SOME ASPECTS OF USAGE CROSS-MEDIA IN TEACHING FOREIGN WRITTEN SPEECH TO THE STUDENTS OF ACADEMIC LYCEUMS IN UZBEKISTAN

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ABSTRACT

The article examines issues concerning the usage of new forms of organization for teaching written speech in foreign language classes to the students of academic lyceums in Uzbekistan on the basis of creative procedure approach. The usage of cross-media is justified as an effective stimulus encouraging the secondary education students to develop texts in English and Russian languages productively due to a close connection of thinking and written speech. The cross-media create endless possibilities for developing analytic, synthesis and cognitive abilities of the students, which will have a huge impact on scientific activities during their further education, and future professional and scientific careers.

Keywords: Cross-media, academic lyceum, approach, written speech.

INTRODUCTION

The recent history of Uzbekistan is marked by implementing reforms in all stages of education, but the most significant ones are being seen in the sphere of higher and secondary education. In particular, it has been clearly stated that academic lyceums are aimed at a comprehensive preparation of the students for securing seats at the best universities in Uzbekistan as well as leading foreign educational establishments. That is, only those students who would like to choose careers in science to conduct scientific research will enter academic lyceums.

In order to create a benevolent atmosphere for such students, Shavkat Mirziyoyev, the President of Uzbekistan issued an order on Sempember 26, 2017 "About further improvement system of preparing candidates for entering higher educational institutions". Particularly, it is said that starting from 2018-2019 academic year, there will be 68 functioning academic lyceums with high scientific and pedagogical potential and logistical support in the Republic of Uzbekistan. The alumni should possess skills for working with scientific data. In the modern world it is impossible without good command of foreign and preferably international languages. Historically, the most sought-after languages in Uzbekistan are English and Russian. Our next observation is that with the active development of information technologies, and in particular the Internet, most materials, especially scientific, is presented in graphic written way. This lead to the fact owning to which the written speech has started to fulfill more communicative functions than ever before. Therefore, in the education sphere, there has emerged a need of revision of the principles of written speech development skill in students.

LITERATURE REVIEW AND DISCUSSION
The above stated facts provoked us to select the process of teaching written speech to the students of academic lyceums in the conditions of ever expanding cross-media environment as a research object.

In our research we will be relying on recommendations of such an authoritative source as the monograph "Common European Framework of Reference for Languages: Learning, Teaching, Assessments" [1] where it is given advice "to build your work keeping in mind real needs, motivations, characters and abilities of students"[1]. This assumes the answers to be given to several questions that will help us reflect social, psychological and intellectual profile of modern students in academic lyceums in Uzbekistan and make the case of long-overdue need to use cross-media for development of written speech of a foreign language.

Who are they, the learners of a foreign language?[1]
The students of academic lyceums of Uzbekistan are youngsters from 16 to 18 years old, having the guaranteed 10-year primary and middle education before the moment of admittance to a lyceum. Teaching is delivered in two languages: Uzbek and Russian. The constituent of the students is multinational, however the absolute majority is represented by the students who consider Uzbek as their mother tongue. In the groups where the language of teaching is Russian, high percentage of students is constituted by bilinguals (Russian-Uzbek).

How much time are the students ready to devote to studying a foreign language?[1]
Both English and Russian are compulsory languages to study regardless the language of teaching. The Working program allocates a considerable number of self-study hours. The students have an opportunity to study languages during the whole period of lyceum education that is 2 years. Besides, there are lots of non-governmental education centers that render services in teaching languages. Russian and English are the most popular.

What knowledge, skills and expertise do their teachers possess?[1]
Pedagogical staff that is working in academic lyceums is highly competent in pedagogical and methodological aspects. Russian language is taught by a great number of native speakers. We practically do not have native English teachers, however, continuous advanced teachers' training, internship a regular teacher assessment show that the core part of English teachers meet the requirements of the teaching process.

Why do the students need a foreign language? What encourages them to study?[1]
The survey conducted showed that the students of academic lyceums are highly motivated to study both English and Russian.
The main incentives are:
- Entering higher educational institutions with English or Russian language of instruction (among them are Russian, British, American, Singapore, South Korean)
 - the desire to be in-demand specialist in their professional domain.
- desire to feel oneself comfortable in any country in the world.
Further feasible to study the matter considering bilateral approach – student **(what do they have to learn so that they can achieve their goals by using the foreign language?[1]**) and teacher (**how can we improve the process of studying a foreign language?[1]**)

When it comes to terms of students' motivation and aims - to become highly demanded professionals, then we may infer that teachers must find such methods and forms of teaching language that will help lyceum graduates adapt to modern media language environment in its all diversity: from developing paper documents to composing creating texts on different media platforms. The modern world with its globalization processes erases strict graphic and cultural borders; convergence of technical means occurs and some interdisciplinary borders between sciences get eliminated as well. Science having acquired practical direction is getting convergent in all its occurrences at all levels including communicative written speech domain.

Today's academic lyceums graduates in Uzbekistan will run into a need of using acquired linguistic and communication skills in the variety of forms from traditional to new ones.

In our research we are focusing exclusively on written speech, therefore we attempt to substantiate the optimal approaches to teaching written speech and effectiveness of cross-media technology usage of cross-media technology inside of the most rational one.

The specialist literature falls into four approaches to teaching the written speech.
The oral approach stipulates a complete refusal of written forms of work in the teaching process. However, even the creator of the oral method, Charles Fries, in the process of more detailed verification of education problems admitted that written exercises can be a part of acquiring written speech.

A formal language approach acknowledges usage of writing only as a tool to acquire other forms of speech functions. Actually at formal language approach the written speech is not considered but only writing itself as the means of control or automation and developing language skills. Indeed, the formal language approach is based on structure-linguists' understanding of a language as a speech teaching of which is built on skills automation on the precept of stimulus-reaction. A. I Gruzinskaya believed that writing is a universal fixative "that facilitates better learning of the study material." [3] This method is still widely used in teaching language.

Strict frames of formal-grammar approach suggest controlled, managed writing, but this writing is not only a simple collection of grammatically correct sentences, but also a creation of texts as products of writing. That is, for the first time it was spoken about self-production activity of a learner. Inherently the creators of formal-structure approach started to view not the writing itself, but the writing speech although this speech is limited to model structured texts. Of course, a creation of a text can be recognized as a written speech reflecting some certain features of a person, however, it should be admitted that at this approach, a language copycatting of the author of the passage prevails. Replication of someone else's speech models considerably decreases the stimulus of creativity of the learner. E.S.Chuykova noticed the disadvantages of such an approach, said that "formal-structured approach cannot be self-sufficient even at teaching text composition and its structure unites- paragraphs" [2].

For this reason, contemporary guides in methodology, practice counselors and theoretical researchers come to a conclusion that for the "implementation of effective writing something bigger is needed than building grammatically correct sentences» [2] . Alongside possessing language skills, a student, in our view, should demonstrate a specific, belonging only to him as an individual speech behavior that, in essence, is the skill of creating written speech. This task can be fulfilled only by a creative approach that guarantees forming a theme-rhyme organization of a text in the light of communicative features of the addressee.

I.I Zhdan characterizes the writing process with this approach as a "creative process of composing, as a non-linear experimental process, during which a student states and multiple times restates his thought so that it is delivered to the reader in the most clear way.» [6] That is, the learner has to, like a professional writer or a journalist, develop an image of the recipient of his/her text. Who is he writing for? What is he writing for? At this, the main attention is paid to a delivery of contents and that is it that produces the form of the written speech. We consider that the most rational variant of productive writing in the modern reality where the

modern online means and technologies have become the hub of the information transmitting is a multi-vector and multi-channel connection between the writer and the reader.

Therefore, having analyzed the modern approaches to teaching written speech bearing in mind the trends of cross-media development, it can be inferred that productive methods of teaching written speech are becoming more and more sought after in the study process. Creative or procedural approach although being the most difficult in organization and methodology is becoming the most force-needed approach in teaching written speech already during some stages of secondary and undoubtedly higher education in the conditions of intensive informatization of a society. However, it does not exclude usage of other methodological approaches in specific situations arising before the teacher.

In the frame of procedure-creative approach it is feasible to use cross-media pedagogical technologies. The term 'cross-media' is actively used in journalism and marketing, but only recently has it become possible to use this term in pedagogy process.

The notion cross-media and cross-media technologies are mostly well-founded in the works of American and German researchers, and there are some works by Russian and Ukrainian authors[7]. In Uzbekistan the term has not been mentioned in the connection to the study process, therefore our research is quite urgent.

The matter is that since the beginning of the 21st century there has been a need of streamlining the methods of receiving information during the study process. At this the problem touches both students and teachers. The value of creating an information texts per se today is wiped out; there is a plethora of them. The task of cross-media technologies is to optimize the information stream so that it is seen against the background information noise and demonstrated as comfortable as possible. The problem of delivery texts in written speech will arise soon in the professional career of the academic lyceums alumni. Also they have to possess the skill of choosing a form of a reply to a written text dictated by the second party of the communication and adequately take written texts as the recipient party.

So, what considered cross-media in our research? In our view are most appropriate such definitions as "creation of different types of contents and their delivery to the target recipient auditory with the help of different means of information. ".
K. Moloney considers mass-media as a means of "telling a story by using many different channels" [5].

Uli Gleitch draws attention on that the main target of cross-media is provoking a user to transfer from one platform to another, for that it is necessary to use the potential of all used media in the full capacity for the optimal perception of the media product. [8]

As we see the cross-media as a technology can be actively used by the students of academic lyceums at the stage of preparation of written works for the collection of all needed materials, discussion of ideas, and connection with the teacher. The curriculum in Russian and English languages is determining teaching the lyceums students the skills of creation of texts in such genres as narrative, novel, composition, essay, all types of letters, annotation, review, thesis paper, and many more. For the preparation and creation of texts in these genres the student can refer to authorized textbooks, and Uzbek information portal Ziyonet, get acquainted with the information in many sites on the Internet , also look through periodicals, see a movie or watch a TV program but also he can discuss the details with friends in social networks and

chats and all that in - our view - will converge into an information stream that is, cross-media. By different means the different means of information will motivate a student to creation of productive texts in written genres.

Also there is an inverse relationship: the teacher assigns the student to deliver the same information in different ways, for example to write a composition in a notebook, submit an essay in e-format, develop a presentation with slide-show, discuss a problem in social networks and reflect the results in a graphic way. To achieve a goal in case study using technology case-study with a compulsory displaying of all the solution variant. In this case, a lyceum student will have to use cross-media technologies: he/she is solving the problem which means of delivery of written speech will be more relevant and rational under particular circumstances for a particular auditory-recipient.

CONCLUSION

The Preparation for a professional career should start from the secondary education stage. Academic lyceums in Uzbekistan are aimed at such a preparation and the lyceums' alumni are potential students of higher educational institutions. Scientific activities and research are implemented much more easily if a researcher has a good command of foreign, preferably international languages. The key role in the Internet undoubtedly belongs to English and Russian with English taking insurmountable lead. The both languages are compulsory for studying in Uzbekistan. Observations on rapid informatization have shown that the communicative function of language tend to be carried out in written form, presently called the written speech, therefore, the author of the research claims that modern secondary education curriculums should pay a close attention to teaching foreign language written speech. Creative-procedural approach to teaching foreign written speech is the most power-hungry and difficult in the view of both teachers' and students' preparation, however precisely this approach facilitates developments of necessary communication skills in the scientific environment of the future. In the frame of the creative-procedural approach it is possible to use cross-media technologies to develop student's skills in using some of written ideas and phrases in different media targeting different, sometimes very specific audiences. We will continue doing researches on the abilities of cross-media technologies and publish the result of methodical and practical usage of cross-media in teaching written speech after finishing the next scientific research stage.

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