

SAMPLES OF EXERCISES ON IMPROVING WRITTEN SPEECH COMPETENCE OF UZBEK STUDENTS OF NON-PHILOLOGICAL FACULTIES TEACHING ENGLISH

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ABSTRACT

This article includes the problems of forming written speech competence of the students of non-philological faculties, the analyses of difficulties existing in writing and the samples of writing and written speech exercises.

Keywords: Speech competence, writing, written speech, competentivity, exercises, speech process, professional oriented competence.

INTRODUCTION

At present, special attention is paid to teaching foreign languages at non-philological faculties of the universities. Non-philological students are the future professionals, so they need to meet the requirements put to modern specialists. The ability of exchanging written information with foreign partners and getting information from foreign sources, according to their professional knowledge can also be thought as requirements for modern specialists. And this also shows that it is important to form the professional oriented competence and written speech competence in the students of non- philological faculties. In forming written speech competency it is necessary to take into consideration a number of factors in the formation of speech, because they will help to form motivation for communication. But, at first we should study the reasons of existing errors in the students` written communication (Jalolov J., Mahkamova G., Ashurov Sh. 2015).

THEORETICAL PART

During the investigation we had conversation with the students about the ways of learning foreign languages before they enter the university. The results showed that the methods used and the ways of organizing teaching process were boring, because there used one and the same methods, ways of organizing teaching, much attention was given to reading and translation, ignoring written speech. Writing was used only as a means of teaching English. And of course this leads to lose the interest of the learners for written communication. This clearly shows that writing has been seen as only a support system for learning grammar and vocabulary rather than as a skill at school. In teaching English at the non-philological faculties of the universities the role of writing and written speech skills should be emphasized. Written speech competences of the students in the target foreign language should bring their contribution in training well-qualified specialists in non-philological faculties. For this purpose the students should be engaged in writing activities with enthusiasm. When they feel satisfaction of their activity in learning a foreign language there appears motivation for further learning of the target language (Akopyan L.G. 2016). So, this makes it important to work out a strategy designed especially for forming and improving of writing and written speech skills and also communicative written speech competence. Written speech has characteristic features which differentiates it from other types of speech. Writing is a process

and the result of written speech activities is the written text, which can be done on the basis of graphic codes, punctuation and orthographic rules.

Oral speech has different means of expressing thought including extra linguistic (nonlinguistic) forms as facial expressions, movements, mimicry etc. In the written speech there are no such forms of expressing thought, but written speech being also one of the forms of speech should be used in carrying out communication. Written text is of great importance in written communication. Compiling written text requires or closely linked with linguistic, psychologic, pedagogic and professionally oriented competences.

Linguistic competence require the knowledge on calligraphy, orthographic rules, ability of choosing the words according to the context and compiling correct sentences according to the grammatic norms of a target language.

According to the pedagogical competence the age, purpose of writing and creativity should be taken into consideration in teaching writing and written speech. The pupils of the school age like to write what they read and heard. But the students are inclined to understand first what they heard and read and then to write. The text consists of not only independent sentences, but also logically connected sentences. This requires to focus attention on the process of expressing thought from logical point of view.

Psychological factors as interest, ability, motivation are the great importance too. When the students are motivated they may feel themselves comfortable with writing. It should be stressed that it is impossible to improve written speech competence of the non-philological faculty students without overcoming the difficulties existing in written speech communication (Sisoyeva I.E. 2006)

RESULTS

Analyses of the written work of non-philological faculty students helped us to define the following difficulties:

1. The difference between English and Uzbek sounds and letters may be an obstacle in teaching writing.
2. In oral speech there are many nonlinguistic means that will help the speaker to express his/her thoughts easily. But because of the lack of such means as gestures, mimicry and movements in written speech the writer will have to use different syntactic means. And this demands the writer to select and use grammar constructions according to the speech situation and communicative aim.
3. Different ways of pronouncing vowels and digraphs, differences in their spelling and writing, the lack of correspondence of the graphic and sound codes of the words are also obstacles in teaching written speech.

In order to overcome such difficulties a complex of specially compiled exercises is needed. They may be divided into two subgroups:

- a) Writing exercises;
- b) Written speech exercises.

PRACTICAL PART

Writing exercises are aimed to improve writing skills of the students. Here are some samples of such exercises:

- 1) Spell the words and write;
- 2) Train writing words using the given vowels letters and consonants;
- 3) Pick up the words for the given digraphs;
- 4) Copy the given text (or a part of it);
- 5) Write dictations:
 - a) Word dictation;
 - b) Phrase dictation;
 - c) Sentence dictation;
 - d) Text dictation.

Dictation is the top of exercises in teaching writing and forming writing skills. Written speech exercises always have communicative purpose and task. They are aimed to improve professionally oriented written speech skills. Here are some samples of such types of exercises:

- 1) Complete the given sentence;
- 2) Make up sentences using the given words;
- 3) Describe the picture in the written form;
- 4) Write a letter to your colleague (friend, relative);
- 5) A film review. Write your impressions about the film you have seen.
- 6) Recipe writing. Share one of your favorite recipes with other group mates;
- 7) Write a biography of an outstanding person (poet, writer, sportsman, actor, well-known person).
- 8) Story writing. (This can be done individually, in pair or group work).
- 9) Write your childhood memory;
- 10) Essay writing. This is the top exercises in improving written speech skills.

CONCLUSIONS

In conclusion we would like to stress once more the importance of motivation, different approaches in teaching writing and written speech, a special group of exercises for writing and written speech. Students need to learn writing requirements, the purpose and task of writing in order to be successful in their written communicative activities. In teaching writing at the non-philological faculties the following factors should be taken into consideration:

- a) Writing as a text;
- b) Writing as a process;
- c) Writing as a social process;
- d) Writing as a means of improving professional orientation.

When writing is professionally oriented it can bring its contribution to training well qualified specialists.

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