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Effective Ways of Improving the Written Speech Skills of the Non-philological Faculty Students

Key words: *approach, specific purpose, non-philological faculties, written speech skills, communicative purpose, linguistic competence.*

Annotation: *This article is intended to discuss the new approaches in teaching foreign languages and to find out more effective ways of using them in improving the written speech skills of the Uzbek students of the non-philological faculties.*

At present, the international relation of Uzbekistan with foreign countries are widening and growing. The English language has become the main means of communication among different levels of international relations of Uzbekistan with other countries. And this is the reason for ever-growing interest for learning foreign languages, especially, the English language.

Organizing teaching English at the non-philological faculties should answer the requirements of the document of CEFR (Common European Framework of Reference) for languages: learning, teaching, assessment which was worked out by the council of Europe and recommended to be used in the education system of European countries.

Teaching English at the non-philological faculties is aimed to teach English for specific purposes, i.e. to develop the students` language competency and written speech competency which will help them in their future activity.

At the non-philological faculties we train qualified specialists who should answer the demands of international standards. In other words the students of non-philological faculties should be trained according to the demands of bachelor degree (B2).

The new concept in teaching foreign language means systematic approach in understanding the process of teaching. Only the systematic description can give us the real image of a substance or an action. The teaching of foreign languages has an important international value. The wide spread need for English at the same time brought some problems concerning to teaching it as a foreign language such as organizing teaching in multilingual auditoriums, working out curriculum, methodology which takes into consideration the result of language contacts i.e. the influence of language structures, skills and habits on one another in the process of teaching and also communication.

In the process of forming communicative written speech skills and sub skills we should focus our attention on the two main points:

1. Acquiring knowledge on orthography and improve orthographic skills;

2. Improving written speech skills and sub skills.

Acquiring knowledge means to get information on phonetics, orthography, grammar and lexis of the target language. And improving speech skills and sub skills can be carried out in the process of training communication on the basis of different life situations. In other words students' train speaking, listening, reading and writing with the aim of forming corresponding speech skills and sub skills. Gained knowledge on the language structures and formed speech skills and sub skills will help the students to implement theoretical knowledge into practice.

In teaching foreign languages mainly two approaches are differentiated: conscious and intuitive. Most teachers state the productivity, effectiveness and economy of the conscious approach. In the Intuitive approach getting knowledge and improving speech skills can be reached by repeating the language structures and words many times. It is not effective in teaching English as a second language in national groups, because it needs much time and energy and besides this teaching a foreign language in national groups lacks real speech atmosphere which is very important in intuitive approach.

If we look back to the history of a foreign language teaching we can see different view points on this problem. In his time a well known scientist-linguist V.Humboldt stated the importance of giving much information on the language structures in teaching to it. And this view dominated in language teaching till the end of the XIX th century. Then there appeared new view points in foreign language teaching which influenced on the aims of teaching and they brought some corrections into it, and much attention began to be given to practical use of the language. Foreign language teachers focused their attention on using speech patterns. And this stipulated the formation speech habits and skills of speaking, listening, reading and writing.

Now integration processes can be seen through out of the world and there opened great possibilities to learn and implement into practice experiences in the field of teaching foreign language in different countries.

In teaching writing it is expedient to differentiate writing and written speech. Writing includes calligraphic and orthographic rules and demands corresponding habits of using them. Written speech is the product of individual mental activity. It includes communicative purpose the result of which is a written text.

In compiling the effective methods of teaching written speech such components of the communicative competence as linguistic, psycho logic, social and professional should be taken into consideration.

Speaking and writing are the components of speech. So they have some similarities and dissimilarities. In oral speech the speaker can use extra linguistic means (mimes, gestures) which make the speech more effective. Elliptic sentences are also characteristic for oral speech. But when speaker expresses his thoughts in the written form he can not use such extra linguistic means and has to use full forms of the sentences.

If the speaker controls his speech by hearing it himself, the writer uses kinesthetic forms of control. And besides this one can speak and take part in communication without knowing the written form of speech. So, written speech needs special training. Three stages are differentiated in existing human speech:

Stage 1. It is based on motivation, because every thought is motivated.

Stage 2. It is the stage of formation. In this stage a thought takes lexical and grammatical shape in inner speech.

Stage 3 It is the stage of realization. In this stage the thought goes out and is used in the process of communication either orally or in the written form.

We think special attention should be paid to the second stage where the grammatical structuring of thought takes place. Here the speaker (or writer) expresses his thought by the means of a foreign language. That is why much depends on his linguistic competence, experience and knowledge on orthography. This shows that in teaching to written speech we should first form writing habits and skills in our students. Only on the basis of such habits and skills we can improve written speech of our students.

In written communication writer needs to use his background knowledge on orthography and calligraphy automatically, because he can not recall all the orthographic rules while writing, fluency is needed here. In written speech he usually focuses all his attention on the content of speech. This means that orthographic speech automatisms are very important in forming written speech habits and skills.

In conclusion we would like to stress out the importance of different approach to writing and written speech in teaching a foreign language, because they both have specific features. But at the same time it is impossible to form and improve written speech without writing habits and skills. They are in such mutual relation as if two sides of one coin.

Realizing writing as a process we should improve our students' descriptive, narrative and argumentative habits of writing.

A special questionnaire is also helpful in improving writing habits and skills because answering questions in the written form may help students to overcome passivity and motivate them for writing.

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