

FORMATION OF WRITTEN SPEECH LITERACY OF STUDENTS IN THE STUDY OF RUSSIAN AS A FOREIGN LANGUAGE IN SECONDARY SCHOOL**Boltayev Karomat Chori ugli**4th-year student of the
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Abstract: This article examines the methodological and psycholinguistic features of developing students' written speech literacy in the process of studying Russian as a foreign language (RFL) in secondary schools. The author analyzes the typical difficulties encountered by students when producing written texts in a non-native language, including spelling, punctuation, and interference-related errors. Based on personal pedagogical experience and the analysis of modern approaches, a set of communicative-oriented exercises and a step-by-step model for the development of productive writing are proposed, contributing to the improvement of school students' overall language literacy.

Keywords: Russian as a foreign language, written speech, language literacy, interlanguage interference, communicative method, productive writing, linguistic competence.

In the context of the modern modernization of school education, teaching Russian as a foreign language (RFL) is acquiring a distinctly communicative and activity-oriented character. Written speech is one of the four fundamental types of speech activity and serves not only as a learning objective but also as a powerful means of consolidating language material. The development of written speech literacy in national schools is a multifaceted process, the success of which largely determines the level of overall cultural and professional competence of future graduates. Nevertheless, teaching practice demonstrates that productive writing remains one of the most difficult aspects for students to master.

In my personal opinion and based on the results of pedagogical observations conducted by me, the traditional approach to teaching writing, limited to the mechanical copying of spelling rules or the completion of exclusively reproductive grammar exercises, does not ensure a sufficient level of literacy. The main difficulty lies in the fact that the process of creating a written text requires foreign language learners to simultaneously retain in memory the graphic image of a word, the rules of syntactic construction, and the logic of presenting ideas. Relying on the concept of communicative foreign language education developed by E.I. Passov [4, p. 82] and the methodological foundations of speech activity theory proposed by T.M. Balykhina [1, p. 115], within the framework of this study I set the goal of theoretically substantiating and experimentally verifying an effective system of exercises aimed at minimizing interference errors and developing independent грамотное writing skills.

During the research, I applied a комплекс of scientific and methodological methods, including the analysis of linguistic and psychological literature, the generalization of advanced pedagogical experience, surveys of Russian language teachers, as well as diagnostic testing of secondary school students. Special attention was paid to the classification of typical mistakes made by students in the process of writing dictations, summaries, and mini-essays in Russian.

The analysis of empirical material allowed me to classify the main difficulties and errors students encounter in producing written speech into three key categories:

- **Orthographic and graphic errors:** Errors caused by discrepancies between the phonetic and graphic systems of the native and Russian languages, as well as by the complexity of spelling unstressed vowels, voiced and voiceless consonants, and the use of hard and soft signs [5, p. 46].

- **Syntactic and punctuation violations:** Errors in agreement and government within sentences, incorrect use of prepositional-case forms, as well as omission or overuse of punctuation marks in complex constructions [6, p. 94].

- **Lexical-stylistic inaccuracies and interference:** Literal word-for-word translation of fixed expressions and structures from the native language into Russian, leading to distortion of meaning and violation of lexical compatibility norms [3, p. 122].

Based on my personal pedagogical practice, I developed and implemented a step-by-step model for the formation of written literacy skills in the educational process. This model is based on a gradual transition from strictly controlled writing to productive creative self-expression. It includes three consecutive stages:

1. **Constructive-preparatory stage:** The work is aimed at automating language skills at the level of words and isolated sentences. I actively apply exercises focused on comparing linguistic units, filling in gaps, expanding lexical groups, and analyzing deformed sentences.

2. **Communicative-imitative stage:** Students create written texts based on models and samples. Effective techniques at this stage include commented dictations, composing letters using key phrases, and detailed retellings with elements of original composition [7, p. 156].

3. **Productive-creative stage:** Students independently produce texts of various genres (essays, short compositions, reviews, business letters) using interactive and digital technologies such as visual text prompts, group web quests, and blogs.

The implementation of this system in the practice of teaching Russian as a Foreign Language significantly enhanced students' cognitive potential. My observations demonstrated that the use of communicative support techniques and regular reflection helped reduce the overall level of spelling mistakes in students' creative works by 28%, and punctuation errors by 34%. This confirms the hypothesis that literacy is developed more effectively when rules are acquired not in isolation, but directly within the context of solving real communicative tasks [2, p. 110].

The conceptual conclusion of my research is that students' written literacy in learning Russian as a Foreign Language is not a by-product of mechanical memorization of rules. Rather, it is a complex and integrated linguistic competence that requires the purposeful development of self-monitoring mechanisms and linguistic intuition. The use of a systematic approach that combines traditional orthographic practice with interactive communicative methods makes it possible to transform writing from a routine process of copying into an engaging tool for intercultural dialogue and the personal development of secondary school students.

In conclusion of the study, based on the obtained results, the following findings were formulated:

1. The effectiveness of developing written literacy skills in Russian as a Foreign Language (RFL) classes directly depends on a balanced combination of language (grammatical) and speech (communicative) exercises that eliminate a mechanical approach to language learning.

2. The developed and tested three-stage model ensures the gradual development of productive writing skills, enabling students to successfully overcome the barriers of interlanguage interference.

3. The systematic implementation of interactive methods and modern digital learning tools contributes to increased learning motivation, reduces students' anxiety toward written assignments, and guarantees a stable improvement in the quality of their written speech.

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