



Theoretical Approach of Teaching Written Speech Methodology to The Language University Students

**Turgunova Shakhnoza
Tursunbayevna**

Uzbekistan state world languages university

ABSTRACT

The article discusses the process of formation of written communicative competence in the first year of a language university. It describes the construction of a written text based on the analysis of the psycholinguistic features of written speech in English; the principles of constructing a methodology for teaching written speech in the first year of a language university were determined; and also clarified the goals and content of teaching writing in the first year of a language university.

Keywords:

communicative competence, written text, content of teaching writing, language university, express thoughts in writing, language proficiency.

At present, international cooperation is constantly expanding, which in the field of education is manifested in the creation of joint educational institutions, in the development of joint courses, in participation in international education projects. Graduates of national universities have great opportunities to take internships abroad, conduct scientific research in their specialty with the involvement of foreign materials, and work in foreign companies. In this regard, higher education is designed to provide training for specialists who combine professional competence and high culture. There is no doubt that written speech is becoming increasingly important, i.e. the role of written communication in receiving and transmitting information is increasing, which manifests itself in the possession of the ability to express thoughts in writing. Thus, in modern conditions, students of a language university need to be proficient in written speech at a high level for real written communication.

However, their own pedagogical experience, the results of the survey, conversations with teachers, analysis of students' written work shows a low level of

written language proficiency. Written works of first-year students contain the following shortcomings: incomplete disclosure of the topic; inability to formulate the main idea, to argue one's thoughts, to provide intertextual coherence, to format the text structurally and logically correctly, to divide it into paragraphs, to self-edit the text; non-compliance with the required level of formality.

As our comparative analysis of program documents, as well as textbooks of schools and universities, shows, the main reasons for the poor preparation of students in written speech are: the lack of proper continuity in the selection of the content of teaching written speech at school and university; incomplete compliance of the university curricula for teaching writing to modern requirements. The teaching of written speech in the first year begins from scratch, the main attention is paid to the adjustment of language skills without relying on the positive experience in the formation of communicative skills in written speech received in secondary school.

The analysis of textbooks for the first year showed that in the university teaching practice,

the number of written exercises for practicing lexical and grammatical skills dominates over written exercises for developing writing skills, that is, the main emphasis is placed on teaching writing using written exercises as a means of learning, and not as a communicative goal of learning. Of the functional types of written texts in university textbooks, preference is mainly given to dictation, written retelling. However, already in school curricula, textbooks on teaching writing, there are such types of written texts as a letter (personal and business), filling out a questionnaire, instructions and other texts that meet modern program requirements.

Hence, a contradiction arises between the requirements of the programs of the school and the university, between modern requirements for the level of training of students and the actually achieved results in this type of speech activity. Therefore, an important methodological task is to clarify the content of programs, teaching aids, especially for the first year of a language university, in the field of written speech in order to comply with the didactic continuity of education between school and university, to strengthen the communicative function of written speech, to bring the goals of teaching written speech into line with modern requirements. domestic programs and the requirements of the Council of Europe.

Along with this, in order to achieve the required level of English written language proficiency by first-year students of a language university, it is also necessary to create conditions for the effective organization of the educational process.

As shown by studies in the field of teaching foreign languages at school and university (Ablam S. B., Klimentiev D. M., Lapidus B. A., Polat E. S., Fomenko T. M.), one of the ways to improve the educational process for learning written speech are teaching aids that are adequate to the goals, content, teaching methods that ensure the management of independent cognitive and speech activity of students.

Analysis of textbooks for teaching English writing to first-year students showed that at present such teaching aids as a printed manual

and a computer program have not been developed in a language university.

It should be noted that in the last decade there have been significant positive changes in solving the problems of teaching foreign language writing. Modern linguistic and methodological studies of written speech are aimed at:

a) ensuring the grammatical correctness of written speech (Soldatova N.V., Filatov S.G.);

b) mastering the general universal forms of expressing thoughts in writing (Antonova I.V., Kolker Ya.M.);

c) learning to write texts of various genres (Veyze A.A., Zaeva L.K.);

d) development of a comprehensive conceptual methodological model for teaching foreign language speech at various stages of teaching a foreign language (Kaplich L.V.);

e) sociocultural aspect of teaching writing in postgraduate education (Kuzmina L.G.).

The methodology for teaching writing has been developed in a number of studies. Among them are works devoted to the substantiation of the sequence of teaching different types of written works (Kolker Ya.M.,

1975), synopsis and annotations (T.M. Enaliev), reviews (G.V. Lagveshkina) and others. In particular, such an important component as discursive competence, taking into account the main characteristics of the text/discourse.

In this regard, one of the ways to overcome the above contradiction is the development of a methodological training system, including goals, content, a system of exercises and teaching aids, aimed at the formation of written communicative competence in building a written text/discourse.

The importance of solving this problem and its insufficient methodological elaboration determined the relevance and choice of the topic of this dissertation research "Methods of teaching written speech in English in the first year of a language university using a printed manual and a computer program."

Taking into account the foregoing, the following hypothesis is put forward in this paper: teaching written speech in English to first-year students of a language university will

be more effective if training is built on the basis of a communicative-cognitive approach; a phased construction of a written work will be carried out - at the level of a sentence, a paragraph and the entire text / discourse; teaching aids have been developed that make it possible to manage the independent cognitive and speech activity of students in the formation of writing skills.

In the methodological literature, the text is considered as an object of linguistic research (Galperin P.Y.), or as a product of speech activity, that is, as a psycholinguistic category (Zimnyaya I.A., Leontiev A.A.), or as a speech creation work, the main unit of communication (Zarubina N.D., Kamenskaya O.L., Loseva L.M.).

There is no contradiction between these interpretations of the text, since they reflect different sides of the same complex speech phenomenon, which is the written text (Grabe W. and Kaplan R.B., p. 40).

It should be noted, however, that for all scientists it is indisputable that the production of a text occurs in the process of communication. In this regard, Zarubina N.D. defines the text as "a written work of speech belonging to one participant in communication, complete and correctly executed" (Zarubina N.D., p. 11), because, as Kamenskaya O.L. points out, the written text "really functions only in interaction with the addressee", and in the process of such interaction, some of what is invested by the author and perceived by the addressee may be omitted, and some may be added from oneself, conjectured (Kamenskaya O.L., p. 129). Consequently, the written text, being a product of written activity, materializes the author's intention and acts as a means by which his communication with the addressee is carried out.

In the conditions of communication, when the communicating parties have different language means and different traditions of expressing thoughts in writing, the linguistic characteristics of the written text, which acts as a means of communication in a specific communication situation, are of great importance.

In communicative linguistics and methods of teaching foreign languages, the text is

currently considered in two aspects: the text is a product of speech activity and the text is a discourse (Dijk van T.A., Dridze T.M., Kaplich L.V., Widdowson HG and others).

Many authors note that discourse is the process of creating a text, while text/product is the result of this process (Quirk, Greenbaum, Leech and Svartvic, p. 29). The concepts of text / product and text / discourse do not contradict each other, but only characterize a specific speech action in two ways: as a fragment of oral or written speech and as a process in which fragments of speech arise as a result of a communicative act. This provision allows us to characterize the text/discourse as both a process and a result of this act.

In compositional and procedural terms, the written text is the unity of the beginning, middle and end of the utterance. Each of these parts performs an important, only inherent role.

Let us consider these constitutive parts (elements) of the text from the point of view of the linguo-building side of the formation of its meaning.

The most acceptable for the study of the text as a result of the creative written work of students is the characteristic of the text, which is given by Turaeva Z.Y. She understands the text "as some ordered set of sentences, united by various types of lexical, logical and grammatical connection, capable of conveying organized and directed information in a certain way. The text is a complex whole, functioning as a structural-semantic unity" (Turaeva Z.Y, p.35).

This formulation seems to be the most appropriate for developing a methodology for teaching written speech. To construct a text, therefore, means to connect many sentences with various types of lexical, grammatical and logical connections and to convey certain information through this unity of sentences.

The topic is the basis for combining sentences into a text; it sets the content of the statement and determines its logical construction. In linguistics, the term "theme" refers to the main idea that acts as the constructive basis of the text (Stove X.), which manifests itself in the process of revealing the theme of the text through the deployment of micro-themes, that is, descriptions of different

situations in their relationship. This means that the content of the text has an internal organization, formality. It also means the selection of fragments of content that are relevant from the point of view of the chosen topic and the creation of such a structure from them, which constitutes "... a holistic unity organized by the idea and aimed at its implementation in this content" (Vasilyeva A.N., p. 170).

Therefore, clearly understanding the theme of the text and its main meaning, which follows from the entire written speech work, that is, its idea, we can talk about such a characteristic of the text as integrity.

In recent years, in domestic and foreign didactics, there has been a desire to rethink some fundamental positions, which is caused by a general change in the educational context. We are talking about policy documents (for general education schools, schools with in-depth study of a foreign language, colleges, and institutes), which contain ideas for rethinking the entire education system and its structural components: goals, content, principles, teaching aids. However, there is a contradiction between the programs of the school and the university, there is no proper continuity in teaching a foreign language.

As you know, studying at a language university presupposes a certain degree of readiness of the applicant - the presence of a "basic level of learning in foreign languages" (Temporary state standard, 1993, p. 3), achieved in secondary school. Programs for university applicants provide applicants with a certain amount of knowledge, skills and abilities in foreign languages in the field of oral speech, as well as in reading and translation (Handbook for applicants to universities, 2000). As you can see, written speech is not distinguished in the requirements for applicants. Obviously, the responsibility for the formation of written speech skills rests with the university.

However, the secondary school program (subject to its implementation) sets the minimum level of foreign language proficiency required to work on written speech at the university. Namely, the content of teaching a foreign language in high school includes a

certain amount of grammatical and lexical material and skills in mastering it. For the formation of written speech skills, the skills and abilities of reading and understanding foreign texts of medium difficulty, knowledge of the basics of morphology and syntax, and the ability to produce simple and complex sentences in compliance with the word order and the rules of grammatical and lexical design are of great importance. An important role is given to the acquisition of graphic and spelling skills.

In the state educational standard for a foreign language, a basic level (invariant core) is distinguished in the system of training students in a subject, regardless of the type of school and the specifics of the course of study. It is assumed that the basic level, "being the initial communicatively sufficient ... should serve as a reliable basis for further learning..." (State standards).

The standard notes that the main goal of teaching a foreign language at school is a practical goal - the achievement of a certain level of communicative competence. All other aspects of this goal are subordinate and are carried out in the process of achieving the first. Communication skills form the basis of communicative competence. In the field of writing, at the basic level, the ability to formalize and convey elementary information is indicated, in particular, write a personal and business letter, fill out a questionnaire, make extracts from a text, draw up a plan / theses of a written message, etc. using the material of topics learned in oral speech. At an advanced level (in specialized classes) - this is writing a presentation, compiling a commentary.

In the university written speech training program, for example, in the program, there is a very limited list of types of written works that students must master during their first year at the university: dictation, outline of the read text, personal letter.

It is easy to see that there are discrepancies between the programs of the secondary school, the university and the requirements for applicants, namely, in the program of the university there are no types of written work included in the school program. Although, it is quite obvious that the university

program should focus on an increased level of learning written speech. At the same time, training in the first year often begins as if from scratch. The reason for this is the presence of a large number of errors in the speech of students. And the fact that these mistakes are natural, since the school, with the existing grid of hours, can only provide relative literacy in the language being studied, and the standard makes mistakes that do not violate communication - many university teachers do not want to reckon with this and ignore the past foreign language experience of first-year students. This does not contribute to the motivation of students' learning, a negative attitude towards the school is formed, self-doubt.

We share the point of view of Bim I.L. about the fact that at present the university needs to adjust skills, which should be based on past positive experience, on the creation of problem situations that would encourage students to self-observation, self- and mutual learning, to develop autonomy, self-confidence and at the same time empirically would form some professional (methodological) skills (correct mistakes, use compensatory skills and abilities in case of a shortage of lexical means, etc.). All this could speed up the adaptation period for first-year students, make it more productive and less painful.

Bibliography

1. Kazaritskaya T.A. Problems of the content of teaching writing in a language university // Methods and organization of teaching a foreign language in a language university. (Proceedings / MGPU. Issue 370). M., 1991. - S. 63-74.
2. Kaplich L.V. The beginning of teaching teaching writing in a linguistic university: Dis.cand.ped. Sciences. M., 1996. - 235 p.
3. Bakirova H.B. "Development of lexical competence based on content -based approach in ESP teaching, "Mental Enlightenment Scientific-Methodological Journal: Vol. 2021: Iss. 5, Article 19. Available at: <https://uzjournals.edu.uz/tziuj/vol2021/iss5/19>.
4. Bakirova H.B. Teaching ESP in non-philological universities. Хоразм маъмуни академияси ахборотномаси. - Хива.: 2021. 156.
5. Bakirova H. The role of foreign language of specialty in the development of professional competence of the future ESP specialist. Til va adabiyot ta'limi. **O'zbekiston respublikasi xalq ta'limi vazirligining ilmiy-metodik jurnali**. 6-son 2021. 616. www.tilvaadabiyot.uz
6. Bakirova H.B. Formation of lexical skills in learning foreign language terminology in a non-language university/ Emergent: journal of educational discoveries and lifelong learning (EJEDL) ISSN 2776-0995 Vol. 2, Issue 5, 2021, Indonesia.
7. Bakirova H.B. Formation of terminological competence in ESP education. Novateur publications. Journal NX- A Multidisciplinary Peer Reviewed Journal, ISSN No: 2581 – 4230 VOLUME 6, ISSUE 11, India. -2020. P 63.
8. Bakirova H.B. Teaching foreign language terminology at non-language universities. International journal of discourse on innovation. Integration and education. Volume: 01 Issue: 01. 2020 <http://summusjournals.uz/index.php/ijdiie>
9. Bakirova H.B. Terminological competence of the specialist in training vocabulary of specialty/ Web of scientist: International scientific research journal. ISSN 2776-0979 Vol. 2, Issue 5, 2021, Indonesia.
10. Bakirova H.B. The role of terms of specialty in professionally oriented education. Journal of Hunan university (Natural sciences) Vol 48. No.11.2021. 1430p.
11. Bakirova H.B. The content of teaching foreign languages. Eurasian Journal of Learning and Academic Teaching. Vol.2 www.geniusjournals.org. ISSN: 2795-739X. Belgium. 10-14p.
12. Bakirova H.B. (2021). Some techniques of working on professional vocabulary. & quot; online – conferences & Quot; PLATFORM, 91–94. Retrieved from

<http://papers.online-conferences.com/index.php/titfl/article/view/101>

13. Bakirova H.B. (2021). Selection of lexic material for terminological dictionary minimum of energy specialty. "online – conferences & quot; platform, 108–109. Retrieved from <http://papers.online-conferences.com/index.php/titfl/article/view/156>
14. Bakirova H.B. Difficulties in working with technical terms in esp education International Conference on Scientific, Educational & Humanitarian Advancements Hosted online from, Samsun, Turkey www.econferenceglobe.com July 15th, 2021. 65-67. Retrieved from <https://papers.econferenceglobe.com/index.php/ecg/article/view/605>