

DEVELOPMENT OF WRITING SKILLS OF NON-PHILOLOGICAL STUDENTS

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Abstract. The main speech activities are listening, speaking, reading, and writing. Writing skills, including the ability to use formal and informal writing styles, the ability to write letters, reports, cover letters, make resumes and other business papers are important for every specialist in a technical university today.

By addressing the development of writing skills in non-technical university students, foreign language teachers identified the level of basic writing skills and identified the special skills students need for written communication in their future professional activities. Including some special topics (such as, for example, writing business letters, reports, and resumes) in university English curricula is one of the most important ways to optimize students' learning of writing skills.

Keywords: foreign language learning, written communication, writing skills, literacy, modern society.

Changes in all spheres of society put a number of important problems before modern teachers of a foreign language at the university. The one that has not previously been given much importance neither in the scientific, nor in the pedagogical environment occupies a special place among them. We are talking about teaching foreign language productive writing. For many years, foreign-language writing was viewed as an auxiliary tool for academic tasks. Writing acted as a technique to support oral language skills as well as to identify grammatical errors and text comprehension.

However, today the situation has radically changed, and we are faced with the fact that writing skills have become widely in demand. Access to information sources, professional written foreign-language communication via electronic means of communication have become an integral part of the activities of any academic institution. Foreign-language written communication via the Internet has become a necessity for both employees and students of Uzbekistan's higher education institutions.

Practicing students of non filological universities, employees of special departments, participating in international conferences, symposiums, doing research work, more and more often apply to the department of foreign languages with requests to write a letter to a colleague by e-mail, to compose a CV, to write an abstract of an article in English.

Writing skills have gained extremely high professional importance in today's world. The rapid increase in the volume and pace of information exchange, the accelerated development of computer communication, which has become the main tool for international professional contacts, have contributed to a shift in priorities, bringing written communication in the sphere of professional activity to the forefront. In this regard, skills in the field of foreign language writing have acquired the status of professionally important today.

The above stated has determined the search by the teachers of the Department of Foreign Languages for new ways to develop the necessary skills in foreign language writing among the students of non philological higher education institutions. First of all, we tried to determine the level of readiness of first-year high school graduates for written foreign-language communication through modern communications.

In order to identify the level of English writing proficiency, 1st year students were offered a questionnaire and an application form for studying at a British English summer school. Besides, students had to write a Merry Christmas greeting to a friend living in Great Britain and a letter about their University to a friend from America. The questionnaire was administered to five technical department groups. A total of 61 students participated in the survey, 7 of whom had graduated from a school or class with advanced English language instruction.

The survey showed that in 20% of cases first-year students have a fairly well formed ability to express thoughts in accordance with the proposed situation and the purpose of the statement set in the task. They have an idea of the differences between oral and written speech, they observe the rules of politeness accepted in the language, taking into account the addressee, use the appropriate style of speech. However, 80% of the surveyed first-year students made the following typical mistakes connected with the violation of the organization of the written text:

- indicated the name of the sender, the address of the recipient when indicating the sender's address,
- choosing the wrong or missing closing phrase, address, or date,
- did not divide the text into paragraphs in accordance with the logic of the statement
- did not choose the style of speech correctly
- made mistakes in punctuation, grammatical and lexical errors.

Thus, we have revealed that the lexical and grammatical design of students' statements does not fully correspond to the given communicative intentions on the background of insufficient independence in the choice of linguistic means.

Having analyzed the data, we can admit that most students are not ready to fulfill the program requirements in the field of foreign-language written speech application, do not have sufficient culture of written speech and do not reach the level of written

communicative competence. However, along with the fuzziness of first-year students' perceptions of foreign-language professional written their readiness to learn the rules of foreign language writing and the foreign language in general was identified.

Having obtained the data on students' preparation, we tried to find out to what extent the existing university program reflects the current realities in the field of professional international written communication.

As it was revealed, the tendency to increase the importance of foreign-language written communication is also reflected in the normative documents, where it is noted that when teaching writing the main task is to master the language of business correspondence and written scientific texts, typical for industrial and scientific activities.

The study of work programs for the main specialties of professional training for students of non-philological universities showed that the programs include teaching writing, but the practical skills and abilities in the field of this speech activity are not specified.

Summarizing the results of the questionnaire and the analysis of curricula allowed us to identify a list of practical skills, which should be possessed by a technical university student in the field of foreign language writing. According to this list, the student must be able to:

1. Make excerpts of necessary information from the text;
2. Summarize the essence of the read scientific text (abstracting, annotating);
3. Write an address letter (application, accompaniment, confirmation, announcement, notification/notification, claim) of business nature (including email letter), present information about oneself in the form accepted in the country of the studied language (CV, questionnaires, forms), properly formalizing one's written statement in terms of speech etiquette;
4. Making a written translation from a foreign language to Uzbek/native language and from Uzbek/native language to a foreign language.

This involves mastering the following skills:

- describing events/facts/events; giving/requesting information, describing specific offers and terms of business cooperation, writing complaints/complaints;
- expressing own opinion/judgment;
- briefly communicating the content of a story/non-complex text;
- recording factual information of what is read/heard/viewed;
- summarizing information from different sources;
- making thesis or an extended plan of a speech preparing reports, reviews, essays, articles, patent perform self-checking of written reports, execute agreements, contracts, write patents.

The list of these abilities and skills was included in all new teaching materials developed in 2020 for the discipline "Foreign Language" for undergraduate and graduate students of the Almalyk branch of the Islam Karimov Tashkent State Technical University. The new methodological recommendations, including the tasks aimed at forming the mentioned skills were made, a number of additional topics for study (preparing resumes, writing business letters) were included into the new work programs, contributing to the development of English writing skills of all categories of students at the Department of Foreign Languages.

Inclusion of these topics in the program will allow students to learn how to write a business letter in English, expressing the necessary communicative intentions in relation to a particular addressee. In this case, the indicator of the formation of skills in the field of written speech activity in the context of the developed programs is both the possession of all the studied types of skills. In addition, the ease of transition from one type of writing to another, from one type of speech activity to another depending on the changes in the objectives of this stage of training.

These provisions are also reflected in the programs of additional language training prepared by the department for university students and staff, which are designed to develop students' skills in writing business letters (including electronic ones), autobiography and other types of written statements.

We believe that the emphasis on teaching professionally meaningful forms of English writing will thus help prepare students for professional activities in today's information society and promote their social adaptation to the conditions of a constantly changing world.

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