

## THE DIFFICULTIES OF TEACHING WRITTEN SPEECH IN TECHNICAL UNIVERSITIES

Ziyayeva Kamola Ziyaiddinovna,  
Teacher, Andijan Machine Building Institute

### ANNOTATION

This article reveals the problems of improving written speech, which is no less important than speaking, and draws attention to the lack of progress in literature in technical universities.

### АННОТАЦИЯ

В данной статье раскрываются проблемы совершенствования письменной речи, которая не менее важна, чем устная, и обращается внимание на отсутствие прогресса литературы в технических вузах.

**Key words:** written speech, formulation, spelling system, methodological component, cover letter, written project assignments, information booklets, advertising leaflets, wall newspapers.

**Ключевые слова:** письменная речь, формулировка, система правописания, методологическая составляющая, сопроводительное письмо, письменные задания по проекту, информационные буклеты, рекламные листовки, стенгазеты.

One of the goals of training bachelors in universities and institutes, according to the Republic of Uzbekistan's educational standard of higher education, is the ability to perform "business communication in oral and written form in Uzbek and foreign languages." Such a goal implies that oral and written communication are equally important for a modern specialist. Some students have been tested for information. As a result, they expressed concerns about their lack of vocabulary, fear of making mistakes, unfamiliar structures, and writing strategies. They determined that writing was more difficult than other skills due to a number of requirements. At the same time, while 80% of students polled are aware of the need to improve their writing skills, only 40% are prepared to do so.

The difficulties in acquiring written speech are also determined by psychological complexity. It is well recognized that a complex of links must be used when writing. Written speech is far more challenging, as are the circumstances under which it



normally occurs. What can be ignored in oral communication must be fully expressed in written communication. Written speech should be as precise and thorough as feasible since it serves a communication role. Writing is the technical component of written language. Written speech is a productive sort of speech activity that is communicated through the coding of specific content with visual indicators.

It is worth mentioning that, although spoken discourse provides constant stimulation and control by the listener, written speech does not. Furthermore, unlike oral communication, where the speaker can use a range of auxiliary tools (gestures, facial expressions, intonation), written speech does not provide for such opportunities. After studying the data from psychologists on material absorption in various approaches, which are supplied below, one may be convinced of the need of reinforcing writing abilities. As a result, psychologists discovered that content heard is absorbed by 10%, viewed by 20%, heard and seen by 30%, written down by 50%, spoken by 70%, and taught to a friend by 90%.

Language knowledge, the visual and spelling system of the language, is the linguistic component of the subject of teaching writing. The capacity to employ the learned information and abilities in practice, i.e. graphic and spelling skills integrated in the execution of written tasks, is the psychological component of the content of teaching writing.

The methodological component entails pupils mastering skills and procedures for doing written assignments, which help to a simpler and more successful absorption of visuals, spelling, and so on.

Not by coincidence, written speech became the focus of instruction at colleges and institutions. This form of linguistic activity becomes dominant in all domains of human endeavor. Globalization processes, the development of international contacts, and various forms of professional scientific and technical cooperation impose new requirements on modern specialists who must be able to carry out professional communication in a foreign language in writing when performing various professional functions, often only in the context of modern information and communication technologies. Furthermore, in order to continue learning and rising up the job ladder, an international certification test in a foreign language is required, which comprises a huge number of productive written work. In terms of interpersonal communication,

These conditions shaped the substance of present educational standards for foreign language instruction of non-linguistic university graduates. It should be emphasized



that the standard does not specify which forms of written speech the student should be able to master, because the aims of teaching a foreign language in a university might and should change based on the demands of its graduates' professional activities.

The lack of a defined framework for teaching written speech results in students being unable to communicate effectively in writing in practice. The learning system contains objectives, material, and methods for achieving them. Consider how the issue of training uniformity and effectiveness is really addressed in institutions. First and foremost, we focused on instructional material.

The program's non-linear material for teaching a foreign language allows pupils to transfer their attention from classroom studies to autonomous ones, which include search and cognitive exercises.

Filling out forms and forms; keeping records of the main thoughts and facts, abstracts of the report; writing personal emails; preparation of Curriculum Vitae/Resume, cover letter, written project assignments, information booklets, advertising leaflets, wall newspapers, and so on are the minimum requirements for students' level of preparation at the end of their studies in the field of writing.

In general, textbook authors do not assign the duty of developing written speech, even though it is required by the educational standard together with oral communication. The majority of textbooks are designed to help students improve their reading and speaking skills. The textbooks' content offers a modest number of assignments that are preliminary, reproductive exercises for writing growth. Some authors restrict themselves to employing assignments for text translation. Many activities do not explicitly state that they must be completed in writing (describe, insert, replace, etc.), potentially reducing the amount of written exercises. Furthermore, it should be emphasized that the same type of workouts are employed, and there is no framework in place to facilitate the changeover. The analysis carried out indicates the need development of a new methodological system for teaching written language for each direction of study in universities, taking into account the specifics of the future professional activities of students.

Development of a new methodological system using modern technologies will improve the effectiveness of training writing at a technical universities.



**Used Literatures:**

1. Agabekian I. P. English for technical universities. Rostov. Fenix. 2016 – p347.
2. English for Engineers. Textbook. T. U. Polyakova, E. B. Sinyavskaya, O. I. Tinkova. Academy. 2016 – p 560.
3. Barakova M. Y. Juravlova R. I. English for Mining Engineers. Textbook. 2002 – p 288.
4. Bgashev V.N., Dolmatovskaya E.Yu. English for Engineering Students
5. specialties: textbook. Astrel: AST, 2007. 381s.
6. Besedina N.A., Belousov V.Yu. English for network engineers. Professional course. Publishing house "Lan", 2018. 348 p.
7. Orlovskaya I.V. Samsonova L.S., Skubrieva A.I. English textbook for
8. technical universities and universities. Bauman, 2015. 448 p.
9. Exemplary program for the discipline "Foreign language" for preparation bachelors. Rema, 2011. 32 p.
10. Exemplary program "Foreign Language" for non-linguistic universities and faculties, M., 2009. 23 p.
11. Areva E.G., Tarev B.V. Innovative potential of educational traditions textbook of a foreign language of an open type // Questions of teaching methods in university: annual collection. 2014. №3 (17) P. 364-373.

