

DIFFICULTIES IN TEACHING WRITING AND THEIR POSSIBLE SOLUTIONS

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ABSTRACT: *Due to the rapid changes in the economic, political and social spheres of modern society, the Uzbek education system also needs to be modernized. Today, Uzbekistan is rapidly entering the world community, and its participation in various integration processes sharply raises the problem of foreign language communication. Today, it is very important for everyone to know foreign languages. The world becoming increasingly globalized and bilingual is becoming the need of the hour. Since we have set ourselves the goal of building a competitive country, from now, our graduates of schools, lyceums, colleges and universities must have a perfect knowledge of at least 2 foreign languages. As it is known, there are four basic skills that every learner should acquire. They are listening, reading, writing and speaking. In this article the most crucial skill, speaking, and its challenges in the classroom are going to be discussed. The article discusses the main difficulties that secondary school students face in the process of teaching English in English lessons, possible ways to solve them, including problem situations as the most effective way that corresponds to the age-related psychological and pedagogical characteristics of middle-level students.*

Key words: *foreign language, speaking, problem situations, difficulties, learning process.*

АННОТАЦИЯ: *В связи с быстрыми изменениями в экономической, политической и социальной сферах современного общества система образования Узбекистана также нуждается в модернизации. Сегодня Узбекистан стремительно входит в мировое сообщество, а его участие в различных интеграционных процессах остро ставит проблему иноязычного общения. Сегодня всем очень важно знать иностранные языки. Мир становится все более глобализированным, и двуязычие становится необходимостью. Поскольку мы поставили перед собой цель построить конкурентоспособную страну, то отныне наши выпускники школ, лицеев, колледжей и вузов должны в совершенстве владеть не менее чем двумя иностранными языками. Как известно, есть четыре основных навыка, которыми должен овладеть каждый учащийся. Они слушают, читают, пишут и говорят. В этой статье мы обсудим самый важный навык, говорение, и связанные с ним проблемы в классе. В статье рассматриваются основные трудности, с которыми сталкиваются учащиеся средней школы в процессе обучения английскому языку на уроках английского языка, возможные пути их решения, в том числе проблемные ситуации как наиболее эффективный способ, соответствующий возрастным психолого-педагогическим особенностям среднего звена. ученики.*

Ключевые слова: *иностраннный язык, говорение, проблемные ситуации, трудности, процесс обучения.*

INTEGRATION OF PRAGMALINGUISTICS, FUNCTIONAL TRANSLATION STUDIES AND LANGUAGE TEACHING PROCESSES

The study of a foreign language reveals the mastery of the types of speech activity, which include speaking, listening, reading and writing. It should be noted that the most demanded and detected is precisely speaking, since it necessarily requires constant contact, there is an exchange of information and the achievement of mutual understanding between communication. That is why teaching speaking as an independent type of speech activity is one of the main areas of teaching foreign languages. Scientists (I.A. Zimnyaya, E.N. Solovova, Penny Ur), who dealt with this issue, managed to identify a number of main difficulties that accompany the process of mastering oral speech in middle school students.

E. N. Solovova identifies the following problems that students face when speaking in a foreign language:

- Pupils are embarrassed to speak, because they are afraid to make a mistake and subject themselves to criticism.
- Lack of information on the problem under discussion, lack of language and speech means.
- Pupils do not understand the speech task.
- While one student is speaking, the rest are silent, which means they can be excluded from educational communication.
- The transition to the use of the native language in pair and group forms of work in the lesson [1, p. 166].

Referring to the works of foreign authors, we present a number of difficulties in the process of teaching speaking, which are highlighted in his book "A Course in Language Teaching: Practice and Theory" by the British methodologist Penny Ur:

1. Feeling of discomfort.

Students experience discomfort when trying to express themselves in a foreign language, as they are afraid of making a mistake and being criticized by classmates or the teacher.

2. "Nothing to say".

Even if students feel confident, there are often situations when they do not feel the desire to speak out, to express their attitude to the problem posed.

3. Unequal opportunities for students in the process of communication.

Active learners with a higher level of language proficiency speak most of the time, while other learners speak very little or not at all.

4. Use of native language.

Students quite often switch to the use of their native language, since a foreign language sounds unnatural in communication with classmates [2, p. 121].

The listed difficulties faced by middle-level students in the classroom are the reason for the rather low level of formation of communicative competence. Oral speech, therefore, is one of the most difficult skills that students have difficulty mastering in the artificially created conditions of the Uzbek school.

To solve the above problems, Penny Ur defines the following ways:

1. Use of group work.
2. Use of plain language during discussions.
3. Careful choice of topics for discussion and competent wording of tasks.
4. Using instructions that define the rules for participating in a conversation.
5. Avoiding the use of one's native language in discussion.

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In order to overcome these difficulties in teaching speaking, the methodologist E. N. Solovova also offers a number of possible ways.

1. Creating an atmosphere of goodwill and trust in order to minimize the fear of making mistakes and excessive criticism.
2. The use of various sources of motivation in the work (target motivation, motivation for success, regional studies, aesthetic, instrumental).
3. Creation of a sufficient level of supports of the content, language and speech plan in the case when the student has nothing to say or he lacks language or speech means.

According to N. I. Gez, it is impossible to implement all existing situations of real communication in the educational process, therefore, in order to develop students' speech skills, it is necessary to model special educational speech situations. The most important feature of secondary school students, according to V. A. Krutetsky, is “the formation of active, independent, creative thinking”

[p. 108], therefore, he recommends that in the process of teaching speaking, put the student in front of the need to compare, analyze, draw conclusions and generalizations. The author believes that the teacher needs to organize his classes in such a way that the student faces problems of varying complexity, prompting him to actively work his thoughts and independently search for a solution.

As noted above, the main problem in teaching a foreign language at the middle level is a decrease in the level of students' motivation. Analyzing the age-related psychological and pedagogical characteristics of adolescents and the characteristics of their communicative development, we conclude that:

- the creation of situations of real communication in foreign language lessons will contribute to the involvement of middle-level students in the speaking process, as it contributes to the implementation of the leading activities of adolescents;
- the created speech situations should give students the opportunity to show activity, mental and creative independence.

The satisfaction of these conditions corresponds to the creation of problem situations in the lessons of teaching foreign language speaking, since, causing a state of mental stress in students, they cause interest, an emotional response, and hence a desire to participate in the communication process. Thus, as a result of the study of the difficulties faced by adolescents in the process of learning to speak, it was determined that problem situations can be an effective way to overcome these difficulties, as they correspond to the age-related psychological and pedagogical characteristics of secondary school students.

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