CLASSIFICATION OF TASKS USED IN DEVELOPING WRITTEN SPEECH

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https://doi.org/10.5281/zenodo.20457913

Abstract: This article discusses the system of tasks used in developing written speech, their classification, methodological foundations, and the skills they help form in students. The scientific views of linguist-methodologists in this field are analyzed, and the criteria for classifying written speech tasks are substantiated. In addition, the educational and developmental significance of these tasks is revealed.

Keywords: written speech, task, classification, methodology, skill, competence, language teaching.

Written speech is an important type of speech activity that develops students’ ability to express ideas logically, grammatically correctly, and stylistically accurately. In the modern educational system, special attention is paid to the development of written speech because it enhances not only language acquisition but also independent thinking, analytical skills, and creative approaches.

One of the effective methods of developing written speech is creating a system of purpose-oriented tasks and classifying them correctly from a didactic perspective. This article analyzes this issue from a scientific and methodological viewpoint.

In the modern educational system, developing students’ communicative competence is considered one of the important tasks. Within this competence, written speech occupies a special place because it serves not only as a means of expressing thoughts but also as a product of the thinking process itself. Through written speech, students systematize their knowledge, demonstrate logical thinking, and acquire socio-cultural experience. Therefore, the issue of developing written speech is regarded as one of the urgent problems in pedagogy and language teaching methodology.

Scientific studies show that: “Humans have been speaking for over 1,000,000 years. Because of this long dependence on speech, the human brain now contains specialized areas for processing language and speech (particularly Broca’s and Wernicke’s areas, as well as small regions around the Sylvian fissure). Children learn to speak naturally because their brains are adapted for developing this ability.

Writing and reading, however, are different. Writing (like reading) is relatively new for humanity. Although Sumerian is generally considered the first written language, it appeared only about 7,000 years ago.

There is no special center in the brain for writing. Our DNA contains no genes for writing or reading. Perhaps such genes may develop after another 100,000 years, but currently they do not exist. Since there is no specialized brain area, learning to read and write occurs by borrowing space from other brain regions because these processes are taught and learned.” (Haven, 2015, pp. 4–5)

This indicates that human oral speech developed as a product of biological evolution and served as humanity’s main communicative tool for millions of years. Consequently, specialized neurophysiological systems responsible for processing speech have formed in the human brain. In particular, there are brain regions associated with speech production and comprehension that become active almost automatically during natural human development. As a result, children

acquire oral speech without special preparation, meaning that the ability to speak is innate and biologically grounded.

Written speech, however, is a relatively new phenomenon in human history. Writing systems appeared only within the last several thousand years, which is insufficient for biological evolution to develop specialized genetic mechanisms for writing and reading. Therefore, there are no independent neural centers or genetic mechanisms specifically adapted for writing or reading in the human brain. Written speech skills are formed through socio-cultural experience and can only be acquired through purposeful educational processes. This demonstrates that written speech is an artificial and learned skill.

From a neuropsychological perspective, the processes of writing and reading are carried out through the integration of other functional brain systems related to vision, memory, attention, and oral speech (Fernandez & Helen, 2011). In other words, written speech is not a “ready-made” system but rather the result of reorganizing existing cognitive resources. Therefore, this process requires more complex, multi-stage, and conscious activity. While learning to write, students must simultaneously manage several components, including graphic symbols, phonetic correspondence, grammatical structures, and semantic coherence.

These differences require a special methodological approach in education. While the development of oral speech mainly focuses on creating a natural communicative environment, the formation of written speech requires systematic, step-by-step, and purpose-oriented exercises. Teaching written speech demands not only linguistic knowledge but also higher-order cognitive skills such as logical thinking, planning, analysis, and self-monitoring.

The problem of developing written speech has become one of the most relevant areas in linguistics and pedagogy and has been widely studied by both foreign and local methodologists. Research conducted in this field demonstrates that the process of developing written speech is complex, multi-stage, and requires a systematic approach.

Among foreign scholars, J. Harmer paid special attention to the issue of developing written speech and emphasized the decisive importance of practice and systematic activity in teaching writing. According to him, written speech is formed not only through grammatical knowledge but also through regular practice, planning ideas, and editing (Harmer, 2006).

Similarly, J. Richards and W. Renandya justified the necessity of teaching written speech through a communicative approach and emphasized that tasks should be brought closer to real-life situations. They considered written speech a central component of language learning and proposed developing it in integration with other speech activities (Richards & Renandya, 2002).

The classification of tasks used in developing written speech plays an important role in increasing their methodological effectiveness. These tasks are primarily grouped according to their purpose and the type of learning activity. Both classifications are closely interconnected and serve to develop students’ written speech competence step by step.

According to their purpose, tasks are divided into informative, skill-forming, and creative tasks. Informative tasks are aimed at teaching students language units, grammatical structures, and spelling rules, and they play an important role in the initial stage of written speech development. Through such tasks, students acquire basic knowledge such as identifying words, sentences, and grammatical forms and using them correctly. Examples include identifying certain parts of speech in a text, filling gaps with appropriate grammatical forms, or constructing sentences using given words.

Skill-forming tasks help students apply theoretical knowledge in practice. At this stage, learners begin to use studied language materials independently and develop the ability to connect sentences logically and express ideas coherently. Such tasks include changing sentences from one tense to another, shortening or expanding texts, and creating a logical text from disordered sentences. These tasks develop students’ abilities to organize written speech, ensure grammatical consistency, and connect speech units effectively.

Creative tasks represent the highest stage of written speech development and aim to develop students’ independent thinking, imagination, and speech freedom. These tasks are open-ended and require learners to create an independent text based on a given topic. Examples include writing essays, composing stories based on pictures, or expressing opinions about real-life situations. As a result, students develop logical coherence, speech culture, and creativity skills.

Written speech tasks can also be classified according to the type of activity into reproductive, reconstructive, and productive tasks. Reproductive tasks are based on repeating ready-made models and are mainly used at the elementary stage. Such tasks help develop writing techniques, spelling literacy, and grammatical accuracy. Examples include copying texts, filling gaps, or rewriting given sentences without changes.

Reconstructive tasks require students to process existing material. In this process, learners modify, reconstruct, or transform sentences and texts into new forms. Examples include changing sentences into another tense, transforming dialogues into monologues, or summarizing texts. These tasks develop analytical, adaptive, and reconstructive skills.

Productive tasks, in contrast, are based on students’ completely independent creation of written speech. This type of task represents the highest stage of written speech development. Students independently compose texts on given topics and express their ideas freely and coherently. Examples include writing essays or giving written responses to problematic questions. Such tasks develop independent thinking, speech planning, and stylistic choice.

Thus, classifying written speech tasks according to purpose and type of activity enables their effective application in the educational process. Organizing tasks systematically from simple to complex based on this classification contributes to the consistent development of students’ written speech competence.

In conclusion, developing written speech is one of the most important tasks of the modern educational system because it develops not only students’ linguistic knowledge but also their logical thinking, independent reasoning, and creative thinking skills. This article analyzed the system of tasks used in developing written speech, their classification, and methodological foundations from a scientific perspective. Overall, scientifically classifying written speech tasks and applying them systematically increase educational effectiveness, form stable written speech competence in students, and contribute to the development of their socio-communicative activity.

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