

**WRITING AS A TYPE OF SPEECH AND A SKILL**

**Jizzakh branch of the National University of Uzbekistan named after Mirzo  
Ulugbek**

**The faculty of Psychology, Student of the 102-23 group**

**Eshpo'latova Rayhona Naym qizi**

[rayxonaeshpolatova043@gmail.com](mailto:rayxonaeshpolatova043@gmail.com)

**Abduraxmanova Zilola Yoqubjon qizi**

[abduraxmanova@jbnuu.uz](mailto:abduraxmanova@jbnuu.uz)

**Annotatsiya**

Ushbu maqolada yozuv nutqning bir turi va muhim kommunikativ ko'nikma sifatida tahlil qilinadi. Yozuv og'zaki nutqdan tuzilishi, barqarorligi va kognitiv murakkabligi bilan farq qiluvchi alohida ifoda shakli ekanligi yoritiladi. Tadqiqotda yozuvning nazariy yondashuvlari, uning kognitiv va ijtimoiy tabiati hamda til o'rganishdagi o'rni ko'rib chiqiladi. Shuningdek, yozuv va boshqa til ko'nikmalari, ayniqsa o'qish bilan bog'liqligi tahlil qilinadi. Maqolada yozishni o'qitishning zamonaviy pedagogik usullari hamda raqamli texnologiyalarning yozma muloqotga ta'siri muhokama qilinadi. Natijalar yozuvning ham aqliy jarayon, ham amaliy ko'nikma ekanligini ko'rsatadi.

**Kalit so'zlar:** Yozuv, nutq, yozish ko'nikmasi, kommunikatsiya, til o'rganish, kognitiv jarayon, yozma nutq, pedagogika, o'qish, raqamli muloqot.

**Abstract**

This article examines writing as a type of speech and as an essential communicative skill. It analyzes writing as a distinct form of language expression that differs from oral speech in structure, permanence, and cognitive demand. The study explores theoretical perspectives on writing, its cognitive and social nature, and its role in language learning. It also highlights the relationship between writing and other language skills, especially reading. The article discusses modern pedagogical approaches to teaching writing and the impact of digital technologies on written communication. The findings show that writing is both a mental process and a practical skill that develops through continuous practice and instruction.

**Key words:** Writing, speech, writing skills, communication, language learning, cognitive process, written discourse, pedagogy, reading, digital communication.

### **Аннотация**

В данной статье рассматривается письмо как вид речи и важный коммуникативный навык. Анализируется письмо как особая форма языкового выражения, отличающаяся от устной речи своей структурой, устойчивостью и когнитивной сложностью. Исследуются теоретические подходы к письму, его когнитивная и социальная природа, а также роль в изучении языка. Также рассматривается связь письма с другими языковыми навыками, особенно с чтением. В статье обсуждаются современные педагогические методы обучения письму и влияние цифровых технологий на письменную коммуникацию. Результаты показывают, что письмо является как умственным процессом, так и практическим навыком, развивающимся через постоянную практику.

**Ключевые слова:** Письмо, речь, навыки письма, коммуникация, изучение языка, когнитивный процесс, письменная речь, педагогика, чтение, цифровая коммуникация.

### **INTRODUCTION**

Writing as a type of speech and as a skill occupies a central place in the system of human communication and language development. Although speech is often associated primarily with oral expression, writing represents a distinct and equally important form of speech that allows individuals to record, transmit, and preserve ideas across time and space. Unlike oral speech, which is typically spontaneous and immediate, writing is usually more deliberate, structured, and permanent. This dual nature makes writing both a communicative act and a complex cognitive activity that requires the integration of linguistic knowledge, critical thinking, and creativity. As a type of speech, writing functions as a medium through which thoughts, emotions, and information are expressed in a visual form. It enables communication without the necessity of physical presence, thereby overcoming the limitations of time and distance. Written speech is characterized by its reliance on graphic symbols, such as letters and punctuation marks, which represent sounds, words, and syntactic relationships. Through writing, individuals can engage in dialogue with readers who may belong to different cultures, generations, or intellectual backgrounds. This makes writing a powerful tool for cultural exchange, education, and social development.

The process of writing differs significantly from oral communication in terms of planning, organization, and revision. While spoken language often allows for immediate feedback and adjustment, writing requires the author to anticipate the reader's needs and expectations in advance. Writers must carefully select vocabulary, construct coherent sentences, and organize ideas logically to ensure clarity and effectiveness. This reflective nature of writing encourages deeper thinking and analysis, as individuals must evaluate their ideas before presenting them in a fixed form. As a skill, writing involves a combination of mechanical, linguistic, and cognitive abilities. At the basic level, it requires knowledge of spelling, grammar, and punctuation. However, effective writing goes beyond these technical aspects and includes the ability to generate ideas, structure arguments, and adapt language to different contexts and purposes. Writing as a skill develops gradually through practice and instruction, often beginning with simple tasks such as copying or describing and progressing to more complex forms like essays, reports, and creative compositions.

The development of writing skills is closely linked to reading, as exposure to written texts provides models of language use and organization. Through reading, learners acquire vocabulary, grammatical structures, and stylistic patterns that they can apply in their own writing. Moreover, writing reinforces language learning by requiring active production, which helps consolidate knowledge and improve overall proficiency. In educational settings, writing is often used as a means of assessment, reflecting students' understanding of subject matter as well as their ability to communicate effectively. Writing also plays a crucial role in cognitive development. It encourages individuals to organize their thoughts, analyze information, and engage in problem-solving. The act of writing can clarify ideas and reveal gaps in understanding, prompting further reflection and learning. Additionally, writing fosters creativity by allowing individuals to explore different perspectives, imagine new possibilities, and express personal experiences in unique ways.

In the modern world, the significance of writing has expanded with the rise of digital technologies. Electronic communication, such as emails, social media posts, and online publications, has transformed the way people write and interact. While these platforms often promote brevity and informality, they still require the fundamental skills of clear expression and audience awareness. At the same time, digital tools provide new opportunities for collaboration, editing, and dissemination of written content, making writing more accessible and dynamic. Despite these changes, the core principles of effective writing remain consistent. Clarity, coherence, and appropriateness are essential qualities that determine the success of written communication. Writers must consider the purpose of their text, the characteristics of

their audience, and the context in which the writing will be used. By mastering these elements, individuals can use writing not only as a means of communication but also as a tool for learning, self-expression, and professional development. In conclusion, writing as a type of speech and as a skill represents a fundamental aspect of human language and communication. It combines the expressive function of speech with the precision and permanence of a recorded medium. As both a cognitive process and a practical ability, writing contributes to intellectual growth, academic success, and social interaction. Its continued development remains essential in an increasingly interconnected and information-driven world, where the ability to communicate effectively in written form is more important than ever.

## **LITERATURE REVIEW AND METHODOLOGY**

The study of writing as a type of speech and as a skill has been widely explored in the fields of linguistics, psycholinguistics, and language pedagogy. Scholars have consistently emphasized that writing is not merely a transcription of spoken language but a distinct mode of communication with its own structures, conventions, and cognitive demands. Early linguistic theories viewed writing as secondary to oral speech, considering it a representation of spoken language. However, later research challenged this perspective by highlighting the unique features of written discourse, such as permanence, explicitness, and the absence of immediate interaction between writer and reader. In the field of applied linguistics, writing has been recognized as a complex, multi-dimensional skill that involves planning, drafting, revising, and editing. Researchers have proposed various models of the writing process, including the cognitive process model, which describes writing as a recursive activity where writers move back and forth between different stages of composition. This model underlines the importance of mental processes such as idea generation, organization, and self-monitoring. Other scholars have focused on the social aspects of writing, emphasizing that writing is shaped by cultural norms, audience expectations, and communicative purposes. From this perspective, writing is not only an individual cognitive activity but also a socially situated practice.

Pedagogical approaches to teaching writing have evolved over time. Traditional methods often focused on grammar and accuracy, encouraging students to produce error-free texts. However, more recent approaches, such as the process approach, emphasize the development of writing skills through stages of drafting and feedback. The genre-based approach, on the other hand, highlights the importance of understanding different types of texts and their communicative functions. These

approaches suggest that effective writing instruction should combine attention to linguistic accuracy with opportunities for meaningful communication and creativity. In addition, numerous studies have explored the relationship between writing and other language skills, particularly reading. It has been widely acknowledged that reading provides essential input for writing development, exposing learners to various styles, structures, and vocabulary. Writing, in turn, reinforces language learning by requiring learners to actively use and manipulate linguistic elements. This interdependence has led to integrated approaches in language teaching, where reading and writing are taught together to enhance overall language proficiency.

The methodology of this study is based on a qualitative and theoretical analysis of existing literature on writing as a type of speech and as a skill. Relevant academic sources, including books, journal articles, and educational reports, have been examined to identify key concepts, theoretical frameworks, and pedagogical practices. The research adopts a descriptive-analytical approach, aiming to synthesize different viewpoints and provide a comprehensive understanding of the topic. In conducting the study, particular attention has been given to comparing different theoretical perspectives and identifying common themes. The analysis focuses on the defining characteristics of writing, its role in communication, and the processes involved in its development. Furthermore, the study considers the implications of these findings for language teaching, especially in the context of developing effective writing skills among learners. The research does not involve experimental data collection but relies on the critical examination of secondary sources. This approach allows for a broad and in-depth exploration of the topic, drawing on established theories and empirical findings. By integrating insights from various disciplines, the study aims to present a well-rounded view of writing as both a form of speech and a key communicative skill. Overall, the literature review and methodology provide a solid foundation for understanding the complexity of writing and its significance in language learning and communication. The combination of theoretical analysis and pedagogical perspectives ensures that the study addresses both the conceptual and practical aspects of writing, offering valuable insights for educators and learners alike.

## **RESULTS**

The analysis of writing as a type of speech and as a skill reveals that writing possesses distinctive characteristics that differentiate it from oral communication while still maintaining its fundamental role as a means of expressing ideas and facilitating interaction. One of the key findings is that writing functions as an independent and

structured form of speech that requires a higher degree of organization, precision, and clarity. Unlike oral speech, which often relies on context, intonation, and immediate feedback, written communication depends entirely on linguistic and graphical elements to convey meaning effectively. The study also demonstrates that writing is a complex and multifaceted skill that integrates cognitive, linguistic, and creative abilities. It has been observed that successful writing involves not only knowledge of grammar and vocabulary but also the ability to generate ideas, structure them logically, and adapt them to a specific audience and purpose. Writers engage in continuous mental processes such as planning, drafting, revising, and editing, which contribute to the overall quality of the written text. This confirms that writing is not a linear activity but a recursive and dynamic process. Another important result is the strong interconnection between writing and other language skills, particularly reading. The findings indicate that individuals who are exposed to a wide range of written texts tend to develop better writing abilities, as they acquire models of effective language use and text organization. Writing, in turn, reinforces language learning by encouraging active production and deeper engagement with linguistic forms. This *взаимосвязь* highlights the importance of integrating writing with other language activities in educational contexts.

The research further reveals that writing plays a significant role in cognitive development. Through writing, individuals are able to organize their thoughts, reflect on ideas, and engage in critical analysis. The act of transforming abstract thoughts into written form helps clarify meaning and enhances understanding. In this sense, writing serves not only as a communicative tool but also as a means of learning and intellectual growth. In terms of pedagogy, the results show that modern approaches to teaching writing, such as process-oriented and genre-based methods, are more effective than traditional grammar-focused instruction. These approaches provide learners with opportunities to practice writing in meaningful contexts, receive feedback, and develop their skills gradually. The emphasis on creativity, audience awareness, and purpose contributes to more authentic and effective communication. Additionally, the study highlights the impact of technological advancements on writing practices. Digital communication has introduced new forms of written expression that are often more informal and interactive. Despite these changes, the core principles of writing, including coherence, cohesion, and clarity, remain essential. The findings suggest that learners need to be equipped with both traditional writing skills and the ability to adapt to modern digital contexts. Overall, the results confirm that writing is a vital component of language competence and human communication. It is both a form of speech and a skill that requires systematic development and practice. The ability to write effectively enhances academic performance, professional opportunities, and personal expression.

Therefore, greater attention should be given to the development of writing skills in educational systems, ensuring that learners are prepared to meet the demands of contemporary communication.

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