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**FORMATION OF WRITTEN AND SPEECH COMPETENCE IN ENGLISH  
AMONG UZBEK STUDENTS**

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**ANNOTATION**

At present, the priority is the formation of professional competence of teachers in a foreign language. This is due to the need to integrate into the world community and achieve intercultural communication. In the conditions of digitalization of the educational space of the university, this problem is a priority research related to the updating of state educational standards of higher education both abroad and in Uzbekistan. Teaching a foreign language to students of non-linguistic universities pursues a different goal. A foreign language is studied in a professional aspect, as an auxiliary means by which students of non-linguistic faculties have the opportunity to obtain information related to their future specialty and profession from foreign sources, which helps them improve their future professional skills. The article distinguishes between writing and written speech, since each of these concepts has distinctive characteristic features. The author has developed a model for the gradual development of writing skills of university students using a differentiated approach to writing and writing techniques in the conditions of digitalization of education.

**Keywords**

written speech, writing, formation, digitalization, differential approach.

**Introduction.** Currently, foreign languages are taught in all types of educational institutions, from kindergarten to higher educational institutions. This once again proves the role of foreign languages in social life and professional activity of people. However, teaching foreign languages in each educational institution has different goals. This leads to a different approach in determining the content, forms and methods of teaching a foreign language in various educational institutions, including teaching a foreign language at language and non-language faculties. As you know, future teachers of the foreign language being studied are trained at foreign language faculties. Here the foreign language is studied in depth, including all its aspects. Consequently, this requires a separate approach or special



selection of language material, methods and forms of work, since future foreign language teachers need to develop oral and written speech competence, as well as the necessary professional skills and abilities characteristic of foreign language teachers, allowing them to teach students the foreign language. Professional methodological competencies of students of language faculties include the formation of professional skills, in particular, the ability to organize the educational process effectively and expediently in accordance with the educational purpose in a particular educational institution.

**Research problem.** Integration processes taking place on a global scale increase the role of foreign languages, especially English. Teaching English is conducted in all types of educational institutions, including higher education institutions, where specialists are trained for all branches of the national economy, therefore, the question requires the search for new effective teaching methods and ways of organizing the educational process in higher education institutions. Currently, the priority is the formation of professional competence of teachers in a foreign language. This is due to the need to integrate into the world community and achieve intercultural communication. In the conditions of digitalization of the educational space of the university, this problem is a priority study related to the updating of state educational standards of higher education both abroad and in Uzbekistan. A large share in the context of the formation of professional competencies belongs to the theoretical justification and practical effectiveness of the methodological system for the formation of writing skills of Uzbek students in the conditions of digitalization of the educational space of the university. Based on the above, **the purpose of the research** is: theoretical justification, development and experimental proof of the effectiveness of a methodological system for the formation, communicative-oriented skills of writing and written speech, professional competence of Uzbek students in the conditions of digitalization of the educational process at non-philological faculties of the university. **Research methods.** To achieve the goals of the study and solve the problems posed in it, theoretical research methods were used, in particular the analysis of linguistic, didactic and psychological-methodological literature, pedagogical observation, comparative analysis, experimentation, pedagogical monitoring, questionnaires, processing of the experimental results obtained.

**The theoretical significance** lies in the creation and scientific substantiation of theoretical and methodological foundations for the development of a methodology for teaching writing to Uzbek students in the conditions of digitalization of the educational space of the university. The revealed differential factors of writing and written speech as a result of comparative analysis of English and Uzbek languages



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will allow improving the theory and methodology of teaching communicative written speech to Uzbek students in the absence of a language environment.

**The practical significance** of the research is determined by the development of methodological tools, in general, and the system of tasks and exercises in particular, which can be used to form the writing skills of university students in the conditions of digitalization of education.

Teaching a foreign language to students of non-linguistic universities pursues a different goal. Here, a foreign language is studied in a professional aspect, as an auxiliary means, which students of non-linguistic faculties have the opportunity to obtain information related to their future specialty and profession from foreign sources, which helps them improve their future professional skills.

Obtaining information from foreign sources using a foreign language is the main goal of studying foreign languages for students of non-linguistic faculties. The next goal of learning foreign languages includes the formation of oral communication skills and abilities, which contributes to the implementation of oral communication with their foreign colleagues in the study and exchange of experience in professional activities.

These goals of teaching a foreign language at non-linguistic faculties require a different approach in the selection of language (educational) material, forms of organizing of the educational process, as well as methods of teaching a foreign language. It becomes expedient to form special groups of masters at language faculties, i.e. for those young professionals who, after graduating from a master's degree, worked in non-linguistic faculties, where teaching a foreign language differs from teaching students of the language faculties. Here, in teaching a foreign language, much attention should be paid to reading and understanding the text in order to obtain information from foreign sources and develop relevant skills and abilities among students of non-linguistic universities. In this context, reading as a type of speech activity is an important tool for obtaining information from foreign sources and studying best practices in their future professional activities.

Getting information on the professional activities of future specialists of non-linguistic faculties is carried out in two ways, i.e. through oral and written communication, reading and understanding texts from foreign sources. Therefore, special attention should be paid to the formation of reading and oral-written communication skills. Students read the texts and present the information received in writing. Such work will allow them to store this information in their long-term memory, which will allow them to use the acquisition of data in their professional activities. Here, as we can see, writing is the main tool for preserving information obtained through reading.



Students of non-linguistic faculties also need to be taught how to write annotations, brief information, professional writing, i.e. letters of a professional nature. It should be noted that writing as a type of speech activity has its own characteristic features. Here, it is necessary to distinguish writing and written speech, since each of these concepts has distinctive characteristic features. Writing mainly includes knowledge of calligraphy and spelling rules, and the differentiating factor of writing is the presentation of thoughts in writing using graphic signs.

The experience of working with students of non-linguistic universities (faculties) reveals the following shortcomings: ignorance of spelling rules, inability to formulate their thoughts and disclose the content of the text in the target (English) language. Students of non-linguistic universities have difficulty in revealing the topic and argumentation of their thoughts, as well as in correctly formatting a written text from a structural and logical point of view. The analysis of textbooks and curricula indicates that the teaching of writing does not meet modern requirements. In teaching writing and written speech, the main attention should be focused on improving written speech skills based on professionally directed teaching materials. As we know, writing is a means of learning as well as a means of communication. In written speech, the text is considered the product of written activity.

**Recommendations and Conclusions.** The conducted research allows us to conclude that it is necessary to specify the theoretical and methodological foundations for the formation of writing skills of Uzbek students in the educational process of non-linguistic faculties of the university using a differentiated approach to the technique of writing and written speech in the conditions of digitalization of education. Based on a comparative analysis of the means of expression in writing and written speech in English and Uzbek, semantic-syntactic and grammatical difficulties of writing and written speech have been identified and scientifically substantiated, which makes it possible to improve the theory and methodology of teaching communicative written speech to Uzbek students in the absence of a language environment. A model of systematic formation of writing skills of university students using a differentiated approach to writing techniques and written speech in the conditions of digitalization of education has been developed. Methodological conditions for the formation of writing skills of Uzbek students in the conditions of digitalization have been identified based on a differential approach to writing and written speech, as well as the organizing of independent work and assessment of students. Such as methodological tools have been developed for the formation of writing skills in students, taking into account psychological and linguistic factors in the conditions digitalization of the

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educational space of the university. Summarizing all the above said, it could be noted that the training of teachers in foreign languages, it becomes expedient to have different approach to training teachers for the faculties of foreign languages and for non-philological faculties, since these educational units have their own specific features in the purposes, content, forms and methods of teaching. At the language faculties, students study a foreign language on theoretical and practical point of views. The lesson is held in the form of lectures, seminars and practical classes. At the non-philological faculties, students study a foreign language in practical terms. Classes are organized in order to form practical skills of using a foreign language in their professional activities, which requires a special approach in the organization of the educational process. In this case, the foreign language should be used as an additional tool for improving professional skills of the non-philological faculty students. In teaching a foreign language, special attention should be paid to train students to search and get information from written sources relating to their future profession. This will increase the effectiveness of training modern personnel who know a foreign language and are able to communicate in their professional fields.

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