

Approaches to Enhancing Written Communication Skills in Uzbek Language Instruction for Students

Usmonova Oyistaxon Yuldashaliyevna, Kudratxodjayeva Nargis Akbarovna
and Usmonova Zulxumor Nazarovna
Tashkent State Technical University, Tashkent, Uzbekistan

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Abstract: The abstract should summarize the contents of the paper and should contain at least 70 and at most 200 words. It should be set in 9-point font size, justified and should have a hanging indent of 2-centimeter. There should be a space before of 12-point and after of 30-point.

1 INTRODUCTION

Worldwide, language instruction is critical to students' acquisition of language knowledge, improvement of their speaking abilities, personality development, and broadening of their worldview. Nearly every facet of the educational process has seen significant modifications in higher education in recent years. The state language is being taught in higher education institutions through the use of cutting-edge teaching techniques and contemporary pedagogical technologies, opening up a variety of opportunities for the training of specialists who are fluent in the language and providing them with the theoretical and scientific knowledge, practical skills, and credentials they need for their line of work. Enhancing ideas like interest, conviction, and accountability is regarded as a significant socio-pedagogical development.

2 LITERATURE ANALYSIS

One of the primary goals of language education is the formation of pupils' speech, which is unique in terms of its grammatical construction, meanings, and creative expressiveness. Oral communication is orthoepic of literary language; written communication must be formed according to conventions like style and orthography. The rules of the literary language are understood to be adhered to in the development of speech culture; these include

rules regarding the correct usage of sentences in speech, word combinations, formation and transformation models, and the acquisition of words in a specific language. In this sense, the Methodist scientist A. Hamroyev said it well when he said, "The human activity that is language is its essence." Speech activity is characterized by one individual conveying his opinions, wishes and demands to another individual, and the second individual understands the thoughts of the first one, and responds to his demands in the form of confirmation or denial. So, two persons participate in the activity of speech: the sender of the message - the speaker and the receiver - the listener". Indeed, words, phrases and sentences are important tools of the speech process of subjects. The feature of pronunciation serves a specific purpose of the speaker and hearing of the listener, conveying the thought. While verballity is the expression of live speech, visuality is an important characteristic of written speech.

Grammar exercises are regularly organized in Uzbek language schools to assist students in correctly forming written speech through word choice, comprehension, and meaning distinction. Students' speech becomes more active when they can rapidly and accurately select words based on the intended speech goal. Students' speaking engagement can be increased by introducing grammatical principles on a regular and consistent basis. Speaking is one of the emotional and volitional components of a person that has a considerable influence on the successful acquisition of language laws, making it a pressing

subject that needs to be stressed in language education.

A. Gulomov states that "one of the fundamental components of human culture is the ability to convey speech easily to the listener through word choice. Consequently, the primary goal of native language instruction is to educate students how to utilize each word, phrase, and combination accurately and effectively while instilling a sense of care in their speech.

Grammatical and stylistic characteristics of written speech are different from those of spoken speech, making it a type of communication through text.

There are several forms of development of written speech, and among them, it is a creative work aimed at students to recreate the development of the plot in the studied text (work, piece) within their thinking, creatively fill it through the prism of consciousness, and describe it with certain expressions.

3 RESEARCH METHODOLOGY

This article discusses how orthographic and stylistic literacy are developed in Uzbek language lessons, how interactive techniques are used to help students improve their written speech—one of the primary goals of language education—and how this ensures oral and written speech competence. This article employed a variety of methodologies, including observation, interviewing, systematic-structural analysis, pedagogical-psychological and methodical literature, regulatory and legal documents, and unique pedagogical-psychological techniques.

4 ANALYSIS AND RESULTS

The formation of creative thinking skills by teaching writing in Uzbek language classes is of great importance in the development of students' speech, vocabulary and knowledge of the syntactic structure of the Uzbek language. In this regard, a firm opinion is established both in the methodology of teaching the mother tongue and in the educational programs. For example, within the framework of a narrative text, it is to summarize the student's imagination based on his knowledge, to create a plan suitable for the text, to express his thoughts in a coherent, literate and beautiful letter. All this, in turn, is considered a factor of increasing students' written literacy. Therefore, the development of a system of scientific and methodologically based practical exercises in Uzbek

language education is a factor for the development of students' speech culture.

When using methods of teaching the Uzbek language in the course of the lesson, the main attention should be directed to teaching to speak and write in Uzbek, as well as to teach to think in this language. This is a very difficult, but possible process, for which the Uzbek language teacher can use different games, communication with peers, exercises on correcting errors, comparative texts in addition to the standard approach. It should be enriched with analysis. It should be noted that the use of interactive methods, innovative technologies, editorial and information technologies in the educational process increases the quality of education. In particular, the attention to their use in the process of language acquisition is growing day by day. One of the reasons for this is that, until now, in (traditional) education, students were taught only to acquire ready-made knowledge, but modern technologies allow them to search for the acquired knowledge by themselves, study and analyze it independently, and even draw their own conclusions. teaches them to release.

The innovative method recommended below is aimed at developing students' written speech in teaching the Uzbek language:

5 "WRITTEN WORK" METHOD

The "written work" approach guarantees that each student can work freely while assisting them in the development of autonomous, creative thinking abilities. In Uzbek language classes, it is helpful to clarify unknown words in the text before writing an essay, story, or article. This helps prevent writing errors. In order to avoid errors and guarantee spelling literacy, teachers should instruct pupils in the following areas if they find it difficult to use certain terms in speech or do not grasp their meaning:

- using synonyms of these words, depending on the context, using explanatory dictionaries;
- comparison of concepts expressed by unfamiliar words with concepts expressed by means of familiar words;
- interpretation using other words;
- use of methods of explaining the meaning of words expressing abstract concepts through examples, as well as explanation of relatively complex words and phrases, dialect elements in the use of words.

When using this method in education, students are offered to work on the basis of the following sequence.

Be specific about who or what you want to write about!

1. Choose a suitable title for the essay (article)!
2. Prepare a draft (rough copy) of the essay (article)!
3. Re-read the draft of the essay (article) and make corrections if there are any mistakes!
4. Copy the text of the essay (article) to white!
5. Read the essay (article) to your friends!

Students are given 9-10 minutes to work based on this method.

The method is applied in the following steps:

1. Each student is given flashcards with several key concepts or topics related to the topic being studied.
2. Students choose one of the concepts or topics shown on the card selects and prepares a short story, thesis or article based on it.
3. If students are presented with several basic concepts (words),

It is essential that these basic concepts are involved in the created essay, thesis or article.

4. Each student writes a first draft of the essay.
5. An essay, thesis or article prepared by each student checks it and copies it to white.
6. In order to prepare an essay, thesis or article, each student is recommended to remember and write about what he knows, knows, heard, read.

It can also be used in small groups. It is convenient to use digital flashcards to group students. Each small group can prepare stories, essays or articles based on specific topics. When preparing stories, essays or articles, it is desirable to achieve group members working together and exchanging ideas. After the allotted time, the work of each group will be presented based on the presentation. The teacher evaluates the work of the group, paying attention to the content, level and spelling mistakes of the story.

In the formation of students' written speech, unlike traditional thinking, such methods as above, which require creativity to show their creative potential, have a special place. Methods of such content require different and non-traditional approaches to the problem, free of stereotyped thinking. Modern educational technology ensures that every teacher conducts an activity that is mastered by all students. In this case, each student, having his own motives, individual characteristics and intellectual level, learns the lesson at a predetermined level. The use of correctly selected methods ensures that the training is interesting and effective, eliminates nervous tension of students, gives them the opportunity to change the

form of their activity, to attract attention to the main issues of the lesson topic.

In Uzbek language classes, development of speech competence through text types, the content of the texts is landscape, depiction of natural scenes, pictures, exhibitions, diagrams, working with dialogue texts, creating assignments based on text types and creating exercises based on written statement of opinion, text editing. We believe that it is useful to develop a set of questions on teaching to do, for this we need to increase students' vocabulary and pay attention to written literacy, writing a text, composing it, organizing work on errors. Development of students' speech competences through text type, based on written spelling literacy is considered as a unit of development of knowledge and skills of speech culture. Therefore, it is necessary to teach writing and analyze it literately, and to pay attention to the development of written speech through connected oral speech in the course of the lesson. Such classes help not only to develop the elements of speech competence, but also to increase students' vocabulary, independent thinking, and the ability to choose lexical units for texts.

6 CONCLUSIONS

- As a result of providing the educational development with advanced methods and methods, modern pedagogical technologies, the teacher's farewell to the role of the absolute "dominant" person and replacing it with methods and tools based on cooperation, which activates the student and encourages logical thinking, increases the effectiveness of language teaching.
- The educational process requires serious attention to the issue of the position of the teacher. The effectiveness of language learning also depends on the personality of the teacher. Only educated, pedagogically skilled, spiritually mature teachers can develop perfect individuals.
- A student's spiritual image and level of thinking are of particular importance in ensuring the quality of education. It is known that, based on the requirements of the program, the moral image of young people is formed by imparting knowledge through language education.
- The organization of teacher-student relations on the basis of mutual cooperation during the educational process allows to

educate an independent-minded person who has his own point of view and is able to think and observe.

- Scientifically and methodologically consistent organization of the lesson based on advanced technologies, with the help of new theoretical ideas, scientific conclusions, and recommendations of the methodology creates an opportunity to increase efficiency.

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