

## Written Skill – As the Important Competence of Learning Foreign Language in Teaching ESL

Rakhimova Shakhnoza Pulatovna

Uzbekistan State World Languages University ESL teacher

**Annotation.** Currently, the international cooperation, which in the field of education is manifested in the creation of joint educational institutions, in the development of joint courses, in participation in international projects on education. Graduates of Uzbekistan universities have great opportunities in terms of internships abroad, scientific research in his specialty with the involvement of foreign language materials, work in foreign firms, which requires a modern specialist to master both oral and written forms of foreign language communication. Due with this, higher education is designed to provide training for specialists who combine professional and intercultural communicative competence.

**Key words.** *language communication, writing skills, to express thoughts, written communication, important steps, teaching creative writing.*

**Introduction.** One of the components of literacy is writing. Writing is used in everyday life to convey what a person thinks and feels. In this case study, I investigated how the use of technology improves writing skills in the classroom. Written speech is increasingly penetrating interpersonal and professional intercultural communication, in the process of teaching foreign languages, which can also be explained by the increasing role of information communication technologies in all spheres of human activity.

**Main part.** What is written speech and is it necessary, for example, to teach handwriting? Nowadays, young people know typing and easily use a computer keyboard, but there are still quite a few cases when it is necessary to write by hand (exams, classroom essays, notes at lectures, speeches, notes, postcards, etc.).

From the definitions of written language below, you can highlight the key points formulated by researchers, who agree that written speech is, first of all, the expression of one's thoughts in order to convey information to other people in the form of a written message.

According to the United Nations Educational, Scientific and Cultural Organization (2006), literacy is defined as "the ability to define, understand, interpret, create, communicate and compute using printed and written materials associated with different contexts". "Effective writing involves conveying a message in such a way as to affect the audience as the writer intends [2, p.211]".

... any piece of writing is an attempt to communicate something: that the writer has a goal or purpose in mind; that he has to establish and maintain contact with his reader; that he has to organise his material and that he does this through the use of certain logical and grammatical devices" [1, p.14]. "Written speech is the communicative ability to combine words in writing to express your thoughts in accordance with the needs of communication" [5, p.142]. "Written speech is a type of speech activity that aims to convey information in writing in accordance with the communication situation. Written speech is a type of speech activity that aims to convey information in writing in accordance with the communication situation» [1, p.133].

There is no doubt that the written speech is becoming increasingly important. The role of written communication in obtaining and transferring information, which manifests itself in mastering the skills to express their thoughts in writing.

However, there is a contradiction between the requirements of the school and university programs, between modern requirements for the level of training of students and actually achieved results in the formation of this communicative skill. Consequently, an important methodological task is to clarify the content of programs, textbooks in the field foreign language written speech in order to comply with the didactic continuity of training between school and university, strengthening the communicative function of this type of activity.

**Analysis.** Requirements for domestic programs and international requirements. Training productive writing speech as a purpose of learning. Present in programs for all types of educational institutions, at all stages of foreign language training. The tasks of teaching English in the field of writing in the non-language university include the ability to write essays or reports on a well-known topic, arguing their point of view, to conduct business correspondence in English.

Foreign internships of students, graduate students and young scientists suggest the ability to make records in a foreign language: to compile and fill out a questionnaire, to answer questions, write a statement about acceptance for study or work, writing a brief or promoted autobiography, to compile personal or business letters, using not only the relevant grammatical designs, but also the necessary formspeech etiquette of native speakers, including the form of business etiquette. Recently, the methodologists say a lot about the need learning to speech etiquette in a foreign language classes. Most often this concerns oral speech, and the scope of expression of courtesy in writing speech is sometimes undeservedly ignored.

At the University of Munich, at the Institute of English Philology Professor Paula Mayer carried out an experimental analysis of business letters in English, the authors of which were both native speakers and foreigners. The result struck the researcher with honors from choosing politeness strategies by representatives of English culture from choosing such representatives of another culture. Although in general, the content of letters of the language of the language pointed to their awareness of different types of politeness strategies, their formulations were less formal and more rectilinear than in a group of native speakers. Nonsentes, of the language avoided those politeness formulas that actively used native speakers and on the contrary, they used those forms that were not used by the British.

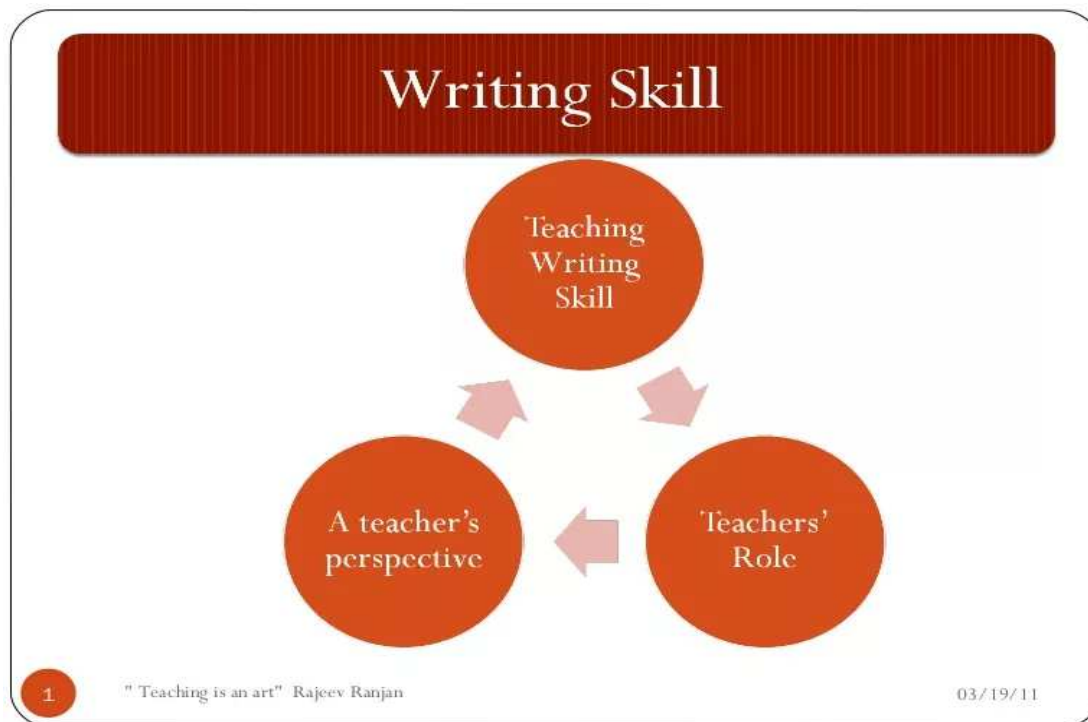
Picture 1. Writing Strategy.

## Writing Strategy

- Writing as a product oriented activity: usually a final assignment
- Steps preceding writing:
  - Language (including linkers), grammar
  - Text structure
  - Layout (organisation)
- Writing:
  - For product
  - For revising, summarising, reviewing language.

These data convincingly show that letters in the business sphere, even if there are no grammatical errors, can be perceived negatively due to incorrectly selected politeness strategies. There are at least two approaches in the training of written speech: 1) concentration on the process of serving written text and 2) concentration as a result of written activities (1) Writing-for Learning and (2) Writing-for-writing. We must always be aware of what we emphasize the attention: on learning the process of writing or on the product of the letter, whether we want to train students in various ways of writing or to teach them a creative letter. In any case, we should want to form build a writing habit in pre-writing phases, editing, re-drafting, producing a finished version. That is, this approach requires trainees to consider writing as a serious painstaking work.

Picture- 2. Writing skill.



**Discussions.** If we compare a letter and, for example, reading as two fundamental language skills, it should be noted that both of these skills are quite difficult to achieve. However, according to L.G Kuzmina , “if we expect pleasure from reading, then writing is more likely associated with great diligence and effort” [4, p. 14]. In order to motivate learners to make these efforts and to give them the joy of being creative as they write, the potential of creative writing can be exploited.

The most important steps in teaching creative writing in English are the following steps:

1. Express the purpose of writing a message;
2. Consider the potential recipient of the message;
3. Organize material;
4. Transfer information;
5. Exchange ideas, thoughts;
6. Make sense to the reader;
7. Observe the sequence of presentation of thoughts;
8. Use semantic links;
9. Use a variety of grammatical and lexical constructions;
10. Avoid spelling and punctuation mistakes;
11. Follow the rules of the etiquette of a written message in English-speaking culture.

**Conclusion.** Creative writing can be used at any stage of the study. At first, students can be offered various types of supports in the form of visual and auditory clarity: objects, pictures, photographs, audio texts, songs, instrumental pieces of music, videos, as well as graphic visualization: instructions, poems, stories, ready-made samples of written speech. Gradually you can teach them to composing letters, stories on behalf of a hero or any subject about the history of his life, a written continuation of any interrupted story or a famous literary work, writing mini-essays or essays on a selected quote or article.

**The list of used literature:**

1. Byrne D. Teaching Writing Skills. – Longman, 1988.
2. Parrott M. Tasks for Language Teachers. – CUP, 1993.
3. Kuz'mina L.G. Kriteriotsenkiurovnyasformirovannostiumeniypis'mennoyinyazychnoyrechi // Opytbilingval'nogoobrazovaniyasredstvamirodnogoiinostrannogoyazykov v Rossii. M, «Yevroshkola», Chast' 2, 1999 - S.56-58.
4. Kuz'mina L.G. Novyyezadachi v pis'mennoyforme: Posobiye po razvitiyukul'turypis'mennoyrechi. - M. Yevroshkola, 1998 - S.46-48.
5. Metodika obucheniyainostrannymyazykam. / struchokkrasnyy. A.A. Leont'yeva. - M., 1988.
6. Metodikapodgotovki k russkomuyazykukakinostrannomu / pod red. A.N. Shchukina - M., 1990.
7. Popova T.P. Kommunikativno-oriyentirovannyykontrol' isamokontrol' nanachal'nometapeobucheniyainostrannomuyazyku v yazykovomvuze. // Testirovaniyeiotsenka. MaterialyVtoroyMezhdunarodnoykonferentsii, NizhniyNovgorod. 2002 - S.57-60.