

**ANALYSIS AND METHODOLOGY OF LITERATURE ON THE
DEVELOPMENT OF WRITTEN SPEECH SKILLS IN TEACHING ENGLISH IN
VOCATIONAL EDUCATIONAL INSTITUTIONS**

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Annotation: The development of foreign language writing skills in students of vocational educational institutions is cited as one of the important priorities of vocational training based on the requirements of the international labor market. This article analyzes the processes of studying the influence of the use of various methods on students' academic writing skills. In the practical process, two groups of pretest-posttest quasi-experimental design were used, and the results were highlighted based on the analysis of scientific literature. Local and foreign literature on the development of written speech and the methodological foundations of the development of written speech were studied.

Keywords: written speech, quasi-professional, edu-time, experiment, time management, intellectual technology, experimental group, methodology, skill, competence.

A foreign language develops in the combination of reading, listening, writing, and speaking skills, which includes the main elements of speech expression. Among these skills, written speech is distinguished by lexical, morphological, syntactic, and scientific features. In particular, the development of foreign language writing skills in students in the field of vocational education is of great importance in solving formal issues directly related to the work process.

Written speech is, first of all, the process of students expressing their thoughts grammatically, logically, and stylistically correctly, conveying them briefly to the participants in the conversation. In teaching English, writing is inextricably linked with other skills - listening, reading, and speaking. The formation of written speech skills in vocational schools serves the following practical purposes:

➤ working with written documents at the workplace (report, technical note, official correspondence);

- mastering professional vocabulary;
- participation in international electronic communication (writing e-mail, filling out a CV);
- development of independent thinking
- increasing competitiveness in the international labor market [1]

There are a number of methods and means of developing written speech, which are interpreted differently by researchers and educators, and scientific research is conducted on them. Below we will familiarize ourselves with some of them.

Inquiry-based writing is a form of acquiring knowledge and skills by requesting information. This is a discovery method of learning that begins by posing questions, problems, or situations rather than presenting facts directly to students. It includes observing students; posing questions; studying sources; collecting, analyzing, interpreting and summarizing data; proposing answers; explaining and predicting; conveying findings through discussion and reflection; applying findings to real situations and observing new questions that may arise in the process. In the process of research-based learning, students identify and study problems with the help of the teacher to develop their knowledge, and the teacher facilitates the learning process.

Writing-based learning is a language learning method within the framework of Communicative Language Learning (CLT) that implements learning through exploration and research. Li (2014) argues that research-based learning is an advanced version of communicative language learning (CLT), which is an extension of task-based learning. This is similar to a communicative approach that emphasizes the discovery method using well-thought-out questions to achieve learner cognitive development. The principles of written education based on questionnaires are compatible with CLT, since the communicative approach is aimed not at simply mastering the structure of the development of students' communicative competence, but at communicative skills.[2]

The study conducted by Ainur Kaliaskarova shows that vocational education students have a positive attitude towards learning English. Especially in the context of the era 4.0, it is emphasized that English language competencies are necessary to adapt to the requirements of technologies, international communications, and the labor market. [3]

A.Ayiz and A.Hidayatullah analyzed the special needs of the English language for students of vocational schools in engineering fields. In their opinion, in technical specialties, English has a communicative need and is necessary for understanding technical documentation in the process of work, communication, and execution of instructions.[4]

It has been shown that the effectiveness of learning English can be increased with the help of the application of digital technologies. For example, through methods such as interactive

platforms, online resources, and quick feedback, students' language skills, including written and oral speech, are improved.

J. Bob's research work was carried out in the field of accounting, and since the terminology and documents used in financial statements are required to be in English, it has been determined that there is a need for good knowledge of English in this area.. [5]

In the scientific works of Uzbek researchers and philologists on teaching English in vocational schools, several aspects of this process are highlighted, including:

- through the development of written speech, employment opportunities increase.;
- global resources, technical documentation, manuals, and technological resources will be available in foreign languages, namely English;
- opportunities for personal development and international cooperation of students, competitiveness in the labor market are expanding.[6]

In English language courses for special or professional purposes, vocabulary - technical and professional words contained in it - is very important. If students do not have this vocabulary, there will be decisive barriers to understanding academic and professional texts.

The development of written speech skills in students is carried out in cooperation between the teacher and the student, in which some of the following problems are encountered, which are investigated and substantiated in the works of M. Khasanova and D. Rakhimova:

- the first factor hindering the development of written speech is the limited grammar and vocabulary of students.;
- uncertainty of criteria and unjustified criteria for evaluating written assignments in the educational process;
- insufficient skills of teachers in using modern methods for the development of written speech;
- low student motivation for language learning.[7]

Therefore, teachers should organize written assignments step by step, based on real-life topics, and use methods of editing and peer feedback.

Examples of some effective methods and tasks for the development of written speech (Table 1):

Table-1.

Interactive teaching methods for the development of written speech

Goal	Exercise	Type Sample
Strengthening professional vocabulary	“Word-building chart”	fill, filing, filed, file
Learning written communication	“Email simulation”	Write to a client requesting materials
Critical thinking	“Compare and contrast”	Compare two types of machines
Reflection	“My learning journal”	Write about what you learned this week

Teachers can also use the "Write-Pair-Share" method: the student writes → exchanges in pairs → is discussed in general.

The study we conducted attempted to study the impact of survey-based written education on students' academic writing skills and showed the following main results. First, the study shows that the use of questionnaire-based writing instruction in academic writing lessons developed students' academic writing skills, as this method provides students with active roles to discover their own written topics, learn the necessary information, and create clear texts based on relevant feedback. Another important result shows that in teaching writing, students saw themselves as academic writers with a real audience outside the classroom, learned the processes of asking and answering questions, and linked their learning to everyday concerns.

The research results show that when the students of the experimental group used learning based on writing in their academic writing classes, they created effective academic essays that ensure adequate task completion, consistency and coherence, lexical resources, grammatical range, and accuracy. In other words, students used good diction, sentence structure, and mechanics, and were able to develop good thematic sentences, thesis statements, and supporting ideas when writing essays. However, the students of the control group were less effective in developing effective essays that ensure task completion, consistency and coherence, lexical resources, grammatical range, and accuracy. In addition, the students' essays were insufficient in terms of diction, sentence structure, and mechanics. In addition, the topic statements, thesis statements, and supporting ideas included in the post-intervention essays were vague and disconnected.

The improvement in writing in the experimental group was due to a survey-based writing learning intervention aimed at developing students' thinking by generating ideas for pre-writing

tasks; exploring writing topics; learning information on their writing topics from various sources; explaining discoveries or concepts gained as a result of learning, and transforming their understanding into a real-world situation. Thus, when students came through this specific writing process in manipulating such tasks, their academic writing skills were developed, as this process helped them develop the ability to analyze, summarize, and evaluate various kinds of evidence. The use of research-based writing instruction in the academic writing lesson developed students' academic writing skills, as this method allowed them to discover writing topics, generate ideas, collect and evaluate data, write drafts with evidence, and discuss them with colleagues and the field of science.

Consequently, teachers should use research-based writing education in their academic writing lessons to develop students' academic writing skills. Similarly, developers of academic writing training materials should consider the research-based principles of teaching writing when developing academic writing training materials to enhance students' academic writing skills. In addition, students should use research-based written learning to create effective scientific texts and lifelong learning.

Future research on the use of research-based learning on other English language skills should also be conducted to expand the use of research-based learning.

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