova writes that the goal of teaching writing is to teach students to write in a foreign language those texts that they can write in their native language. Writing, depending on the content of the statement, R.P. Milrud focuses on the competence-based approach, highlighting the formation of written communicative competence in students as the goal of teaching written speech, which includes mastery of written signs, content and form of written speech.

As already mentioned, in the development of methodology as a science, writing was assigned different roles. So in different periods, various approaches to teaching this type of speech were popular. I.L. Beam gives the following concept to the term approach - this is the basic category of the methodology that determines the strategy of teaching a language and the choice of a

teaching method that implements such a strategy [New Dictionary of Methodological Terms and Concepts]. The dictionary of Kolesnikova and Dolgina gives the following definitions for these approaches:

Product-oriented writing is an approach to teaching expressive writing, in which the product of speech activity - written utterance, text - plays an important role, and the form and organization of written discourse are an object of mastery. A distinctive feature of this approach is that the development of expressive written language is closely linked with the receptive form of written communication - reading.

Process-oriented writing is an approach to teaching expressive writing, which is based on the study of the psycholinguistic process of generating written messages.

This approach relies on observational data on writers (native speakers), on the results of surveys at different stages of the creation of written works. It is not the speech product - the text that is brought to the fore, but the complex, creative process of speech production in writing [English-Russian terminological reference book on the methodology of teaching foreign languages].

The first approach is better studied in the methodology. It implies that mastering writing includes the stages of analysis of written work, imitation (at this stage, students perform various exercises, for example, filling in gaps or arranging and rearranging sentences, expanding a paragraph) and self-writing the text in accordance with the structure being trained. The main criteria for evaluating writing in this approach are linguistic correctness and normativity, compositional harmony, stylistic consistency. Using this approach seems to us the most optimal when preparing for exam assignments, in which students need to be able to create certain types of text.

Due to the fact that in the second approach, writing is considered as a process, the stages allocated in teaching writing are delimited by

the types of processes that include writing. Such stages are considered as planning, programming the content of a written message, the implementation of the concept of a written utterance, design in speech structures, first in internal, and then in external speech, control and editing of the written. The writing process is not linear, that is, being, for example, at the control stage, the writer can return to the previous steps.

Robert Parker, Jr., in his article, details this separation, comparing the two approaches. He says that in teaching writing as a process, the teacher deviates from generally accepted norms. Little importance is given to the structure and literacy of the letter, the main goal is to convey the author's own thoughts and experiences. At the same time, the author can choose any form for expressing his ideas. When teaching writing as a product, it is important for the educator that students adhere to established rules and regulations. Most often, the purpose of such a letter is to create essays or reports on general topics in accordance with the topic chosen by the teacher. The author tends to the first approach, while highlighting the possibility of a phased use of these approaches in training, moving from process to product accordingly.

J. Horvath writes in detail about other approaches. In his work he summarizes the views of several authors. So in 1983, Robert Kaplan put forward a contrastive-rhetoric approach. This approach was formed earlier than the process-oriented approach, and was a step towards the beginning of research on the latter. In accordance with it, the main goal of teaching writing was mastering the structure of various types of texts. In the process of writing, students reproduced individual paragraphs and paragraphs in order to practice their writing.

Above, we have already talked about the goal of teaching writing. Achieving this goal implies the implementation of a number of tasks. More specifically, these tasks are skills that function in the creation of various forms of written communication.

These skills can be presented in the order of their complexity, and as a consequence in the order in which they are recommended to be taught:

1. Transfer of basic information of the received message.
2. Transfer of the main idea of the text.
3. Description, comparison, comparison of the described facts.
4. Proof.
5. Review, combination, combination of facts.
6. Characteristics, expression of assessment, own attitude to the stated.
7. Abstract presentation, annotation.
8. Reasoning, commenting, etc.

Thus, at the senior stage, the goal of training is to master the skills of writing itself, and not the skills of writing in its narrow sense. In addition, it can be concluded that teaching writing implies the ability to create different types of texts. In accordance with the purpose of creation, Milrud distinguishes the following types of texts: expressive (emphasis on the author's inner world), poetic (emphasis on language), informative (emphasis on subject and content), persuasive (emphasis on the reader). Among these types, various genres or forms of written speech can also be distinguished. For example, the school learns to create works such as personal or business letters, reviews, or essays. All forms are defined by a characteristic content and, as a rule, by an established format.

In order for students to master any skill or skill, they need multiple repetition. This repetition is achieved in various kinds of exercises. Exercise is a set of purposeful, interrelated actions, proposed to be performed in the order of increasing linguistic and operational difficulties, taking into account the sequence of the formation of speech skills and the nature of real-life acts of speech [New Dictionary of Methodological Terms].

The effectiveness of the exercises can vary, and this depends on the organization of the repetition and its reliance on the physiology of movement and activity. Minyar-Beloruhev wrote that all the work on the formation of skills is a set of exercises: "Speech actions must be organized during familiarization, during training, and during practice when teaching a foreign language. This organization is achieved by the dosage of language material and the interconnection of educational activities for educational goals. In other words, each step of the students is an exercise, which determines the role of exercises in the formation of skills and abilities of foreign language speech. " There is no doubt that exercises cannot completely copy real speech activity, therefore, in comparison with real communication, we see changes in the number of operations performed, their quality, as well as in the material, that is, adaptation to the level of students takes place.

R.K. Minyar-Beloruhev also gives a classification of exercises, highlighting their different types and types. For the classification of species, he identifies 8 criteria. According to the aspects of the language, he distinguishes phonetic, lexical and grammatical exercises, according to the types of speech activity: exercises in speaking, listening, writing and reading. By linguistic material: linguistic and speech; by skills and abilities: preparatory and practical; by types of educational activities: introductory, familiarization-training, introductory-search, training, training-search and search. At the place of execution: classroom, home and laboratory; by the form of speech: oral and written and by the number of languages monolingual and bilingual. In addition, the author says that in the lesson, exercises are found not in pure, but in a mixed form. Based on the signs of actions that shape skills and abilities, he distinguishes types of exercises. The classification is based on 4 reflexes of self-development, which are distinguished by the scientists of the school of I.P. Pavlova:

Imitation reflex: imitative, transformational, substitutional and reproductive exercises.

- Reflex play: play exercises.
- Reflex of freedom (makes a person resist coercion): suggestive exercises, that is, exercises that, in addition to desire, cause unconscious mental activity.
- Reflex research: problem-search exercises.

Many authors have looked at exercises that can be used in teaching writing. For example, Minyar-Beloruchev believes that the main purpose of using exercises in teaching writing is to reduce the influence of interference in the native language. Therefore, he believes that paraphrase exercises should be the basis. Passov distinguishes between special and non-special exercises for teaching writing. He also notes that non-special exercises are more often used in the classroom, i.e. those in which writing appears indirectly, while it is advisable to perform special exercises for teaching writing proper at home. N.I. agrees with him. Geuze, saying that preparatory work can be carried out in the classroom, and the task itself can be completed by the students on their own. Galskova examines this issue in great detail. She distinguishes three groups of exercises: writing a text based on a sample, writing a text using supports, writing your own text without verbal supports. The impetus for writing can be a formulated problem or visual support in the form of an image or film. It can be concluded that the use of a particular type of exercise depends on the level of training of the students and the level of language proficiency.

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