



Ways of Forming Skills of Compensatory Competence in Students of Non-Linguistic Specialties in English Classes Through Reading and Writing

Ishonkulov Sherzod Usmonovich

An English teacher at the Department of Foreign Languages, Karshi engineering - economics institute

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Abstract: *The most important details in this article are the ways of forming skills of compensatory competence for students of non-linguistic specialties. It is important to prepare students for working with specialized texts in their specialty already in the first semester of the academic year, and to use semantic memorization to assimilate the material not by simple memorization, but by including it in complex mental or communicative activities.*

Keywords: *students, foreign language, written speech, monologue, dialogic, skills, extralinguistic.*

Introduction. First of all, speaking about the ways of forming skills of compensatory competence, many linguists give the leading role to reading skills. Work with specialized texts for students of non-linguistic specialties begins at the beginning of the first year of the academic year. However, by this time, students do not yet know the terminology of their specialty.

Since the number of hours allocated for practical classes in a foreign language for bachelors has been reduced to 2 hours per week, it is necessary to prepare students for working with texts in their specialty already in the first semester of the academic year.

A problematic approach to the practice of speech is possible only when students have sufficient linguistic means and non-linguistic knowledge to solve the set extralinguistic tasks. Otherwise, there is disappointment, disbelief in one's own abilities, damage is done to the positive motivation for learning a foreign language, so the teacher needs to carefully select the problem situations that are created in practical classes, and also correlate them with the levels of language and general training of students.

As a result of the application of the problematic principle, educational activity, firstly, begins to imitate genuine speech communication associated with the solution of rather complex extralinguistic tasks and problems. Secondly, the maximum consideration of the age and intellectual characteristics and abilities of students, as well as their interests, is ensured, positive motivation increases when learning a foreign language, which in such classes acts in its main function - a means of obtaining and transmitting new information.

As a rule, rote learning causes a negative reaction in students. The most effective is semantic memorization; therefore, in practical classes in a foreign language in a non-linguistic university, it is necessary to use such tasks that would make it possible to assimilate the material not by simple memorization, but by including it in complex mental or communicative activities. As a result, involuntary memorization occurs, which is characterized by the ease and strength of assimilation, as well as the operational readiness of the learned.

Discussion. In the process of teaching a foreign language to students of non-linguistic specialties, the main place is given to reading specialized, that is, specialized texts, since it is reading that can be most widely used in the future professional activities of students due to the large amount of scientific and technical information in a foreign language.

Reading a specialized text must begin with a primary predictive setting in order to achieve a correct, context-appropriate understanding of individual words and sentences, since each of them will be perceived based on the general content of the text. Otherwise, students will follow from word to word with the help of a dictionary, and, as a rule, students take the first main meaning of a lexical unit, which often does not at all correspond to the context of specialized training in a foreign language.

A teacher of a foreign language should teach students to bypass language difficulties, that is, not to focus on lexical and grammatical phenomena unknown to the student. This is possible when such phenomena do not interfere with the correct interpretation of the text. Students, on the other hand, tend to stop before words unknown to them, regardless of their informative significance, which ultimately makes it difficult for the normal course of the process of reading in a foreign language.

In practical classes in a foreign language, it is necessary to develop students' reading skills and abilities with different depths of understanding, depending on the goals of reading. In this regard, we can distinguish viewing, introductory and studying reading. In a technical university, introductory reading occupies a leading place. [1]

When teaching oral speech, the efforts of the teacher should be aimed at developing the skills of professional speech communication. The student must be prepared at least at an elementary level for an exchange of opinions on his chosen specialty, as well as for everyday communication in a simple foreign language. Pronunciation skills, therefore, must be brought to automaticity so that speech is understandable to interlocutors. The student must also understand the statements of communication partners. The ability of listening does not provide for the understanding of individual phrases, but for the perception of the text as a whole. Even at the beginning of training, it is necessary to accustom students to the perception of speech at a normal pace, since understanding is impossible if the pace of internal speech lags behind the pace at which perceived statements are pronounced. It is quite natural that the speech of students will not reach a high level of complexity due to the limitations of their vocabulary and grammatical skills. [2]

The accumulation of scientific and special vocabulary, the assimilation of grammatical constructions begins from the first semester of studying a foreign language at a university, it is necessary to start working on the activation of communicative means as early as possible, their involvement in students' colloquial speech. At the initial stage of learning, the number of passively assimilated language units, as a rule, outstrips the possibility of their active use by students in independent utterance. The significant semantic complexity of the statement conflicts with the insufficient preparedness of students in terms of independent active use of the necessary minimum of lexical and grammatical means in speech.

One of the tasks of the teacher is to teach students to independently combine their language stock for the implementation of communicative tasks. Monologue speech includes an oral summary, an excursion, a message, a report, a lecture. The spontaneity of an utterance can be achieved only by repeatedly

constructing utterances from separate elements, followed by a gradual transfer of attention from linguistic form to content. These details should be constantly included in the speech of students in the learning process.

In the process of teaching a foreign language at a university, the motivation of students is of great importance, which can be divided into 2 types. The first includes the so-called prospective motivation, that is, awareness of the distant goals of learning, its usefulness for future work. To develop this type of motivation, it is necessary to explain to students how much help a foreign language can provide them in the process of working in their future specialty. The second is "procedural motivation", which determines the interest of students in the implementation of educational activities. This type is the most significant, as it provides a high level of cognitive activity. All educational texts used should be of interest to students with their content, include new valuable extralinguistic information that meets their intellectual and individual characteristics. [3]

One of the important factors in the development of compensatory competence is also the written activity of students of non-linguistic specialties. Writing letters and business papers is an integral part of the development of students' written speech in a foreign language. Such work is of great importance both for improving the speech capabilities of students and for future professional activities.

In order to master writing skills, students learn graphics, sound-letter relationships and spelling while still at school. Writing contributes to the consolidation of knowledge of vocabulary and grammar, the development of skills and abilities in reading, translation and oral speech. Writing is a good means of controlling the knowledge and skills of students in teaching a foreign language. The skill of writing develops as a result of automation of the following skills: the ability to master graphics, spelling, sound-letter relationships, and the ability to master written speech. [4]

The development of speech activity skills in a foreign language is a very complex, multifaceted work. Given the relationship between oral and written speech, it can be concluded that when creating a coherent text, the writer must perform a number of sequential operations: determine the intent of the statement, build its logical plan, select linguistic means of expression in the process of expressing thoughts and verify the correctness of the created text. The teaching of written speech should take place in close connection with the development of oral speech.

Before proceeding with the exercises, students are provided in an accessible form with the necessary theoretical information regarding the structure of written speech: the distinctive features of each compositional speech form, ways of connecting sentences, building paragraphs and means of communication between them. In the process of performing exercises, this information deepens. [5]

Teaching students to clearly and logically express their thoughts in writing is the most time-consuming part of the job. The ability to express one's thoughts in writing presupposes the possession of its linguistic structure, which includes certain structural features of a paragraph and the syntactic relationship between them.

Written speech activity is a purposeful and creative fulfillment of thought in a written word, and written speech is a way of forming and formulating thoughts in written language signs. The written skills of students often lag far behind the level of training in other types of speech activity. The purpose of teaching written speech is the formation of students' written communicative competence, which includes the possession of written signs, the content and form of a written work of speech.

The tasks to be solved in teaching written speech are related to the creation of conditions for mastering the content of teaching written speech. These tasks include the formation in students of the necessary graphic automatisms, speech-thinking skills and the ability to formulate thoughts in accordance with the written

style, expanding knowledge and horizons, mastering the culture and intellectual readiness to create the content of a written work of speech, the formation of authentic ideas about the subject content, speech style and graphic form. written text.

Result. The final requirements for teaching written speech include the formation of students' ability to practically use foreign language writing as a way of communication, cognition and creativity in accordance with the achieved program level of mastering a foreign language.

Written speech can be considered in three planes: content (thinking), expression (speech) and performance (graphics). The content of a written speech work is determined by its activity goal and objectives, such as emotional impact, seeking help, managing activities, requesting information, performing office formalities, preserving information, and writing expression of a person's creative potential. The mental content determines the form of a written work. The forms of written speech works that can be included in the content of the training include: greeting cards, telegrams (personal and business content), notes (for family members, friends, work colleagues), signs (on homes, institutions), labels (on product packaging), captions for pictures, instruction announcements, information announcements (about job searches, employment, sports and cultural events), menus, advertisements, invitations, condolences, personal letters, business letters, in particular letters of acceptance to work, thank you letters, i.e. bread-and-butter letters, letters of protest and complaints, appeals (to the leader, to the public), responses to statements, autobiographical information, curriculum vitae, characteristics, confidential references, completed questionnaires and forms, certificates, mind-maps (for speaking in front of an audience), instructions (for safety, for completing a task), recipes (culinary, as known, and my own), diaries (observations, travels), dictionaries, dictations, bibliographies (author's works, books on the problem), abstracts, notes (a summary of what was read), notes in a wall newspaper, impressions (of what they saw or heard), book reviews, reviews, reviews (for a book, story, movie, work of art), reports, reports (about observations, about questioning, about the survey), reports (about the state of the problem. About the study of specific cases such as case-studies), presentation, reproduction (read, heard), summary, summary (the main idea of what was read, heard), messages (about news, about the latest events), reviews (articles in the newspaper, events for week), annotations, précis (main content of a story, book, film), abstracts, synopses (brief review of what has been read), theses, abstracts (a summary of the speech), projects, projects (a look at the state and change of the surrounding world), essays, essays (own view of things and phenomena), essays (interpretation of a topic or problem), stories (inventing a plot and plot), poems (creating poetic works of various forms).

Dictation has great opportunities for teaching creative writing. There are the following types of modern dictations: reproductive, individual creative, paired creative, collective creative. Reproductive dictation is literal dictation for the purpose of testing listening comprehension and spelling. An individual creative dictation is performed as a written work of speech with a volume of no more than 150 words, which is a description of the presented picture, a reasoning about the proposed thesis, an answer to the question posed (previously, the main points of the written work of speech are discussed in individual communication with the teacher, and the student must take into account the results of this discussion).

In a written task, the volume of a written work of speech varies. It is determined by the number of words, including service words, articles. In the course of the assignment, the volume, expressed in the number of words, is strictly observed. The part of the job that exceeds this amount is usually not checked. In the case of a decrease in the amount of written text, the score may be reduced for insufficiently complete and deep content. The execution of the written plan depends on how students master the variation of the style and volume of the written work of speech. Writing a letter requires a high level of development of spelling, grammatical and lexical skills, as well as complex skills that contribute to their coordination.

Teaching students to correctly connect independent sentences, using the appropriate lexical, syntactic and word-building means for this, begins with the analysis of the corresponding text. Students, under the guidance of a teacher, analyze the ways of links between sentences. Then small passages are offered, in which the means of communication between independent sentences are omitted. Students should reconstruct this passage using the necessary means of communication between sentences. The exercises at the level of a single sentence also include the compilation of a complex sentence from simple sentences, the description in one sentence of the appearance of a hero, girlfriend, city, etc.

Much attention is paid to tasks that develop students' ability to connect sentences and parts of the text using internal communication, based on the general content of what they have read. To this end, students are invited, based on the context, to insert the missing sentence, to arrange these sentences in a certain order. The ability to convey direct speech in a narrative form with minimal use of indirect speech presents significant difficulties for students. In order to create such a skill, exercises are systematically carried out to first transmit individual sentences of dialogic speech in a monologue message, then passages and entire dialogues. In connection with this work, a number of words and expressions are activated in the classroom, which are most often used in the transmission of dialogic speech in a monologue message. [6]

Conclusion. A set of exercises, including the sequential distribution of a series of actions graded according to the degree of difficulty, given in a certain sequence, is one of the necessary conditions for the successful teaching of written speech. It is known that for the emergence of any speech utterance, it is necessary to have thoughts that determine the content of the utterance. The presence of thoughts that determine the content of the utterance is directly dependent on the speech material. Psychological research has proven that the richer the content of the studied material with facts of interest to students, the more this material causes thoughts in them.

The listed pre- and post-text exercises contain techniques for a general approach to any text. Purposeful oral work on the material provides students with a concrete understanding of how to work with any text.

Thus, teaching written speech based on exercises that take into account its structure and ways of expressing thoughts is effective.

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