



FORMATION OF WRITTEN NUTS COMPETENCE BASED ON A TECHNOLOGICAL APPROACH

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ABSTRACT

The article presents opinions on the issues of forming the written speech competence of non-philological faculty students in English. A differential approach to pedagogical and learning technologies is also proposed.

Today, the ability of a qualified specialist to freely use a foreign language in the process of professional communication is considered one of the standard requirements for a specialist.

It is stated in the state educational standards that graduates of higher education institutions whose specialty is not a foreign language must meet the requirements of the V2 level of educational standards [1, 4–32]. Therefore, it is emphasized that the graduates of the undergraduate level of non-philology faculties can write special letters (letters), grammatical and content-correct information, scientific articles, proposals, and conclusions in their specialties. Also, students of the non-philology faculty should have the skills and qualifications to be able to use a foreign language as a professional communication tool. For that, it is necessary to develop communicative competence specific to written speech in a foreign language. The formation of students' written speech competence based on the technological process widely used in education today guarantees the achievement of the desired goal.

Today, pedagogical technologies are widely used in the educational process. However, in methodological literature, we can see that different opinions are expressed about their nature, types, and use. For example, Sh.S. Alimov and A. Matkarimova, although the beginning of the use of technical tools in education played a certain positive role in the origin of the concept of "pedagogical technology," cannot compare it with the "technical process" in its development, as well as the use of various technical tools in the learning process. They say that it is not the same interpretation as the concept of "technology" [2, 72]. Pedagogical technology is actually derived from the English word "educational technology," which means educational technology. V.P. Bepalko considers pedagogical technology as a technology that forms the personality and develops its quality characteristics, while M.V. Klarin interprets it as a technology for designing the learning process based on the purpose. We believe that a differential approach to the concepts of pedagogic





technology and learning technology is appropriate, without underestimating the unity of the education and training process or the role of education in the learning process of the individual.

Sh.S. Alimov and A. Akhlimirzaev Pedagogical technology includes the systematization of the methods and tools that guarantee the formation of the character of a person in the education of a perfect generation, the cultivation of human qualities such as patriotism, hard work, respect for adults, respect for the younger, nobility, and kindness from the point of view of the technological process. In the process of learning by listening to technology, they consider the activation of the internal capabilities of a person as a process that guarantees the achievement of the desired goal of education by generating interest and desire (motivation) in relation to the subject being studied [3,169]. We also agree with this opinion, and we believe that it is possible to achieve the purpose of forming the written speech competence of non-philological faculty students in English through didactic activities performed in a strict sequence. In general, didactic technology can be called a systematic approach to the design of the learning process.

Considering the technological approach to the formation of written speech competence and considering interdependence and cooperation in the student's activities, a differential approach to the student's knowledge, language experience, and formed written speech skills, using his internal capabilities (interest, ability, memory) as a process that leads to the best possible result

Didactic technology is distinguished by the fact that the educational process is directed at the learner, taking into account his memory, abilities, and internal capabilities. In this case, a differential approach based on students' knowledge levels and interests ensures their activities in the learning process, and in the teacher-student relationship, mutual respect and the high level of desire of the students in relation to the studied topic are observed. It is known that any new thing is compared with the old one. If we compare the traditional locking system with the system based on modern technologies, we can see the similarities and differences between them.

The main features of traditional education include the following: strict control of the educational process and student activities; strong discipline in the course of the lesson; one-sidedness of information and burden of feedback; Achieving the goal of the act depends in many respects on the authority and skill of the person doing the act. Students become passive listeners. Strong control over the course of the lesson limits students' independence and activity. The load of motivation in relation to the subject being studied





In modern innovative technologies, it is observed that the learning process is focused on the student's personality; his memory, abilities, and internal capabilities are taken into account; a differential approach; mutual respect in the teacher-student relationship; and an effort to create high motivation (interest, desire) in the student in relation to the studied subject.

Innovative technologies in education are characterized by the following: clearly defining the purpose of learning and the ways to achieve it in advance; guaranteed achievement of educational goals; Availability of different types and means of explaining the learning material; high motivation of students towards speech communication; activity in the development of study material; formation of students' self-control and critical thinking skills; formation of students' skills to get out of problematic situations. Also, independence in acquiring knowledge, inquisitiveness in solving problem tasks, creativity, a strong interest in applying the learned learning material in practice, extensive use of didactic role-playing games, and problem situations are characteristics of innovative educational technologies.

It is necessary to emphasize the role of psychological factors in organizing the formation of the written speech competence of non-philological faculty students in English based on the technological process with the help of innovative technologies and interactive methods. The process of learning a foreign language is a two-way process; it includes the activities of the learner and the student and involves the formation of speech skills. This issue is reflected in the scientific research of all Methodist scientists. According to I.A. Zimnyaya, speech activity is evaluated according to several parameters. These are: the verbal nature of speech communication; orientation to receiving and giving information; internal connection between the creation of thought and the formation of speech; it is characterized by the external nature of the expression of thought and the uniqueness of communication [4, 200].

Written speech is distinguished from other types of speech activity by its uniqueness. This idea is expressed through graphic symbols, and it is also distinguished by graphic symbols unfamiliar to Uzbek students and ways of expressing the idea in speech. The involvement of the senses of sight in writing also helps to control the correct expression and recording of the thought in the written text. In the formation of the mechanism of written speech, along with visual sensations, internal articulation, speech motor movement, and listening comprehension are also involved. In particular, the role of the visual and speech motor senses can be emphasized separately because they ensure the existence of communication between the internal and external components of the written speech mechanism.





Kudryashova O.V. emphasizes that the communicative competence characteristic of written speech consists of a complex of several competences. Therefore, he includes "linguistic, subject, sociolinguistic, socio-cultural, discursive, and strategic competences" in the written communicative speech competence [5, 66]. If we agree with this opinion, it can be assumed that the formation of written speech competence in English has a positive effect on the formation of professional competence among students of the faculty of chemistry and biology.

Attention should be paid to the formation of professional competence in students of the non-philology faculty from the first stage of learning a foreign language. This is done on the basis of the language material selected for teaching a foreign language. Therefore, it is appropriate to have separate textbooks for specialists in different areas, and on the basis of the lexical, grammatical, and thematic material selected for these textbooks, students should learn a foreign language from the first level. Communicative competence developed in the course of study should also be directed toward the formation of students' professional competence in a foreign language.

When developing written speech competence, first of all, it is necessary to pay attention to its two components. The first consists of writing features (graphic symbols, orthographic rules, speech motor movement, skills related to sound-letter relationships), and the second includes creative skills related to written expression. The first one, i.e., writing, helps to write correct words and sentences based on orthographic rules, and the second one helps to express an opinion based on the norm of the foreign language being studied. The analysis of psychological factors shows that the topic chosen for written opinion is interesting for students, which helps them develop motivation for written speech. However, some psychological factors (fear of making a mistake due to lack of knowledge of orthographic rules, curiosity, burden of desire) may also discourage the expression of written opinion. Therefore, the speaker should take into account the age, interest, level of knowledge, and wishes of the students when choosing the study material for the written speech. For example, children of elementary school age try to write down the information they read or heard. This is mainly observed when completing written tasks in the native language. Such a situation is not observed when learning a foreign language because young learners have a lot of experience with written speech in a foreign language. When performing tasks related to written speech, students tend to prepare written information through creative thinking with the help of active lexical units, understanding what they hear. It is known that the written text does not consist of separate sentences but of logically connected sentences. Therefore, it is necessary to pay attention to the logical connection when expressing a written opinion. In





In addition, the mental state of students in the process of completing written assignments also plays a very important role. Excited, nervous, or stressed students affect their speech-motor behavior, and as a result, this leads to the formation of letters, spelling errors, and logical thinking. Therefore, it is important to consider psychological factors in the formation of students' written speech competence.

Therefore, before giving written speech assignments to students, it is necessary to mentally prepare them, to create interest and desire in them for written speech, and to perform written speech tasks. The speech situation being created should also be subordinated to this purpose. Psychological factors are considered to be among the factors that guarantee the achievement of the desired goal.

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