

LINGUISTIC AND DIDACTIC FACTORS OF IMPROVING STUDENTS' WRITING SKILLS

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Abstract:

In the article, the psycholinguistic significance of the development of the written speech of students of general secondary schools in the mother tongue in increasing the competence of written speech in English is justified. Clarifying the psycholinguistic factors of improving written speech in a foreign language based on the Uzbek national mentality was one of the important tasks of our research. In particular, the use of interactive methods based on the socio-cultural theory of language acquisition for the development of writing skills in the native language serves as an important basis for improving written speech in a foreign language.

Keywords: the difference between writing and writing concepts, foreign and native language studies, written communication, writing skills, writing techniques, reading skills.

Introduction

Learning English in the world has increased the need for the development of written discourse in a foreign language in such processes as the exchange of ideas from experts from all walks of life, holding international conventions and obtaining information from foreign sources about their fields. It is known that most of the world's scientific publications, such as Scopus, Web of Science Direct, ELSEVIER, have been written or translated in English. At the same time, in the era of advanced digital technology, all industry professionals are required to express their ideas and acquired knowledge of English in a written discourse in an international audience. In this regard, the development of written speech competence in the process of teaching English to higher education students is of great importance, starting with the same school years.

The psycholinguistic point of the competence of written discourse . The article explains from a psycholinguistic point of view how to improve the competence of prospective foreign language teachers in writing in English. Linguistically, it has been shown that the use of interactive methods of communicative approach to developing foreign language writing skills, such as working in small groups and working as a team, serves as an important foundation for the development of written discourse. Exercises aimed at improving writing skills should be interesting and developing for students. Readers are active readers and thinkers.

The importance of interaction in mastering the language is detailed in the works of L. S. Vygotsky. The basic idea of the theory recommended by a psycholinguist is that in addition to facilitating language learning, adults or peers are also the primary incentive force in learning a language through interaction in a student's language learning. In addition, any education is a social process based on social and cultural conditions. The social and cultural theory of



mastering the language recommended by L.S. Vygotsky was used to create exercises for the development of written speech competence.

Among all types of communication activities, we open up a semantic circle that encompasses the concept of equal "writing." First of all, the terms "writing" from the "write" (Turkish root) require explanation. "Written speech" in the second category, Such terms as "written communication," "writing technique," "written work," "writing skills/skills," and the Greek word for "writing," graphics, "memorabilia," "spelling," and Latin (dictate) are derived from the arabic words "dictate," "statement," and "insho." The third issue covers terms related to "letter" (such as letter; letter, letter combination, digraf, alphabet). Writing is the ultimate performance and is a complex skill for the reader to develop and master.

The linguistic tools used in written discourse are, first, written grapheme and linguistic-grammatical units, and second, their application (writing) is a writing technique for writing. So we talked about graphics tools and their technical process. Written communication occurs when expressed in writing using thought writing methods in English.

We combine and analyze the terms listed in the writing teaching list from a methodological point of view. Writing in a foreign language means expressing an idea in writing using language tools.

Writing skills develop mainly when students are taught to write and are given the opportunity to use these skills and strategies. Our scientific observations have shown that some emphasis is not placed on writing skills in the classroom, but they are an important part of the development of oral and written discourse in a foreign language. The necessary development of writing skills is based on the development of good reading skills, to understand and express them in written discourse, first of all it is necessary to understand how words can be used colorfully.

Our study showed that most of the students aren't able to fully develop their native language writing skills. It is known that developing writing skills allows young students to learn and discover a new vocabulary and its content (linking words to express a written opinion). This makes it possible to elevate personal thinking and independent creativity to a higher level. Specifically, it allows readers to rely and write new words, try them out in practice, and that certainly means more "thinking." Writing skills serve as a solid foundation for young students to be perfect in the future and grow up to be competitive specialists.

The above-mentioned ideas, in turn, will ensure the diversity of written assignments in the classroom and the use of a social and cultural approach to acquiring speech skills. Teachers are required to explain to students that their writing skills, spelling skills, speech-making skills (linking words to express written ideas), linguistic and grammatical skills of writing are the strengths of acquiring writing skills, and they are required to monitor the qualifications listed above. Focusing on this area gives motivation to learn to write from a young age.

Rules for Developing Writing Skills

The effective development of written discourse is guaranteed by the correct and corresponding content of the text given for reading. Among the rules for developing writing with clarity and integrity, we can include:



- grammar and vocabulary;
- spelling and punctuation marks;
- pronunciation of sounds and words.

Expressive output of content focuses on:

- successfully deliver information to the reader;
- provide sufficiently detailed information;
- logical ordering of ideas;
- use of relevant information;
- the peculiarity of ideas.

Only an expert who is aware of the language and foreign language curriculum and regulatory grammatical requirements of general secondary schools and who is aware of the evaluation criteria can check and evaluate the written work at the required level.

(Matthew 24:14; 28:19, 20) Today, there is a need to develop an evaluation system and criteria based on the content of the fan, its characteristics, qualification requirements, and competencies to be developed. In this regard, it is recommended that general secondary schools activate the following methods of identifying errors in teaching and evaluating foreign languages:

1. Identify errors in quantity and quality (type or character).
2. Determine the amount and unique (individual) nature of errors.
3. Determination of errors in accordance with the adopted or unregulated rules.

Quantitative identification of errors is convenient for determining students' overall literacy levels and has no practical role in improving their knowledge. Focusing on the quality (type and character) of mistakes has great scientific, methodological and practical implications in improving and strengthening students' knowledge and expanding their thinking.

Errors and their groups. The nature, type and quantity of errors are taken into account when determining the standard and criteria for each assessment. In this regard, they are divided into the following groups:

1. serious and unspecified errors;
2. Errors of the same or different types;
3. Repeated or accidental errors;
4. Errors related or unrelated to the topic.

Readers should know how to read before writing. Therefore, understanding and understanding the read information is a very important skill. Reading involves a lot, but at its root lies the ability to read a written work and understand its meaning. This means that readers should have:

- read many words in the text and know what it means;
- read aloud or understand the meaning of new words they do not know;
- understanding how words in a sentence, text, or whole work are connected and what they mean when taken as a whole.

Once students begin to understand the concept of reading at an elementary level, they should begin to study observations across a wide variety of literature, realizing what is said or expected as part of a deep understanding of reading.



The relationship between reading and writing. For many years, reading and writing have been taught separately. Although these skills are almost always developed by a teacher in the process of learning a language, teachers are rarely able to explain to their students the correlation between two skills. Research over the past few decades has shown that reading and writing skills are more closely related than we think. It doesn't matter which one came first, because one can't exist without the other. Developing a child's literacy relies on the relationship between reading and writing.

Basically, reading affects the development of written discourse, and written discourse affects reading. Linguists believe that teaching to read is more effective when it comes to teaching writing, and vice versa. Studies have shown that if readers read a lot, they become good writers. Reading different genres helps readers learn text structures and language, which they can then use in their writing. On the other hand, reading provides young people with the knowledge to discover their stories. One of the main goals of study is learning. Specifically, what we learned and knew at school comes from the texts we read. Since writing is an effort to express an idea in writing, reading is an integral part of learning to write.

At the same time, the practice of writing helps children develop the ability to learn. This is especially effective in developing phonetic minds and phonetic skills in students. The phonemic mind (understanding that words are made up of sound "pieces") children develop in the process of reading and writing new words. Similarly, students develop phonetic skills in reading and writing the same words and the ability to connect sounds to make statements out of words. Adult students also learn to analyze the texts they read, while also practicing writing their own texts. They can apply professional authors' knowledge of specific language, text structure, or content usage techniques to better understand their text.

It is not enough to know that reading and writing are closely related processes. To help students develop these two important skills, teachers need to work with parents to provide homework instructions. It is recommended to teach several reading and writing strategies for literacy development.

Using the relationship between reading and writing is one of the most effective ways to develop literacy, which requires introducing students to certain genres. Parents and teachers need to identify a genre that is important to a classroom-level curriculum or that is of particular interest to a student or group of students. They then have to learn the genre with the reader from a reading and writing perspective. Readers should discuss with adults examples of works written in various genres, their structure and language, as well as other basic reading skills, including the tasks of understanding reading. Once readers have learned to identify the genre by focusing on its important elements, they should be given the opportunity to choose writing exercises in different genres. When writing, they need to help adults apply what they learn from reading genre-specific texts to control their compositions. This process allows students to do things like repeat between reading in different genres and develop written discourse. In the end, students will not only gain a solid and rich knowledge of the genre, but will also develop the necessary general reading and writing skills.



As students learn effective models of writing skills, they should be given the opportunity to practice. They can imitate the technique of authors and write new works or revisit previous works.

The abstract. To conclude, I can say that teachers need to take into account the importance of reading and writing skills in their class. Experienced language teachers always explain how important it is to learn how to edit your writing skills, which means that the first draft of any entry can rarely be the original. Truly, good writing arises after the revision process, and hence the ability to edit and re-express ideas in writing is the most basic writing ability that readers need to learn. The need to edit and rewrite a written statement may seem like an additional work for readers, but it actually makes the writing learning process much easier.

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