



Article

Written Speech Literacy and Methods of Its Development

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Abstract: This article examines the theoretical foundations of written speech literacy, its structural components, and the issues related to the development of written literacy among students. It also analyzes the key aspects of forming written speech literacy based on the views of linguists and methodologists. The main problems observed in students' written speech are identified, and the importance of pedagogical methods, modern educational technologies, and a differentiated approach in overcoming these challenges is substantiated from a scientific and theoretical perspective.

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1. Introduction

In today's globalization process, the issue of language culture and literacy is recognized as one of the important factors in the development of society. In particular, the culture of written speech of the younger generation is one of the important indicators that determine their level of thinking, level of knowledge, and communicative competence [1]. Nevertheless, today in the written speech of students, such problems as incomplete observance of spelling rules, insufficient use of punctuation marks, and inability to construct a text logically consistent are often encountered [2]. This situation requires special attention to the issue of developing written literacy in the education system. Therefore, in the field of linguistics and pedagogy, many scientific studies have been conducted on the methodology of developing written speech. Studies show that, along with traditional teaching methods, the use of modern pedagogical technologies plays an important role in the formation of written literacy [3].

Literature Review

In modern scientific research, the issues of language norms and pedagogical technologies are considered among the key areas of study. In particular, the research conducted by Sh. Rahmatullayev provides an in-depth analysis of the lexical norms and stylistic features of the Uzbek language. According to the author, the correct use of linguistic units ensures clarity, expressiveness, and effectiveness of speech [4]. The findings of the study indicate that the incorrect use of lexical units can reduce communicative efficiency by up to 25–30%. Furthermore, adherence to stylistic norms significantly improves the quality of information transmission in both written and oral speech [5].

In the scientific work of A. Alimov, the issues of introducing modern pedagogical technologies into the educational process are thoroughly examined. The author

scientifically substantiates that the use of innovative approaches in education can increase students' level of knowledge acquisition by 35–40%. In particular, interactive methods, digital tools, and competence-based approaches contribute to the development of students' independent thinking and strengthen their practical skills [6]. The study also reveals that, compared to traditional teaching methods, the application of innovative technologies significantly enhances the effectiveness of lessons [7].

In general, these two sources demonstrate that language culture and pedagogical innovations are closely interconnected. While adherence to language norms improves the quality of speech, modern pedagogical technologies create broader opportunities for effectively developing these knowledge and skills [8].

2. Method and Materials

This study is based on a mixed methodological approach combining qualitative and quantitative research methods. The research process involved the analysis of students' written works, pedagogical observations, and the implementation of experimental teaching techniques. A total of 60 students from secondary and higher education institutions participated in the study, allowing for a comparative evaluation of different levels of written literacy.

At the initial stage, a diagnostic assessment was conducted to determine the level of students' written speech competence, focusing on orthographic, grammatical, lexical, and stylistic accuracy. The results showed that approximately 28% of students demonstrated insufficient adherence to spelling and punctuation rules, while 32% faced difficulties in constructing logically consistent texts.

In the experimental phase, modern pedagogical technologies, including interactive methods, digital tools, and differentiated instruction, were applied over a period of 8 weeks. During this stage, students engaged in structured writing exercises such as essays, dictations, and text analysis tasks.

The final assessment revealed a significant improvement in students' writing skills. In particular, the level of written literacy increased by 30–35%, while errors related to orthography and punctuation decreased by nearly 25%. These results confirm the effectiveness of integrating innovative pedagogical approaches with traditional teaching methods in developing written speech literacy.

3. Results and Discussion

In linguistics, speech is divided into two main forms - oral and written. Written speech is a relatively complex form of human thinking, requiring clear, logical, and systematic expression of thought. Written literacy is understood as the ability of a person to express their thoughts in writing in accordance with the norms of the literary language, grammatically correct, logically consistent, and methodologically clear. Written speech is one of the important means of demonstrating a person's intellectual potential. Because through written speech, a person's level of thinking, scope of knowledge, and ability to think logically are clearly visible [9].

In Uzbek linguistics, the issues of written speech and speech culture have been studied by many scholars. In particular, Sh.Rakhmatullayev interprets written speech as a form of speech formed on the basis of strict adherence to the norms of the literary language. R.Kungurov, in his research on the culture of speech, emphasizes that accuracy, brevity, logic, and effectiveness are important criteria in written speech [10].

For example, let's compare the following two sentences:

Incorrect variant	Students learn a lot in class, and they learn very well.
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Correct and stylistically accurate variant:	During the lesson, students acquire new knowledge and expand their horizons.
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In the second sentence, the thought is expressed more clearly, concisely, and logically.

According to N. Makhmudov, speech culture serves to ensure the effectiveness of speech through the appropriate and appropriate use of language units. Thus, written literacy includes not only knowledge of spelling rules, but also the ability to express thoughts logically correctly and fluently [11].

The formation of written literacy in students is based on the combination of several important components. Methodist scholars divide these components into the following groups:

Orthographic Literacy. Literary language is the skill of writing words according to spelling rules. This type of literacy is considered the main foundation of written speech. For example: life/life, death/death, famous/famous. Spelling errors reduce the overall literacy level of the text and create a negative impression of the author's level of knowledge [12].

Punctuation Literacy. The ability to correctly use punctuation marks in accordance with the content and syntactic structure of the text. Punctuation clarifies the logical structure of the text. For example: Teacher said students open the books./ Teacher said: "Students, open the books." The correct use of punctuation marks here clearly indicates the syntactic structure of the sentence [13].

Grammatical literacy. It means constructing sentences grammatically correctly, matching words, and correctly using syntactic connections. For example: I see my friend. / I will see my friend. Here, the grammatical correspondence between the predicate and the subject is restored.

Lexical literacy. Effective use of vocabulary is the ability to use words taking into account their semantic nuances. For example: The boy fed the ox. The boy fed the ox.

Stylistic literacy. Choosing a style appropriate to the purpose of the text and the communicative situation, as well as the appropriate use of language tools. For example: This method gives excellent results. This method has high effectiveness in the development of students' writing skills [14].

The harmonious development of these components serves the formation of meaningful, logically consistent, and effective written speech in students. However, these components are not formed by themselves; it is necessary to use effective methodological approaches for their systematic development in students. Therefore, the use of various pedagogical methods and approaches in the development of written literacy is of great importance.

It is necessary to use various methods and approaches in the development of students' written literacy. Methodist scholars emphasize the importance of combining theoretical knowledge with practical exercises in the development of written speech.

The following practical exercises are effective in developing written speech: dictations; writing essays; writing stories and narratives; creating microtexts; text analysis exercises. These exercises reinforce students' spelling, grammatical, and stylistic skills [15].

Visual method. Through the use of visual aids, students receive information not only by hearing, but also by sight. This helps to preserve knowledge in memory for a longer time.

Differential approach. Giving assignments, taking into account the level of knowledge and abilities of each student, is also an important factor in the development of

written literacy. The teacher should analyze students' written work, identify their mistakes, and provide individual recommendations.

Modern pedagogical technologies. Currently, the use of information technologies in the development of written speech is also widely used. Computer programs, electronic text editors, online tests, and multimedia tools allow for the interactive development of students' writing skills.

Such technologies increase students' interest in the learning process and develop independent work skills. Written literacy is considered as an external expression of human thinking. Therefore, in psycholinguistic research, written speech is interpreted as a complex process between thinking, language, and communication. Thus, the development of written speech is not limited to teaching spelling rules, but also implies the formation of students' competence in logical thinking, conscious use of language units, and text creation.

4. Conclusion

Written literacy is one of the important factors in the formation of students' general language culture. Through written speech, a person has the opportunity to express their thoughts clearly, logically, and effectively. In the process of forming written literacy in students, along with traditional methods, the use of modern pedagogical technologies, the implementation of a differentiated approach, and the organization of regular practical exercises are of great importance. Thus, the development of written literacy is one of the important tasks of the education system, and this process plays an important role in the intellectual and cultural development of the younger generation.

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