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TEACHING WRITING IN ENGLISH CLASSES AT NON-LINGUISTIC UNIVERSITIES: ECONOMIC PROFILE

Abstract: *The paper discusses the issue of successful teaching of written foreign language communication and argues for the development of a methodology for teaching foreign language writing skill at a non-linguistic university. The work's importance stems from companies' strong interest in employees' ability to communicate in other languages. Mastery of business writing abilities is one of the key success criteria for a young expert. The topic of educating competent professionals remains a troublesome field in the context of teaching written foreign language communication at a non-linguistic university. The issue of teaching foreign language writing has been addressed; yet, at a non-linguistic university, the work of teaching foreign language speech remains significant and needs addressing the contradiction between society's need for specialists with written foreign language communicative competence and the elaboration of the issue of teaching written foreign language communication in a non-linguistic university.*

Key words: *written foreign language competence, communicative and cognitive approach, educational context, written speech competence, instrumental competence, cognitive competence.*

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ПРЕПОДАВАНИЕ ПИСЬМЕННОЙ РЕЧИ НА ЗАНЯТИЯХ ПО АНГЛИЙСКОМУ ЯЗЫКУ В НЕЯЗЫКОВЫХ ВУЗАХ ЭКОНОМИЧЕСКОГО ПРОФИЛЯ

Аннотация: *В статье рассматривается проблема успешного обучения письменному иноязычному общению и обосновывается необходимость разработки методики обучения навыкам письма на иностранном языке в*

неязыковом вузе. Важность работы обусловлена большим интересом компаний к умению сотрудников общаться на других языках. Владение навыками делового письма - один из ключевых критериев успеха молодого специалиста. Тема подготовки компетентных специалистов остается актуальной в контексте преподавания письменной иноязычной коммуникации в неязыковом вузе. Проблема обучения письменной речи на иностранном языке была решена, однако в неязыковом вузе работа по обучению иноязычной речи остается значимой и требует устранения противоречия между потребностью общества в специалистах, обладающих письменной иноязычной коммуникативной компетенцией, и разработкой проблемы обучения письменной иноязычной коммуникации в неязыковом вузе.

Ключевые слова: письменная иноязычная компетенция, коммуникативно-когнитивный подход, образовательный контекст, письменно-речевая компетенция, инструментальная компетенция, когнитивная компетенция.

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IQTISODIY PROFILDAGI NOFILOLOGIK YO'NALISHDAGI UNIVERSITETLARDA INGLIZ TILIDA YOZISH KO'NIKMALARINI O'RGATISH

Annotatsiya: Maqolada chet tilida yozma muloqotni muvaffaqiyatli o'qitish muammosi ko'rib chiqiladi va nofilologik yo'nalishidagi universitetda chet tilida yozish ko'nikmalarini o'qitish metodikasini ishlab chiqish zarurligi asoslanadi. Ishning ahamiyati kompaniyalarning xodimlarning boshqa tillarda muloqot qilish qobiliyatiga bo'lgan katta qiziqishi bilan bog'liq. Biznes yozish ko'nikmalariga ega bo'lish yosh mutaxassis muvaffaqiyatining asosiy mezonlaridan biridir. Vakolatli mutaxassislarni tayyorlash mavzusi nofilologik universitetda yozma xorijiy til kommunikatsiyalarini o'qitish kontekstida dolzarb bo'lib qolmoqda. Chet tilida yozma nutqni o'qitish muammosi hal qilindi, ammo tilsiz universitetda chet tilidagi nutqni o'qitish bo'yicha ishlar muhim bo'lib qolmoqda va jamiyatning yozma chet tilidagi kommunikativ kompetentsiyaga ega bo'lgan mutaxassislarga bo'lgan ehtiyoji va tilsiz universitetda yozma chet tilidagi aloqani o'qitish muammosini ishlab chiqish o'rtasidagi ziddiyatni bartaraf etishni talab qiladi.

Kalit so'zlar: yozma chet tili kompetentsiyasi, kommunikativ va kognitiv yondashuv, ta'lim konteksti, yozma nutq kompetentsiyasi, instrumental kompetentsiya, kognitiv kompetentsiya.

INTRODUCTION.

Modern living conditions have had a considerable impact on the training of professionals with foreign language skills in a variety of professions. The progress of modernization in education has greatly altered the prestige of a university graduate. As a result, the expectations for the general culture and professional ability of professionals in all sectors are rising. Modern education should provide the environment, material, and methodological approaches to training that will develop the required competences and personality attributes of future experts. Written business communication, taking into consideration professional orientation, serves as a flexible medium for resolving these issues. However, the level of education and upbringing, as well as the formation of written business communication skills in domestic non-linguistic universities, despite significant achievements in the training of highly qualified personnel, continues to fall short of the country's socioeconomic development goals and the rapid development of science and technology. In particular, pedagogical science has not yet considered the process of teaching written business communication in non-linguistic universities (economic profile) in depth and on a large scale as a means of preparing graduates for practical activity in tandem with overall personality development.

The process of training a specialist is aimed at forming a personality, taking into account communicative abilities, the ability to think outside the box and adapt to socioeconomic conditions. At the same time, written business communication is becoming increasingly important for the training of future specialists, and the language of business communication functions as one of the components of a business strategy[2]. Striving for maximum efficiency of written business communication has led us to develop a model for teaching written business communication in English at a non-linguistic university, taking into account the national and cultural traditions of business partners[1].

LITERATURE REVIEW.

The experience of our teaching work, the results of the survey, conversations with teachers, analysis of the compilation of business correspondence in English by students of non-linguistic universities (economic profile) indicate a low level of students' proficiency in written business communication in English. Most students, as well as graduates of non-linguistic universities, are constantly faced with the need to write business letters in English, practically not knowing the format of a business letter, not having lexical and grammatical skills and not having sufficient communication skills (incomplete disclosure of the subject of the letter; inability to argue their thoughts, ensure intra-textual coherence, formalize a business letter structurally and it is logically correct to divide it into paragraphs, edit a business letter; non-compliance with the official business style of writing a letter).

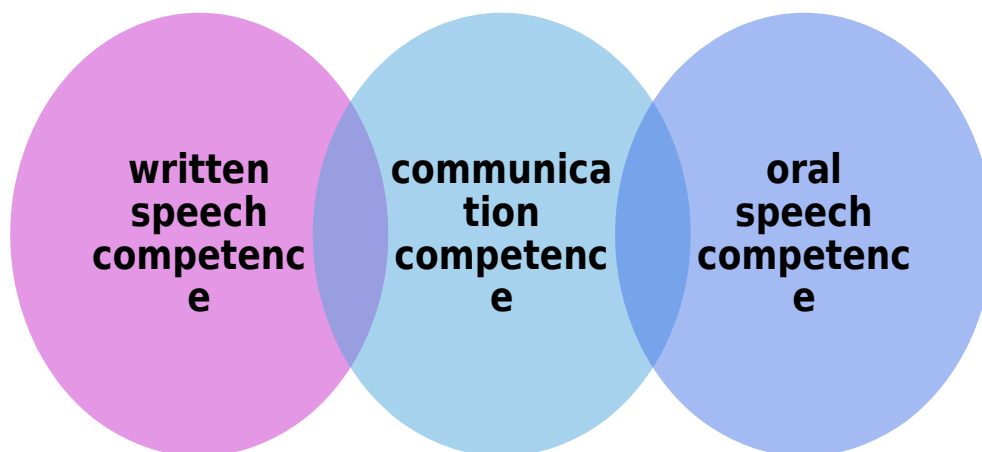
In recent years, the requirements for the level of proficiency of graduates of non-linguistic universities in a foreign language of business communication have increased significantly. There is a real need to revise the state educational standards of higher education in foreign languages in terms of the content of education in order to raise written business communication to a higher level. Thus, to increase the professional competence of university graduates and ensure their competitiveness in the modern multicultural space[2].

Our comparative analysis of program documents, as well as textbooks for non-linguistic universities and computer programs on written business communication indicates that the main reasons for the poor preparation of students in the field of writing are: lack of proper continuity in the selection of the content of teaching writing at school and at university; incomplete compliance of university curricula for teaching writing to meet modern requirements. Teaching writing from the point of view of the language of business communication at the university is aimed at correcting language skills without taking into account the positive experience of forming communicative writing skills acquired in secondary school. Analysis of textbooks and computer programs on written business communication in German (Arkhipkina G.D.,

Zavgorodnaya G.S., Sarycheva G.P. (2004), Krylova N.I. (2005), Chicherina JT.K. (2004), Sazonova E.M. (2003) et al.) showed that in university teaching practice, written exercises for practicing lexical and grammatical skills dominate over written exercises for developing writing skills, the main focus is on teaching writing using written exercises as a means of learning, rather than as a goal of teaching communication[3].

METHODOLOGY: The methodology of teaching foreign language written communication includes the goals and means of developing written business communicative competence. Communicative competence, being the main goal of teaching foreign languages, is a multicomponent phenomenon that includes oral speech and written speech competencies:

1-diagram. Communicative competence



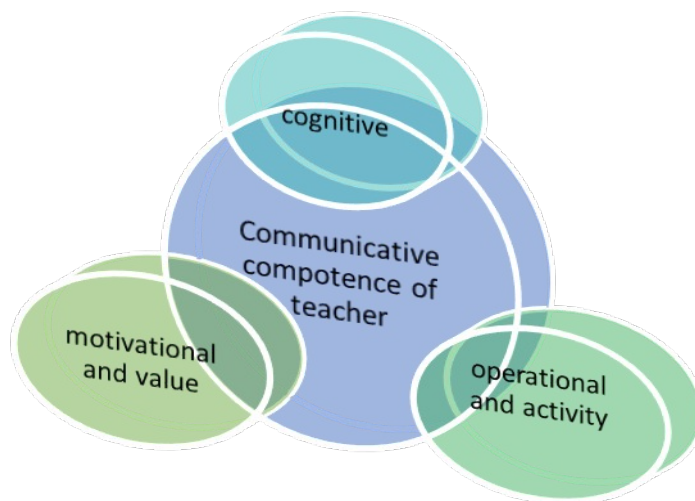
Written business communication is a complex process of interaction between partners and one of the components of professional competence. At the beginning, we develop written competence based on clarity and samples of finished written speech. In the next stages, we offer tasks for the autonomous compilation of letters. At the initial stage, we analyze ready-made business letters, offer the following types of tasks:

discuss what forms of business letters exist (SMS, messenger, instructions, transport schedules, etc.), discuss who the addressee is and what his communicative intentions are. Accuracy, unambiguity, pragmatism and brevity are the basic parameters of a business letter. The pragmatism of the text of a business letter is achieved due to a clearly defined setting in the text, following the rules of speech etiquette, observing a clear structure of business writing. One of the priorities for the development of written foreign language communicative competence is training in the norms and rules of business communication etiquette. When writing official letters, it is necessary not only to be able to use the necessary language forms, but also to know the etiquette of business writing: observe the official business style, exclude emotionally colored vocabulary. The process of teaching speech etiquette is limited by practical teachers to oral speech. Meanwhile, in business correspondence, the formulas of politeness and business etiquette play an essential role. Even with the most competent preparation of a business letter, non-compliance with the rules of speech etiquette can play a negative role. The methodology of teaching written business communication, taking into account professional orientation in a foreign language, was developed in the works of Antonova I.B, Bedrosova G.G, Berezina N.E, Enalieva T.M, Gromova N.M, Dolgina. et al. In particular scholar Antonova I.B paid attention for written competence of students in her dissertation paper which is named “Methodological effectiveness of using writing as a means of teaching argumentation in a non-linguistic university”(1998). Additionally, scholars Bedrosova G.G on her paper “Teaching writing as a form of communication (1979) and Berezina N.E. “Teaching written forms of business communication in situations of entering the field of professional activity” worked on this topic deeply. Despite the widely presented range of methodological research, the lack of theoretical development of the problem of formation of communicative competence in written business communication in German classes for students of a non-linguistic university, and in particular such an important component as discursive competence, taking into account the main characteristics of the discourse of written business communication, affects[4].

ANALYSIS AND RESULTS. Knowledge, skills and abilities are valuable, and they should be encouraged at every stage. The assessment process itself is an important element of the educational process, during which there is a dialogue between the teacher and the student to overcome the difficulties of developing the necessary competence. As you know, in the university assessment system, the main emphasis is on the boundary control of competencies. Our task was to set intermediate tasks and step-by-step assessment of the level of development of written foreign language communicative competence. Focusing on the planned result: the improvement of written foreign language competence, we have developed tests and criteria for their assessment. They provide for the improvement of written foreign language communicative competence in the process of solving certain intermediate tasks. During the experiment, the trainees performed three tests, the results of which were summarized with subsequent evaluation of the work of each student[5].

- I. A. Zimnaya distinguishes the following components in the communicative competence of a teacher:

2-diagramm. Communicative competence of teachers



- motivational and value - determining readiness to improve professional skills, stability of interest in activities, ensuring the need for professional growth and the fundamental desire for self-realization and self-development;

- cognitive – characterized by knowledge of the essence of communicative competence, professional ability to know other people, the ability to effectively solve problems arising in communication[6];

- operational and activity - determining the ability of personality-oriented interaction in the educational process, the possibility of manifesting oneself in different situations, special ability to prevent conflicts, literacy of oral and written speech, the need for the ability to publicly present the results of one's work, selection of effective methods of self-presentation, forecasting and substantiation of the results of effective interaction[7].

CONCLUSION. When teaching students, it is necessary to know the main characteristics of written business communication, which are its regularity, i.e. subordination to established rules and restrictions; strict observance by its participants of the role, i.e. the need to behave in accordance with the requirements of a specific situation and accepted role; increased responsibility of participants in business communication for the final result; more strict attitude participants in business communication to use speech tools. Thus, written business communication is a complex process of interaction between business partners. The main objectives of written business communication are effective cooperation, striving for convergence of goals, and achieving mutual understanding between partners. The effectiveness of written business communication is determined by a number of linguistic and extra linguistic factors, including the correct choice and use of linguistic means, the correct structuring of the letter, and the correspondence of the letter to the stylistic requirements of the genre of business correspondence. The State educational standards of higher professional education provide in-depth training in written business communication.

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