

detailed description or refers students to the technical dictionary and sources. Some students cannot memorize new vocabulary due to the difficulty with pronunciation of these words which could be improved through regular practice such as drilling.

Research conducted by W. P. Bintz "Teaching Vocabulary across the Curriculum" indicates that "Learning vocabulary is a lifelong process. Individuals learn new words at an amazing rate; vocabulary growth occurs more from seeing words in context rather than defining words in lists; individuals learn new words incidentally (especially by paying attention to the context in which they are used); and sustained, frequent reading enhances vocabulary growth." As vocabulary recognition and acquisition is a continuous process learners should be engaged in various activities leading to enhancing vocabulary and it is advisable for teachers to apply innovative techniques by integrating the four skills. Teachers can assist their students in choosing the right strategy for improving vocabulary based on the learning styles of every student.

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### CHARACTERISTIC FEATURES OF SPOKEN AND WRITTEN FORMS OF SPEECH IN ENGLISH G. Madraximova

*This article discusses verbal and written speech forms, their features, differences, and interconnection.*  
**Key words:** spoken speech, written speech, connected speech.

### ХАРАКТЕРИСТИКИ ОСОБЕННОСТЕЙ УСТНОЙ И ПИСЬМЕННОЙ ФОРМЫ РЕЧИ НА АНГЛИЙСКОМ ЯЗЫКЕ Мадрахимова Г.А.

*В этой статье обсуждаются речевые и письменные формы речи, их особенности, различия и взаимосвязь.*  
**Ключевые слова:** устная речь, письменная речь, связанная речь.

### INGLIZ TILIDAGI NUTQNING OG'ZAKI VA YOZMA XUSUSIYATLARI TAVSIFI Madraximova G. A.

*Mazkur maqolada og'zaki va yozma nuqt shakllari, ularning xususiyatlari, farqlari va bir-birlariga bog'liqlilari yoritilgan.*  
**Kalit so'zlar:** og'zaki nutq, yozma nutq, bog'langan nutq.

It is known that language as “the most important means of human intercourse” exists in the material form of speech sounds and it cannot exist without being spoken. Spoken speech is the primary process of communication by means of language and written speech is secondary - it represents what exists in oral speech.

In spoken speech grammar and vocabulary as language aspects are expressed in sounds. The modification of words and their combination into sentences are first of all phonetic phenomena. The communicative type of sentences can often be determined only by intonation. Hence the importance of the sound (phonetic) aspect of a language is obvious. According to the opinion of some linguists to speak any language a person must know nearly all the 100% of its phonetics while only 50-90% of the grammar and 1% of the vocabulary may be sufficient.

So speech is a phenomenon in spoken language that collectively includes phonological processes such as reduction, elision, intrusion, assimilation, contraction, dissimilation and others. Several research studies have shown that connected speech instruction can help learners to more easily comprehend rapid speech used by native speakers. However, compared to the growing connected speech literature regarding what forms to teach and how, there seems to be very little information on how to assess connected speech especially in terms of production.

In the area of English pronunciation teaching, *connected speech* is increasingly being introduced and covered in pronunciation textbooks. Connected speech is used to teach pronunciation and pronunciation is one of the most important aspects of learning a new language.

In spoken language, much of the meaning is determined by the context. This contrasts with written language, where more of the meaning is provided directly by the text. In spoken language the truth of a proposition is determined by common-sense reference to experience, whereas in written language a greater emphasis is placed on logical and coherent argument.

The relationship between spoken language and written language is complex. Within the field of linguistics, the current consensus is that speech is an innate human capability while written language is a cultural invention. However, some linguists argue that written and spoken language possess distinct qualities which would argue against written language being dependent on spoken language for its existence. The relationship between speech and writing can be seen in the following points:

1. Speech is time-bound, dynamic, transient. It is part of an interaction in which both participants are usually present, and the speaker has a particular addressee (or several addressees) in mind.

Writing is space-bound, static, and permanent. It is often the result of a situation in which the writer is usually distant from the reader, and often does not know who the reader is going to be.

2. The spontaneity and speed of most speech exchanges make it difficult to engage in complex advance planning. The pressure to think while talking promotes repetition, rephrasing, and comment clauses ('you know', 'mind you', 'as it were'). Intonation and pause divide long utterances into manageable chunks, but sentence boundaries are often unclear.

Writing allows repeated reading and close analysis, and promotes the development of careful organisation and compact expression, with often intricate sentence structure. Units of discourse (sentences, paragraphs) are usually easy to identify through punctuation.

3. Because participants are typically in face- to-face interaction, they can rely on such extra linguistic clues as facial expression and gesture to aid meaning (feedback).

Lack of visual contact means that participants cannot rely on context to make their meaning clear; nor is there any immediate feedback.

4. Unique features of speech include most of the prosody. The many nuances of intonation, loudness, tempo, rhythm, and other tones of voice can not be written down with much efficiency.

Unique features of writing include pages, lines, capitalisation, spatial organisation and several aspects of punctuation. Only a few graphic conventions relate to prosody, such as question marks and underlining for emphasis.

5. Many words and constructions are characteristic of (especially informal) speech. Lengthy coordinate sentences are normal, and are often of considerable complexity.

Some words and constructions are characteristic of writing, such as multiple instances of subordination in the same sentence, elaborately balanced syntactic patterns, and the long (often multi-page) sentences found in some legal documents. Certain items of vocabulary are never spoken, such as the longer names of chemical compounds.

6. Speech is very suited to social or 'phatic' functions, such as passing the time of day, or any situation where casual and unplanned discourse is desirable. It is also good at expressing social relationships, and personal opinions and attitudes, due to the vast range of nuances which can be expressed by the prosody and accompanying non-verbal features.

Writing is very suited to the recording of facts and the communication of ideas, and to tasks of memory and learning. Written records are easier to keep and scan. Writing is planned in advance and is not subject to the constraint of time, as is speech.

7. There is an opportunity to rethink an utterance while it is in progress (starting again, adding a qualification). However, errors, once spoken, can not be withdrawn; the speaker must live with the consequences, interruptions and overlapping speech are normal and highly audible.

Errors and other perceived inadequacies in our writing can be eliminated in later drafts without the reader ever knowing they were there. Interruptions, if they have occurred while writing, are also invisible in the final product.

The above mentioned arguments may give us the ground to state that one of the basic assumptions of modern linguistics is that speech is primary and writing is secondary. The most immediate manifestation of language is speech and not writing. Writing is merely a secondary method of representing speech, so speech is actually the primary form of language and it can be proved by the fact that most of the world's inhabitants are illiterate, but virtually all of them can speak, there are many languages which have no writing system at all (mostly the languages of aboriginal peoples). The analysis of existing materials and data show that writing has only been around for about 6,000 years, but speech seems to have existed for 10s or 100s of thousands of years. So we may conclude that spoken language, everywhere and always, undergoes continual change of which speakers may be relatively unaware, written language, because of its permanence and standardization, shows slower and less sweeping changes.

### Literature

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### КАДРЛАР МАЛАКАСИНИ ОШИРИШ ВА УЛАРНИ ҚАЙТА ТАЙЁРЛАШ ЖАРАЁНИДА ВУЖУДГА КЕЛАЁТГАН АЙРИМ МУАММОЛАРИГА Курпаяниди К.И., Илёсов А.А.

**Аннотация.** Ушбу мақолада мамлакатимизда таълим соҳасида амалга оширилаётган ислохотлар ва уларнинг натижалари, таълимга кўрсатилаётган эътибор, узлуксиз таълим тизимида кадрлар малакасини ошириш ва уларни қайта тайёрлаш тизими тадқиқ қилинган. Кадрлар малакасини ошириш ва уларни қайта тайёрлаш тизимида вужудга келаётган айрим муаммолар ўрганилиб, улар бўйича тегишли таклиф ва тавсиялар ишлаб чиқилган.

**Калитли сўзлар:** Аттестация комиссияси, миллий кадрлар, малака ошириш, қайта тайёрлаш, замонавий таълим, инновация технологиялар, илгор хорижий тажриба.