



## THE ROLE OF LANGUAGE LEARNING KNOWLEDGE IN THE FORMATION OF WRITTEN SPEECH

**Masharipova Nodira Raxmonovna**

2<sup>nd</sup> year masters

Tashkent State University of Uzbek Language and Literature named after Alisher Navoi

[masharipovan30@gmail.com](mailto:masharipovan30@gmail.com)

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<b>Received:</b> 10 <sup>th</sup> March 2023 <b>Accepted:</b> 10 <sup>th</sup> April 2023 <b>Published:</b> 20 <sup>th</sup> May 2023	The article presents some recommendations regarding the current issues facing mother tongue education and their solutions. Recommendations are given regarding the need to master language knowledge in the correct formation of written speech, problems in written speech and their solutions.
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In the years of independence, the large-scale reforms in the field of education, the decisions of the government on updating and improving the content of education, connecting education with life, increasing the effectiveness of teaching, and rapidly developing society. The future teacher should not forget that grammatical knowledge and rules and great attention to details are a thing of the past in mother tongue education; The goal of mother tongue education is not perfect memorization of grammatical knowledge, but the correct, concise and fluent expression of independent thought. This is what the teacher should focus on. In psychological studies carried out in the 20th century, it was proven that the ability of teenagers to think logically based on words and imagination is activated from the age of 11-12, 15-16 [1; 30]. On the other side of the coin, there is the question of how a child can express his thoughts fluently without acquiring grammatical knowledge. We want to say that we do not mean to completely abandon grammatical knowledge, but to renew the ways of imparting language knowledge, to teach using different methods. I. Y. Lerner's research on knowledge acquisition also provides important information. He claims that the facts that allow for external expression and emotional reception change in the process of perception, understanding and remembering. Next, if there is no memorization, no level of assimilation will occur. The more intensive and comprehensive the student's activity with the content to be remembered, the better and stronger the retention. In our opinion, if the student learns to quickly correct his mistakes by quickly using the rules of spelling and punctuation, the use of grammatical tools, these rules will be fixed in his long-term memory through such practical activity [7; 30]. Our great sage Farobi noted the following about the extraordinary importance of the science of grammar and logic: "Just

as grammar corrects people's speech - perhaps that's why it was created - the science of logic corrects thinking where errors can arise. straightens the mind to lead astray. The relationship of grammar to language and language expressions is like the relationship of logic to reason and mental concepts. Grammar is always a measure of language when errors can occur in language expressions, and logic is a measure of intelligence when errors can always occur in mental concepts" [2; 37]. It is also known from these points that since grammar is a measure of the language, some perfection is necessary in learning it, that is, not only learning the theory, but also being able to apply the theory in practice; this means that it is necessary to balance the scales.

It should be noted that mastering the native language to a certain extent does not depend on memorizing theoretical rules, but on our understanding of the rules being learned, the ability to use the acquired knowledge in oral and written speech, and our vocabulary, their meaning. depending on our knowledge of the content. Rather than memorizing the rules of linguistics, a school student feels a greater need to know the norms of the language, to be able to express his opinion, to make independent observations, and to create written texts. That is why in mother tongue classes, rather than theoretical interpretations and definitions, it is necessary to focus on language standards, speech, and increasing vocabulary. Our mastery of the language is determined not by theoretical definitions and descriptions, but by our knowledge of vocabulary and its content, and our ability to use them correctly in speech and writing.

Since written speech is a way of conveying an idea or message using punctuation marks and correct expression, it was initially determined that students make the most mistakes in written speech:



- A lot of use of dialect elements: both verbally and adverbially;

- Errors in the correct use of punctuation marks, especially the inability to use commas and question marks, which is a pity;

- Vocabulary is relatively low: repetition of one word over and over again;

- One of the forms of agreement is the use of accusative agreement - instead of indicative agreement;

- using the letters X and H incorrectly;

- Difficulties in writing foreign words: not paying attention to pronunciation and writing;

- Violation of thought order.

Well, the question is how to find a solution to these problems. So, for this, knowledge of the language is necessary and ways of teaching them should be carefully developed. It is necessary to effectively organize the lessons so that they can use the learned knowledge in the formation of written speech. By repeatedly analyzing any mistakes, it is necessary to achieve that the student does not repeat this mistake again. If the identified deficiencies are analyzed in each lesson and students are confirmed with certain assignments, the deficiencies will be gradually corrected.

The following approaches can be used to eliminate students' mistakes in the frequent use of dialectal elements:

Task: In recent years, Uzbekistan has been developing in all areas.

It doesn't matter if it's thick, it's important to be a person. I am a teacher.

Similar sentences are given to the students and they are given the task of finding and correcting the mistakes. As a result, the student who sees his mistake, as soon as he corrects it, will not make such a mistake again.

Task: Write words such as aru, oka, qatta, devotti, aytvossan... correctly, explain the differences.

Since this task is related to the sound system and suffixes, each word is analyzed and students are analyzed in the form of sound - suffix - word from simple to complex. Knowledge and concepts related to the language are taught in each tiopshirik analysis.

It is necessary to work on synonyms, antonyms, paronyms, homonyms, and phraseological dictionaries in the course of each lesson to increase vocabulary. In order to avoid mistakes in the letters x and h, if the student writes down a list of words based on the spelling dictionary, five of them in his notebook, and makes a sentence about it, it will be remembered

by the student. increases and almost does not hesitate in written speech.

When a student picks up a pen and is given the task of creating a text related to written speech or creating sentences, he thinks about where to start and how to write. To avoid writing difficulties, how to start sentences or create a beautiful speech, we recommend the following:

- Rhetorical questions: an idea is a form of speech that comes in the form of a question. A rhetorical question may have an obvious answer, but the questioner is asking her to focus. Rhetorical questions can be an effective way for students to initiate a speech. This way of opening your writing can also engage the audience and encourage them to pay attention to the speech.

- Statistics: the use of statistical data and facts shows that the written text is reliable and has a high level of knowledge.

- Creating an imaginary scene: in this, the student can imagine the scenario in his mind in the minds of others. This ensures that the opinion expressed in the text is different from others.

How to write a good speech? It is necessary to pay attention to the following. Structure: When writing a speech, you should pay attention to the structure. Speeches usually consist of three parts. One effective technique is to use attention-grabbing and engaging words at the beginning of a sentence, followed by broad ideas and a powerful conclusion.

In conclusion, it is necessary to pay attention to the following when imparting language knowledge to students:

- Pay enough attention to regularity in repetition and strengthening;

- Avoiding conducting the lesson in the same order, for example, starting with a new topic at the end of a lesson, asking for homework at the end, or repeating, that is, reinforcing what has been learned, using variety, such as moving to a new topic;

- Controlling which grammatical concepts the students understand and which ones they don't;

- Sufficient and complete analysis and correction of mistakes made by students in assignments;

- Focusing such analyzes on the development of speech, not on grammar;

- Directing the acquired knowledge to be able to apply it in written and oral speech.

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