



## THE DEVELOPMENT OF STUDENTS' WRITTEN LANGUAGE IN TEACHING FOREIGN LANGUAGES

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### ABSTRACT

*This article discusses issues related to the development of students' writing skills in foreign language lessons.*

**KEY WORDS:** *abilities, skills, method, writing, mechanism, text, English.*

## РАЗВИТИЕ ПИСЬМЕННОЙ РЕЧИ СТУДЕНТОВ ПРИ ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ.

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*В данной статье рассматриваются вопросы, связанные с развитием письменных навыков студентов на уроках иностранных языков.*

**Ключевые слова:** *умения, навыки, метод, письмо, механизм, текст, английский язык.*

Following the principle of continuity of education, a foreign language course is communicative and professionally oriented. Mastering the forms of oral and written communication is carried out in a complex manner, in close unity with the mastery of certain phonetic, lexical and grammatical material.

Paying tribute to the purposeful work on all types of speech communication in their interconnection and interdependence, it should be noted that in teaching a foreign language, the main emphasis is shifted to teaching translation and writing, since a foreign language is professionally used for general scientific purposes (for example, writing abstracts, abstracts, annotations etc.).

Role-playing plays a special role in the development of written speech in foreign language lessons. [1, 66]

I would like to note that reading a book, especially works of art, plays a significant role in the development of students' written language. [2,7-9]

Linguists distinguish between writing and writing. For a long time, writing was considered the “cinderella of methodology” in terms of methodology and was almost completely eliminated from the learning process. In recent years, the role of writing in teaching a foreign language is gradually increasing and writing is beginning to be considered as a reserve in increasing the effectiveness of teaching a foreign language. Writing and written speech in the methodology of teaching a foreign language act not only as a means of teaching a foreign language, but more and more as the goal of teaching a foreign language.

Writing is the technical component of writing. Written speech, along with speaking, is the so-called productive type of speech activity. As you know, writing is closely related to reading. In their system



lies one graphical language system. The written form of speech is speech recorded in writing and is characterized by stricter, in comparison with oral speech, adherence to the literary norm. Written speech is presented to the addressee in the form of text. The text should be considered as a message objectified in the form of a written document, literary processed in accordance with the genre of this document, consisting of a number of special parts, united by different types of lexical, grammatical and logical connection, which has a certain modal character (that is, a certain expression of the subjective attitude of the author of the speech to reality) and a pragmatic attitude.

Written speech should have the following special qualities: accuracy (if possible unambiguity), depth, consistency, completeness, compositional harmony. These characteristics of written speech echo the main features of the scientific style of speech.

The main qualities of scientific speech both in writing and orally are accuracy, emphasized consistency, generalization, abstractness (abstraction), striving for objectivity of presentation. These style-forming features determine the requirements for the means of expression used in scientific speech. The scientific style is implemented primarily in writing.

When developing students' written language, attention should be paid to the lexical side of the studied language.[3,259-261]. In accordance with the Working Curriculum for the discipline "Foreign Language", teaching the written speech of adjuncts is aimed at developing important communicative skills in writing, such as making a plan or a synopsis of the text, presenting the content of the read in the form of a resume, abstract and annotation, write a message, report, an article on the subject of an adjunct's specialty, write a case your letter. The exercises and methodological recommendations of the course are aimed at developing the writing skills of the adjuncts, which will allow them to competently and freely express their thoughts in writing, develop important special skills to observe, generalize, systematize material, highlight the main thing, and draw conclusions.

Obviously, one of the most important components of coherent speech is the correctness of the construction of sentences. Exercises at this stage can be writing off sentences and explaining the order of words in these sentences, drawing up your own sentences according to a sample, composing different types of questions to the text and written answers to them, etc. It is especially necessary to pay attention to the construction of the word order in the sentence. Equally important and complex is the development of a mechanism for connecting sentences, for which special exercises are used from elementary

(communication of individual sentences) to more complex ones (construction of independent statements). It is obvious that the ability to correctly construct sentences from simple to complex, to connect them in a paragraph is fundamental in mastering written speech.

From our point of view, teachers working with a foreign language training course have the freedom to choose and arrange materials for various stages of teaching writing, based on the specific objectives of the course, the real needs of the students and the level of English proficiency.

We must not forget that the development of students' written language contributes to the development of them in the future as a person.[4]

Summing up the above, it should be noted that the teaching of written speech is the most important component of the course of teaching a foreign language. It is not only about the ability to write competently, about mastering the norms of writing. The sequence of educational and training activities from working on a sentence to modeling a holistic statement and the implementation of educational tasks at each stage of training allow to form the skills and writing skills of students.

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