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## PEDAGOGICAL AND PSYCHOLOGICAL CHARACTERISTICS OF THE DEVELOPMENT OF WRITTEN SPEECH IN STUDENTS

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### ABOUT ARTICLE

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**Abstract:** The article is devoted to the pedagogical and psychological features of the development of written speech activity of students in foreign language teaching, and the inextricable connection between the types of written speech activity as a complex and conscious form with pedagogy and psychology is revealed.

### INTRODUCTION

Modernization of the higher education system in our republic in accordance with the requirements of the digital economy, wide introduction of modern pedagogical and information and communication technologies and innovative educational methods in the field, development of practical foreign language skills of students in non-auditory classes on the basis of international qualification requirements. The legal foundations and methodical and material-technical base have been created. In the Strategy of Actions for further development of the Republic of Uzbekistan[1] "higher educational institutions based on the further improvement of the continuous education system, the in-depth study of foreign languages, the introduction of international standards for the assessment of the quality of education and teaching improving the quality and efficiency of its activities" were identified as priority tasks. As a result, conditions are created for further development of students' knowledge and skills in practical foreign language classes outside the auditorium in higher education institutions.

### THE MAIN RESULTS AND FINDINGS

For many years, one idea has always prevailed in linguistics, according to this idea, written speech is considered not independent, but secondary, that is, a part of oral speech. F. De Saussure firmly stated: "Language and writing are two different sign systems, the sole purpose of the latter is to describe the former; the subject of linguistics is not a sound word or a combination of graphic words, but a single sound word". [2; p.31].

Looking at written speech as an independent type of speech activity Vygotsky L.S., Luria .A.R., Leontyev A.A. expressed in the works of advanced psychologists and psycholinguists. According to Vygotsky,

written speech is a completely unique function of speech, and it differs from oral speech in terms of its structure and function, as internal speech differs from external speech [3; p. 155]. a separate system of symbols, and its acquisition is considered as an important, fundamental turning point in the child's cultural development.

A.R. Luria in his work entitled "Writing and speech. Neurolinguistic researches" also mentioned that the beginning of the process of expressing thoughts in writing "as a complex, conscious form of speech activity is inextricably linked with psychology" [4; p. 12]. Author's according to his opinion, written speech "is a consciously learned type of speech activity and is acquired during the teaching process"

According to the theory of speech activity, the process of acquiring written speech takes place in the following stages: the 1st stage is the stage of planning (programming) the expression of an idea, the content and form of expressing an idea are planned at this stage; then it is the stage of making an external statement; stage 3 - in the control stage, it is checked whether the written statement of the opinion is in accordance with the plan.

Implementation of a written statement of opinion is carried out through the following mechanisms:

- The mechanism of perception recommends the establishment of perceptual connections at three levels: establishing the connection of mutual concepts, establishing the connection between the parts of the sentence (that is, on the one hand, to convey a logical idea, and on the other hand, to deliver information selection of language units) and the third is establishing a connection between a new and previously given idea.

The mechanism of progressing from the synthesis, due to this action, the communicator (communicator) chooses language tools to express his thoughts, and can foresee the ways of implementing the future plan, and this situation is not only at the level of a single sentence, but at the level of the entire written statement on paper.

Mechanism of memory. According to N.I. Jinkin, the peculiarity of the process of the first formation of written speech is that the communicator must keep the program intended for expression in his mind at the level of implementation.[5]

Thus, from the point of view of psychophysiology, the difference between written speech and oral speech is that when speaking, the inner and outer speech are expressed almost synchronously, and when writing, the outer speech lags behind the inner speech [6; p. 63]. because it is faster, communication has the opportunity to carefully select language units in writing. In addition, the person who writes (as opposed to the person who speaks) constantly has the opportunity to read back to the written text for the purpose of checking or correcting mistakes, and of course, there is no opportunity to use dictionaries and necessary information materials. Therefore, written speech differs from spoken speech in its logical and structural correctness.

However, it should also be noted that the person writing does not have the opportunity to use non-verbal means of communication. In addition, due to the nature of written speech, there is no direct communication between the interlocutors, and the addressee does not have access to the addressee's written opinion. It is not even possible to get the correct answer from the teacher. This characteristic of written speech makes it particularly relevant in teaching future foreign language teachers to write comments. The feedback received in this case is the same since it is not possible to rely on an immediate answer (orientation), the pedagogue must have the ability to predict with maximum accuracy how this or that form of comments will affect the future learning process of the student.

Finally, according to the nature of written speech, thinking that it is monologic gives a person a pleasant feeling [Vygotsky L.S., Rubenstein S.A., Shukin A.N. and others]. However, with the wide spread of M.M.

Bakhtin's opinion that the text is dialogical (written and oral) by nature, some researchers began to look at the written speech as a dialogue between the author and the reader or being [7; p. 66]. Y. M. Lotman in his work "Poetic Text Analysis" views the relationship between the poet and the future reader as a constant struggle, "the stronger the conflict, the more the reader wins from his defeat" N.B. Nuja considers situational conditionality as an important aspect of written speech, and emphasizes that when creating any text, even if it is an entry in a personal diary, the author's attention is likely to be from the future reader evaluation (feedback) is directed. (at the same time from his side) [6].

The teacher's written assessment (feedback) is dialogic in our view as a profession-oriented genre of written speech, because in the process of organizing a continuous conversation between the teacher and the student, the content of the feedback is determined, filled and corrected. In this process, the teacher, on the one hand, receives new information about the individual characteristics and abilities of the student, and on the other hand develops the student's knowledge, skills and abilities.

M. T. Iriskulov interprets the speech as follows: "Before, each part of the language was taught separately. We used to teach pronunciation, that is, phonetics. In this case, the studied words should correspond to the rules of pronunciation, and the level of usage was not taken into account. Today, in the teaching of foreign languages, the grammar-translation method is abandoned, and both pronunciation and grammar, word selection, speaking, listening and comprehension are conducted at the same time. Now the emphasis is on teaching to speak that language from day one. Those who studied earlier knew the rules of pronunciation and grammar well, but had difficulty in communication [8; p. 27]. In her research work, M. Gulyamova also revealed the problems of forming and developing communicative competence in students in English language teaching through the integration of types of speech activities. In addition, in the research work, it was noted that integrative communication is not only the interconnection of knowledge acquired from different disciplines, but also the integration of listening, speaking, reading and writing [9].

## CONCLUSION

Based on the conclusions obtained as a result of the study of scientific research, it can be said that written speech is a complex psychological function in a person, as well as an independent type of speech activity, and the development of this skill requires a systematic and targeted approach. In order to create a model for the development of "directed written speech" skills, we will look at various methods of determining the content and principles of teaching, as well as developing professional written speech in a foreign language. is based on the process of becoming.

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