

"RESEARCH-BASED TRANSFORMATION OF TEACHER EDUCATION: TRADITION AS A BASIS FOR INNOVATION"

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IMPORTANCE OF IMPROVING WRITING SKILLS IN ENGLISH LANGUAGE

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Annotation. *In this article discusses, the above principles should be observed in students' acquisition of knowledge of language material and the formation of skills specific to the types of speech activities, students studying foreign languages should know and be able to do the following, and we, foreign language teachers, should teach students studying a foreign language the importance of writing in developing foreign language skills. It is said that we need to teach writing skills to future foreign language teachers by studying the typological features of the exercises given in textbooks and manuals for the implementation of communicative relations with other foreign countries.*

Key words: *Interlingual communication, language material psychophysiology, speech activities, speech mechanism, grammatical-semantic.*

Аннотация. *В данной статье рассматриваются вышеизложенные принципы, которые должны соблюдаться учащимися при усвоении учащимися языкового материала и формировании умений, характерных для видов речевой деятельности, учащиеся, изучающие иностранные языки, должны знать и уметь следующее, а мы, преподаватели иностранных языков должны учить студентов, изучающих иностранный язык, важность письма в развитии навыков иностранного языка. Говорится о том, что обучать навыкам письма будущих учителей иностранного языка необходимо путем изучения типологических особенностей упражнений, приведенных в учебниках и пособиях для осуществления коммуникативных отношений с зарубежьем.*

Ключевые слова: *межъязыковое общение, психофизиология языкового материала, речевая деятельность, речевой механизм, грамматико-семантическая.*

INTRODUCTION

Teaching writing in the English language is a complex and multifaceted endeavor that presents educators with a myriad of challenges. From linguistic intricacies to cultural variations and technological advancements, instructors must navigate a dynamic landscape to effectively guide students towards proficiency in written expression. In this introduction, we will explore the key difficulties faced by teachers in the realm of English language writing instruction and the importance of understanding and addressing these challenges for fostering student success.

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The first problem is that many students encounter hurdles in writing due to limited proficiency in English. This can manifest in difficulties with vocabulary, grammar, and sentence structure. Addressing these issues requires targeted instruction and practice tailored to the students' proficiency levels.

One of the main difficulties in teaching writing in English is the language barrier. Many students may struggle with grammar and sentence structure, making it difficult for them to express their thoughts and ideas clearly on paper. Teachers can help students overcome this barrier by providing language support, such as grammar lessons, vocabulary exercises, and writing prompts that encourage students to practice using new words and structures.

Another common difficulty in teaching writing is lack of motivation. Some students may feel uninspired or disinterested in writing, which can hinder their progress and development. To address this issue, teachers can create engaging and relevant writing assignments that connect to students' interests and experiences. For example, students could write about topics they are passionate about or participate in creative writing activities that allow them to express themselves freely.

MATERIALS AND METHODS

The first element in this process is various complex activities; programming the grammatical-semantic aspects of the written (spoken) sentence, grammatically realizing the sentence and choosing words; includes phonetically programming the components of a spoken or written sentence, selecting sounds and producing a ready-made sentence (A.A. Leontev).

G.K. Levitskaya and G.V. Lvgveshkina's scientific research deals with the general issues of teaching English writing - grammar skills, spelling skills, formation of sentence linking skills in order to express a written opinion.

G.G. Bedrosova's candidate's dissertation on the topic "Obuchenie pismu kak odnoy iz form kommunikatsiy (nemetskii, yazo'kovoy vuz)" (1970) determined the stylistic features of writing (personal letter, postcard, official letter, telegram, etc.) and based on a unique model teaching issues are covered.

N.V. Rosina's dissertation research on the topic "Sistema uprajnenie dlya ovladeniya grammaticheskimi kobnostyami delovoy rechi na russkom yazo'ke kak inostrannom" (1976) is devoted to the grammatical features of the English language and issues of their elimination.

RESULTS AND DISCUSSION

In addition to imparting theoretical and practical knowledge to the students of the foreign language subject, the task of forming certain skills and competencies is

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assigned to them. With this feature, foreign language studies differ from other subjects. Therefore, through the subject of a foreign language, students are not only given theoretical and practical knowledge, but they are required to develop certain skills and competencies. Therefore, students studying foreign languages should know and be able to:

- acquisition of speech skills on the topics of social and political, Communiqué of the Republic of Uzbekistan, foreign economic relations;

- ability to read special (economic, political, financial, etc.), as well as literary literature, and fully cover its content;

- acquisition of oral, monologic and dialogue speech on domestic political and special topics;

- to easily understand speech in foreign languages spoken at a ceremony;

- error-free and meaningful compilation of all types of documents, translation and writing from a foreign language to a state language and vice versa from a state language to a foreign language;

- improving oral and written speech in the studied languages, mastering the necessary grammatical materials;

- the methodology and technique of searching for information from foreign sources, the ability to extract information and describe it in written form;

- making abstracts, annotations;

Therefore, the main requirement is to study science and technology, scientific and economic literature, as well as materials needed for work-related communication, which are sufficient for continuing educational activities. In addition to speaking, written speech shows an expressive type of speech activity, and is clearly graphic (expresses the content of written characters in fixation.). The psychophysiological basis of the activity of written speech is manifested as a motor-motor, a speech motor and a visual analyzer. Writing as a type of activity can be based on connections of motor-motor, visual-graphic and speech-motor-auditory images of language skills. These connections are mastered in graphic and orthographic skills, which are the material basis of written speech.

Additionally, many students struggle with confidence in their writing abilities. They may feel self-conscious about making mistakes or worry about being judged by their peers. Teachers can help boost students' confidence by providing positive feedback and encouragement, emphasizing the importance of revision and improvement, and creating a supportive and non-judgmental classroom environment.

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Furthermore, teaching writing in English can be challenging due to the diverse needs and learning styles of students. Some students may excel at writing while others may struggle, requiring differentiated instruction and individualized support. Teachers can address these differences by providing personalized feedback, offering one-on-one assistance, and implementing a variety of teaching strategies to accommodate different learning preferences.

CONCLUSION

To sum up, teaching writing in English can present various difficulties for both educators and students. By addressing language barriers, lack of motivation, confidence issues, and diverse learning needs, teachers can help students improve their writing skills and become more proficient in expressing themselves in English. With patience, support, and effective teaching strategies, educators can empower students to overcome these issues and succeed in their writing endeavors.

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