

The Objectives and Content of Teaching Academic Writing

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Abstract: The article deals with the questions of the final requirements in the field of education, writing that pushes development in the skills of students to express their thoughts in writing. Foreign languages basic training involves the mastery of written speech at the "survival level", i.e. achieving elementary communicative competence. We also analyzed the linguistic, psychological and methodological components of the content of learning to write.

Keywords: education, writing, the skills of students, skills of students, thoughts in writing, communicative competence, linguistic, psychological and methodological components.

Written communicative competence, including the mastery of written characters, the content and form of a written work, is limited within the framework of the Foreign Language Teaching Program in secondary school to the ability to:

- Graphically correct writing;
- letters as an independent type of speech activity (at the end of the basic course, students should be able to make extracts from the text in the most typical situations of communication; draw up and write down a plan of a read or listened text; write a short congratulation, express a wish; fill out a form; write a personal letter (ask the addressee about his life, deeds, tell the same about himself, express gratitude, using the material of one or more topics learned in oral speech, using the formulas of speech etiquette adopted in the country of the language being studied);
- Letters as a means of teaching other types of speech activity.

The tasks of teaching written speech are related to creating conditions for mastering the content of learning written speech, including the formation of the necessary graphic automatisms, speech-thinking skills and the ability to formulate thoughts in students, expanding knowledge and horizons, mastering culture and intellectual readiness to create the content of a written work of speech, the formation of authentic ideas about subject content, speech style and graphic form of written text. The linguistic component of the content of teaching writing includes graphics, spelling, recording (copying, reproduction, and production), limited written speech (questionnaire, form, postcard, letter). Compensatory skills include the ability to paraphrase a statement, to express a complex thought using simple language means, to rely on the text in order to find the necessary information.

Learning the technique of writing includes mastering the alphabet, graphics, spelling and punctuation. Writing (writing technique) is a means of teaching foreign language speech, the initial stage in the development of productive written speech.

Productive (expressive) written speech, depending on the purpose, is divided into two levels: educational written speech and communicative written speech (I.L. Kolesnikova, O.A. Dolgina).

Educational written speech is understood as the performance in writing of various language and conditional speech exercises aimed at mastering productive lexical and grammatical skills, as well as speech skills, including the skills of communicative writing. Educational written speech is not only an effective means of teaching, but also an effective means of control. The highest-level exercises in the hierarchy of academic writing are the essay and the detailed presentation. They are also a traditional means of controlling the formation of productive skills and writing skills.

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Communicative written speech is an expressive type of speech activity aimed at generating a speech message in writing. The development of the ability to express thoughts in writing takes place on the basis and through educational written speech, which, in turn, relies on the technique of writing, formed graphic and spelling skills. The purpose of teaching communicative writing is to develop the ability to create various types or genres of written messages - texts that students may need in their educational or professional activities, as well as for personal purposes.

The variety of written messages with different functional and communicative orientation, content, compositional structure and language form can be classified depending on the scope of their application. T. Hedge gives the following classification of types of expressive writing depending on its purpose and scope of functioning, as well as the types of written messages in which each of these types is implemented and which it is advisable to teach depending on specific conditions and goals.

E.N. Solovova gives the following classification of types of texts, the writing of which should be taught in a foreign language:

- filling out questionnaires;
- writing various kinds of letters and responses to them;
- compiling an autobiography/summary;
- writing statements;
- writing reviews;
- writing annotations;
- writing reports;
- writing essays/essays;
- writing greeting cards;
- Writing notes.

In these types of texts, special attention is paid to the content of the message and its structural organization. The author must remember the purpose of this written text, take into account the nature of the reading audience and, accordingly, choose language means, build a composition.

The methodology distinguishes linguistic, psychological and methodological components of the content of teaching writing.

The linguistic content of teaching writing provides an opportunity to use writing as a means of teaching and learning a foreign language. Firstly, it is graphics - the totality of all means of this writing. The languages studied at school: English, German, French, and Spanish - use the Latin script. The graphics of these languages exist in two versions: printed and handwritten. Each of them, in turn, has uppercase and lowercase letters. Thus, each grapheme is represented by a set of alphabetic units. Comparison of the styles of letters in printed and written fonts shows that some graphemes have close correspondences, while others have printed and handwritten versions that differ sharply from each other. Since the sound system of the language is richer than the graphic one, very few letters would correspond to only one sound. Other letters can convey different sounds depending on the position in the word, the semantics of the word, etc. In addition, there are diacritical marks for the transfer of phonemes of the language.

Secondly, the linguistic content of teaching writing includes spelling - spelling or a system of rules for using written characters when writing specific words. If the graphics allow several options for transmitting a sound or sound combination, then in orthography one spelling is always used to convey a certain word with this sound, which is recognized as correct, and all others are erroneous.



Thirdly, calligraphy is writing. Since the mastery of writing is carried out through the assimilation of letters, phrases, sentences, super-phrasal units, then each of these units acts as the corresponding levels of writing.

Fourth, writing. An analysis of the system of printed characters of the Russian and Latin alphabets shows that they have similar letters that partially coincide in spelling, and letters whose outline is new for Russian students. The most typical spelling errors include the inscriptions of similar letters in the foreign language itself and in foreign and Russian languages. Students do not see differentiated images of letters. So, they often interchange close graphemes: b and d, d and g. Errors of the visual type lie in the inability of students to distinguish directions of similar elements in letters. For example, the letters t, f, l are troublesome because they are a long vertical line - the letter t is slightly rounded at the bottom, and the letter f is at the top. From the letter l, a small horizontal line distinguishes the letters t and f across the vertical line. The student often overlooks these differences. Psychologically, this is explained by the fact that it is easier for him to determine the similarity of various elements than the difference in similar elements.

Students experience difficulties in mastering the grapheme-phoneme system of the language being studied, which manifests itself in spelling errors due to the lack of a simple correspondence between graphemes and phonemes in this language. Different letters, letter combinations, can express the same phoneme and the same letter can convey different phonemes. For example, in English, the letter a can represent up to seven phonemes; the sound [f] can be conveyed by letters and letter combinations f, ph, ff, gh.

To overcome difficulties, purposeful training in grapheme-phoneme correspondences is required. It is known that the spelling of a language can be built:

- According to the phonetic principle - write as you speak. The basis for writing is pronunciation;
- according to the morphological principle, when one or another morpheme in writing in related words or forms retains a single graphic image, regardless of phonetic conditions, for example: fish - fish;
- According to the historical or traditional principle, in which the spellings reflect the disappeared pronunciation norms, various spelling techniques, or are generally random spellings that are traditionally fixed, for example, "whom, blue."

G.V. Rogova identifies five groups of words, the spelling of which students need to master. Group I includes words that obey the phonetic principle of writing, for example, English: bed, not, sit. In these words, the number of sounds and letters coincides, which ensures the rapid establishment of stable grapheme-phoneme correspondences. This group includes monosyllabic and two-syllable words in which one consonant sound is conveyed by a stable letter combination of consonants: bench, shut, sock.

Group II includes words in which the letter is spelled but does not have a sound equivalent. For example, English: words with an open, conditionally open syllable: nine, lake, rose.

Group III includes words containing letter combinations that convey one sound, but themselves consist of different letters. For example, English. [e:] is transmitted by combinations ir, er, ur.

Group IV includes words containing typical letter combinations of vowels, consonants, vowels and consonants. The complexity of writing the words of this group lies in the fact that they do not have unambiguous sound-letter correspondences. In English: ee, ea, oo, ou, oy, ay, ei, oi, ai, wh, wr, aw, ow, ew, al, ild. So, for example, the letter combination ea can be read as [i:] - clean, [e] - head, [ei] - break. At the same time, letter combinations ai, ay, ei, ey read the same [ei], and yet these letter combinations lend themselves to ordering: ei, ai are written at the beginning or middle of the word: main, eight; ay, ey - at the end of the word: May, grey. It is possible to single out a number of words in which a certain pattern can be traced, for example, in English: out, house, mouse, blouse, trousers; eat, meat, team; green, three.



Group V includes the so-called difficult group of words, the spelling of which is subject to the historical principle of writing. For example, in English: one, two, busy, daughter. Mastering the spelling of such words is possible only on the basis of visual representations with repeated repetition of actions in establishing sound-letter correspondences.

It should be noted that the analysis of the school lexical minimum in terms of selected groups shows that in English the most numerous group is made up of words of IV, V groups. So, of the total volume of words studied in grades 5-8, 65% are difficult words.

Mastering the spelling of even simple words causes great difficulties for schoolchildren at first. To overcome difficulties, students need long-term training in reading and writing in order to firmly master the grapheme-phoneme correspondences. In order to facilitate the acquisition of reading and writing, at the very beginning, students write in block letters, and then move on to cursive. When teaching English, which is distinguished by the complexity of grapheme-phoneme relationships, the school uses a print script in which print and capital letters are almost the same. Students write in cursive.

The methodological content of teaching writing is the mastering by students of rational methods of mastering graphics, spelling of the language being studied, mastering recording, summarizing, annotating in a foreign language. To facilitate the memorization of spelling difficult words, various special techniques are used, one of which is the letter-by-letter reading of words. There are also techniques for writing phrases, sentences and writing out sentences that carry the main thoughts in a paragraph, text; techniques for drawing up a plan of oral utterance, writing an abstract, annotations, writing in accordance with etiquette.

The main task of the initial stage of training is to lay the foundations of writing technique (i.e., to form calligraphic, graphic and spelling skills) through familiarizing students with writing letters, practicing writing, mastering the spelling of words worked out orally, writing sentences containing learned. In the complex of exercises for the development of graphic skills, a special place is occupied by work on those phenomena (letters, letter combinations) that are absent in the native language of the trainees or whose elements coincide with the elements of letters in the native language. In other cases, there is a transfer of writing skills formed on the basis of the native language. Introducing students to writing a letter, the teacher must show on the board how it is written, or use a special manual, where it is shown in detail with arrows and dots indicating in what sequence and in what direction the hand should move in order for the image of the letter to be correct. Students must master the semi-printed-semi-cursive script, since the introduction of a cursive script will interfere with the formation of grapheme-phoneme correspondences.

Graphics training is carried out in the following sequence:

1. Letter display: uppercase and lowercase;
2. Slow image of a letter by a teacher on a blackboard or an image on a film when using an overhead scope with the necessary explanations in order to make students aware of the necessary actions when writing it;
3. Secondary writing of a letter with the task of reproducing the required movements with a pen in the air behind the teacher;
4. Writing letters in notebooks.

In order to form the correct skill of writing foreign letters, it is advisable to teach children a certain logic of actions, the sequence of their implementation:

- first, carefully look at how the letter is written (written);
- then repeat the spelling of the letter several times in the air;
- write down a letter in a notebook;
- check your letter entry with the sample;



➤ Complete the entire task in this way.

In the course of the formation of graphic skills, game techniques are also possible, for example, the Guessing game. The teacher or student writes a letter in the air, students guess which letter he wrote. So that there is no mirror image, the writer stands in a half-turn to the class.

When teaching spelling, cheating is widely used. When copying words, the student should develop the habit of not copying the word letter by letter, which is observed when the child raises his eyes after each letter to see which one should be written next, but carefully look at the word, remember its letter composition and write from memory. This technique makes it possible to develop visual (spelling) memory, without which it is practically impossible to learn how to write correctly, accelerates the pace of writing.

Writing as an independent type of speech activity is used only at the senior, final stage. But the path to writing is quite long and far from easy. The success of the final stage largely depends on how well the basic writing skills as such have been formed.

Learning to write is inextricably linked with learning other types of speech activity. Written speech allows you to save linguistic and factual knowledge, serves as a reliable tool for thinking, stimulates speaking, listening and reading in a foreign language.

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