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METHODOLOGICAL FOUNDATIONS OF THE GRADUAL DEVELOPMENT OF WRITING AND WRITTEN COMMUNICATION IN ARABIC

Radjabova Muxtasar Davranbekovna

Senior Lecturer, Doctor of Pedagogical Sciences (PhD)

Uzbekistan State World Languages University

e-mail: muxtasarradjabova1985@gmail.com

+998998440034

This article was edited by **Dilnavoz Murodova Nizomovna**

Associate Professor at Uzbekistan State World Languages University

Doctor of philosophy in philological sciences(Phd)

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Abstract: This article examines the psycholinguistic and didactic foundations of developing writing and written communication skills in Arabic. Drawing on the scientific views of various researchers, it analyzes the mechanisms underlying written speech production, its main stages, and the process through which thoughts are transformed from inner speech into written expression. Particular attention is paid to the stages of teaching writing in Arabic, including pre-letter preparation, letter formation, copying, controlled writing, and free writing. The article also provides a comparative analysis of methodological approaches to the gradual development of writing skills in foreign language teaching. Furthermore, it highlights the specific features of the progression from basic graphic skills to the development of learners' ability to independently produce coherent written texts.

Keywords: Arabic language, writing, written communication, writing techniques, psycholinguistics, inner speech, graphic skills, written communication competence, gradual instruction.

Introduction

Today's globalization and the intensification of international communication call for improving the methodology of teaching foreign languages, Arabic in particular, so that it becomes more effective. In the process of acquiring a foreign language, it is important to develop the types of speech activity — listening comprehension, speaking, reading, and writing — in close interconnection. Developing writing and written communication skills is especially significant: it is one of the key factors that foster language learners' communicative competence, the ability to express their thoughts logically and coherently, and the ability to engage independently in written communication.

The need to develop all types of speech activity in an integrated way when teaching a foreign language is most evident at the initial stages of education, because the fundamental knowledge, skills, and competences formed at the very first stage determine the effectiveness of the subsequent educational

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process. This is even more important in teaching Arabic. The graphic and orthographic system of Arabic, the way its letters are written, and the ways in which they connect with one another require learners to master writing skills thoroughly from the very beginning. For this reason, developing writing skills in teaching Arabic is regarded not only as a separate instructional task but also as an important methodological condition for the successful mastery of the other types of speech activity.

In teaching Arabic, the initial, lower levels are a very complex and important stage. The reason is that the skills and competences that students acquire at the upper levels depend directly on the results achieved at the lower level. According to I. Ibragimov, at the initial stage of learning Arabic, writing is the most important type of speech activity, and it is difficult to develop listening comprehension, speaking, and reading skills without mastering writing skills in Arabic. Arabic writing is the foundation for teaching the other types of speech activity (Ibragimov,2004). Writing is not only a means that helps to develop the remaining speech activities; as an independent speech activity, it is also a goal in teaching Arabic.

At the initial stage of teaching Arabic, developing not only writing technique but also written communication skills plays an important role. In this regard, K. I. Gribanova states that difficulties in learning written speech arise in forming skills in the graphic and spelling system of the language being studied; they manifest themselves only in writing and do not entail changes in the sound form of words. Moreover, mastering written speech fully requires the complete set of knowledge and skills previously acquired in the language (Gribanova, 1999).

Forming writing proficiency requires that it proceed in parallel with the other types of speech activity. Of course, the basis of the relationships among the separate types of speech activity is the similarity of their functions (productive and reproductive) and forms (oral and written). However, besides these similarities, there are a number of factors that connect speaking, listening comprehension, writing, and reading, and different approaches and methods exist for teaching each skill. Writing is sometimes taught independently, sometimes together with reading, and in some cases in integration with the other types of speech activity. Writing is directly connected with listening comprehension, speaking, and reading, and gradually forming writing in Arabic on the basis of integration with the other skills greatly helps learners to acquire writing proficiency and speeds up the learning process.

The aim of this article is to examine the psycholinguistic and didactic foundations of developing writing and written communication skills in Arabic and to describe the stages of this process.

Methods

The study is theoretical and analytical in nature. It is based on an analysis of the scientific views of Russian-language, Uzbek, and Arab researchers on the psycholinguistic mechanisms of written speech production and on the methodology of teaching writing, as well as on a comparative analysis of methodological approaches to the gradual development of writing skills in foreign language teaching.

Gradual formation of speech skills and competences is one of the main principles of teaching communication in a foreign language. The stages of teaching writing and written speech, as one of the types of speech activity, are determined by the educational objectives. Our research covers the stages

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of teaching written speech, from writing technique to the formation of students' writing proficiency in Arabic.

Results

3.1.Stages of the generation of written speech

Issues related to the generation of written speech have long been at the center of attention of many linguists and psychologists. Like any speech activity, written speech is produced through a number of stages, and researchers pay special attention to these stages as structural components of written-speech activity . The generation of written information depends on a number of factors, each of which is realized through a sequence of actions in inner and outer speech.

Relying on the modern psycholinguistic model of the transition from thought to speech, O. V. Kudryashova and L. V. Sabanova identify four stages in the generation of written speech:

1. planning;
2. carrying out, in inner speech, the plan drawn up in accordance with the results of the first stage;
3. composing a text in accordance with the plan and expressing it in outer speech;
4. comparing the finished written text with the plan that was worked out.

At the first stage, a sequence of actions for planning the written statement is determined: first identifying the motive, assessing the situation, processing the information while identifying the main idea, and then analyzing and comparing it. At this stage the motive — a desire based on a person's general need for communication — occupies a special place. In this regard, many scholars, notably L. S. Vygotsky and A. N. Leontiev, regard the motive as primary in the generation of speech and emphasize its importance. According to L. S. Vygotsky, thought itself is born not from another thought but from the motivational sphere of our consciousness, which embraces our actions and needs, our interests, and our feelings. A. N. Leontiev likewise recognizes the motive as primary, stating that the motive is the source of any thought and that establishing the relationships among words belongs precisely to it (Kudryashova, O. V., Sabanova, L. V, 2005).

At the second stage, the thought is shaped grammatically and syntactically and finds expression in inner speech. At this stage of the generation of written speech, the student pronounces in inner speech the word he or she intends to write by means of articulatory movements specific to the foreign language, and imagines the thought not only at the level of the word and the sentence but within the framework of whole discourse. L. K. Mazunova, linking the commonality between the stages of formation of written and oral speech with inner speech, draws attention to the fact that inner speech is the psychophysiological basis of written speech and that oral speech is the initial stage in the formation of inner speech (Mazunova, 2005).

The third stage is expressing the thought in outer speech, in which the author's inner speech is reflected in the written text by means of graphic codes. In the process of writing, visual graphic images are of great importance for the formation of thought; they make it easier for the writer to

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construct phrases and sentences. Putting forming thoughts down on paper is an important structural part of the process of creating written speech.

At the fourth stage, the author checks how well the content of the newly written text corresponds to the intention held in the original inner speech. Reworking the written thought may range from logical and stylistic correction of the text to a complete reconstruction of its structure and form. In addition, visual control, which is simultaneous and distinct in character in the process of forming written speech, helps the writer to choose the linguistic means correctly in order to realize the intended aim of the thought.

3.2. Stages of teaching writing in Arabic

The Arab researcher Muhammad Alfan states that the development of written speech in Arabic begins with teaching the letters and should proceed gradually, in parallel with the other types of speech activity. He also points out that teaching writing in Arabic step by step ensures that the educational process moves from the easy to the difficult: a learner cannot write a word without knowing the letters, nor write an essay without first learning to write sentences and paragraphs. Furthermore, by distinguishing the types of written activity in sequence, he lists five stages in the process of teaching written speech in Arabic. This, in turn, defines chronologically the process of teaching writing and written speech within Arabic-language education:

1. ما قبل الحروف – The pre-letter stage. At this stage the learner prepares for the next stage, that is, writing Arabic letters; here he or she learns to direct hand-motor movements from right to left and to control the length, direction, beginning, and end of a drawn line.
2. كتابة الحروف – The stage of writing letters. At this stage learners practice writing the Arabic letters and their four forms.
3. النسخ – The copying stage. After learners have learned to distinguish letters with two and four forms, at this stage they practice first reading words and then copying them while paying attention to orthographic rules. Copying is an instructional activity aimed at mastering the specific features of language and speech units.
4. الكتابة المقيدة – The controlled-writing stage. In this process, learners carry out written-speech activities such as arranging words into sentences, connecting them logically with one another, and changing the structure of a sentence.
5. الكتابة الحرة – The free-writing stage. At this stage learners acquire the skills of restructuring a text and writing an independent text (Alfan, 2010).

3.3. Stages of teaching written speech in a foreign language (Shchukin and Shatilov)

The first three stages of teaching written speech listed by Muhammad Alfan are aimed at teaching the graphic side of the written text, and the last two at producing a written text. However, an analysis of the research studied showed that, for the most part, there are basically three stages in teaching written speech in a foreign language. In particular, A. N. Shchukin and S. F. Shatilov divided the formation and development of writing skills into three stages:

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1. **The preparatory stage.** At this stage, skills in writing technique, calligraphy, graphics, spelling, and punctuation are developed.
2. **The practice stage.** At this stage, students analyze, through receptive text activity, the linguistic means appropriate to the communicative task, and also acquire the ability to use speech material in the process of modifying a ready-made text in order to create a written text.
3. **The stage of the written-speech product.** Language learners acquire the ability to express their own thoughts in writing in accordance with their communicative needs and create their own texts in a given genre (Shatilov, 1977).

Discussion

In any foreign language, carrying out all types of speech activity — listening comprehension, speaking, reading, and writing — first requires a motive, that is, a wish or desire. This wish then gives rise to a thought. After the thought has been formed in inner speech with the participation of linguistic means, it finds expression in outer speech. Writing and written speech pass through these same general stages in the process of their generation. At the initial stage, once a desire arises specifically toward written speech, it prompts the emergence of a thought. The author forms the thought in inner speech by linking it with speech actions, that is, produces words and sentences on the basis of spelling and grammatical rules. At the final stage, the thoughts formed in the writer's inner speech appear in written speech by means of graphic codes on the basis of speech-motor actions.

In accordance with the didactic principle of moving from the simple to the complex, whether in the native language or in a foreign language, the initial stage of mastering written speech begins with forming graphic skills. The reason is that, to express a thought in writing, a person learning a language cannot create a written text without knowing how the letters of the foreign language are written and without knowing the orthographic rules. At this stage, integrating writing with reading is effective, because visual images are more precise than auditory ones and their effect lasts longer. Perceiving the graphic image of words helps to master Arabic orthography more firmly. At the second stage of the written-speech process, the student should direct attention not to the orthographic rules in words and sentences but to the content and structure of the text. For this, actions connected with writing technique must be brought to an automatized level. On the basis of texts they have read, listened to, and used in oral communication, students learn to construct sentences and paragraphs and to place punctuation marks. At the final stage of forming written-speech competences, learners acquire the ability to create independent written texts and to enter freely into written communication in new speech situations.

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