
METHOD FOR MANAGING THE PROCESS OF MASTERING THE CONTENT OF TEACHING WRITING IN ENGLISH AS A SOCIAL PRACTICE

Rustamova Shakhnoza Abdurakhimovna

Tashkent State Transport University Associate Professor

<https://orcid.org/0000-0001-6038-1181>

shahnoza.rustamova.1983@gmail.com

Abstract:

Acquiring the skill of writing in English is a significant social practice in contemporary society. The learning process involves a specific management model that plays a crucial role in determining the effectiveness of education and the attainment of objectives. This article will explore a management model for overseeing the acquisition of writing skills in English as a social practice, elucidating key facets of this educational process.

Keywords

Comprehensive, methods, learning context, analytical essay text, social practice, crucial role, social practice.

Introduction

Initially, it's crucial to acknowledge that mastering the content of teaching writing in English is a nuanced and multifaceted endeavor. This process encompasses not only the enhancement of grammar and vocabulary but also the cultivation of writing skills, text analysis, and an understanding of the cultural context in which English is employed. Consequently, the management model governing this process must be comprehensive, addressing all facets of learning. A pivotal component of the management model is delineating learning objectives. Given the diverse nature of goals in learning English writing, ranging from acquiring fundamental writing skills to fostering creativity and self-expression, specifying these objectives aids both students and educators in directing their efforts toward the necessary tasks and achieving desired outcomes.

Another critical facet of the management model is the selection of instructional methods. The abundance of methods and approaches for teaching English writing necessitates a tailored choice based on learning objectives, student characteristics, and the learning context. For instance, beginners may benefit from game techniques, while more advanced students might find value in exploring various writing styles and literary works. Equally important within the management model is the assessment of learning outcomes. Evaluating the effectiveness of teaching English writing should extend beyond test and exam results, incorporating the practical skills developed by students. Portfolios of students' works, text analysis, and self-assessment contribute to a comprehensive evaluation, enabling the identification of successes and challenges in the learning process and facilitating adjustments to teaching methods.

Furthermore, the management model should account for the socio-cultural context of learning. English usage varies across countries and cultural settings, emphasizing the importance of considering language use nuances in diverse contexts. This may involve studying English literary works, analyzing texts from different cultural traditions, and integrating modern communication technologies into language learning. Lastly, the management model for learning English writing content must be dynamic and flexible. The ever-changing language environment requires teaching methods that can adapt to new technologies, innovative learning programs, and the specific needs of students. This adaptability ensures the continued relevance and effectiveness of the teaching approach over time.

Literature Review

A successful approach to instructing foreign language writing needs to be founded on overseeing the development of knowledge, skills, and abilities. As advocated by I.L.Bim, managing the learning process provides control over the extent and progression of mastering the educational content[1]. Our content management model revolves around the acquisition of written language skills as a social practice in English. The culmination of this process is the production of an analytical essay text, serving as a resolution to a predetermined problem scenario within the context of the relevant academic discipline.

A key objective of this study involves delineating the educational content for foreign-language instruction targeted at students specializing in socio-humanitarian fields within the context of bilingual education.

A scrutiny of methodological literature reveals diverse interpretations of the concept of learning content among scholars. According to N.D.Galskova and N.I.Geiz, the educational content encompasses all elements involved in the interactions between educators and learners, educational materials, and the process of assimilation[2]. This category is dynamic, evolving to align with the evolving objectives of foreign language instruction. N.D.Galskova and N.I.Geiz differentiates the subject aspects (knowledge realms, communication scenarios, educational texts, language teaching tools) and the procedural facets of learning content (skills and abilities to apply acquired knowledge in oral or written communication) [Galskova, Geiz 2004].

I.L.Bim [1977] identifies several components within the teaching content: 1) the linguistic component (language and speech materials, rules governing their utilization, elements of linguistic community culture), 2) the extralinguistic component (subject matter encapsulated within topics and communication situations) encompassing social experience and culture, and 3) knowledge, skills, and abilities across all types of speech activity, cultivated based on linguistic and extralinguistic components. The extralinguistic component emerges as a vital element in the learning content, facilitating the shaping of students' worldviews and values through a dialogue of linguistic cultures.

The educational content for teaching foreign language writing encompasses competencies in creating a written text (genre) and the process of articulating a written speech message.

=====

This model is designed to consider the various stages involved in generating a written text—before, during, and after—and to manage the development of knowledge, skills, and abilities, taking into account the value-semantic, cognitive, motivational, and behavioral dimensions of learning written language as a social practice.

Designing a foreign language teaching program should align with societal demands, addressing the genuine needs of contemporary students. This should be viewed as an educational objective, particularly emphasizing targeted communication skills tailored to the specific educational requirements of students in socio-economic disciplines. This is crucial given the constraints of limited hours for language study and the requisite level of written language proficiency within a non-linguistic university setting [1]. An alternative perspective on determining the learning content has been formulated by S.F. Shatilov, who delineates various components. The primary component is language material (phonetic, lexical, and grammatical), forming the basis for speech activity. The selection of language material follows two guiding principles: adequacy for students to use a foreign language as a communication tool within the university context and accessibility, aligning with the goals and objectives of learning at a specific stage. Additionally, knowledge of operational rules for language material, skills, and proficiency in various types of speech activity constitute elements of the learning content. The chosen text material, instrumental in honing skills and fostering aesthetic/ethical development in students, is also encompassed in the educational content[3].

A.N. Shchukin offers a comprehensive viewpoint, defining the concept of teaching content as "everything that a teacher should teach and students should learn in the learning process"[4]. The components of training encompass: 1) means of communication (phonetic, lexical, grammatical, regional, and linguistic), 2) knowledge of how to use these means in communication, 3) skills and abilities enabling language use as a means of communication, 4) domains, topics, and communication situations where the learning content will be applied, and 5) culture as the material foundation of the educational content. During the initial stage, three key aspects contribute to students' motivation for consciously composing a text: awareness, acceptance, problem-solving, and critical thinking. At the textual stage, emphasis is placed on cultivating both general and professional writing skills across macro-planning, organization, micro-planning, knowledge translation/transformation, and editing levels. The post-text stage focuses on skills related to controlling and correcting content, language and speech form, and written speech activities. The model incorporates four stages of (self-)reflection, enabling its application at the introductory phase of learning to work on both the content and form of an expression (the observation stage) or subsequent stages where students accumulate experience, reflect upon it, and apply their acquired knowledge, skills, and abilities to address new problem situations. Furthermore, the model integrates students' learning activities at each stage of working with the text (before, during, and after), featuring a comprehensive set of exercises that consider the value-semantic, motivational, cognitive, and behavioral aspects of learning written language as a social practice. This step-by-step approach contributes to the

progressive development of significant knowledge, skills, and abilities. The integration of instructing students on crafting texts while considering socio-cultural and sociolinguistic characteristics, coupled with fostering writing skills as a form of speech activity, incorporating the development of critical thinking skills, independence, and (self)reflection, enables the implementation of a comprehensive model for teaching foreign language writing. This model is designed to be a social practice that encompasses multifaceted education. This instructional approach involves imparting knowledge not only on the mechanics of writing but also on the contextual and cultural nuances associated with the language. By emphasizing the socio-cultural and sociolinguistic aspects, students are encouraged to create texts that are not only linguistically proficient but also culturally sensitive and contextually relevant.

Research Methodology

The culmination of mastering the learning content is the development of communicative competence, enabling the effective use of language in both oral and written forms across diverse communication scenarios. Simultaneously, the acquisition of professionally oriented language skills should be embedded within the framework of specific professional activities [4], relying on meticulously chosen and organized materials[5]. Considering the intricate nature of written language as a social practice, we advocate for a comprehensive interpretation of the learning content. Our perspective aligns with G.V.Rogovoy's viewpoint, which identifies three components within the educational content. The linguistic component encompasses linguistic, speech, and linguistic-cultural materials. The psychological component comprises skills and abilities forming the basis for foreign language communication. The methodological component involves a rational set of teaching methods imparted to students, along with the process of cultivating skills and abilities for using a foreign language in both oral and written communication[6]. The methodological component holds significance as it lays the groundwork for the capacity to learn and independently acquire knowledge.

Analysis and Results

Furthermore, the model places a significant emphasis on developing writing skills as a distinct form of speech activity. This involves going beyond the mere technicalities of writing and delving into the broader aspects of expression, communication, and effective conveyance of thoughts. The incorporation of critical thinking skills within this framework ensures that students engage with the content thoughtfully, analyze various perspectives, and construct well-reasoned written expressions. Independence in writing is encouraged, fostering the ability of learners to formulate their thoughts coherently and express them in writing without undue reliance on predefined structures. This aspect promotes individuality and originality in written expression, contributing to the development of students as independent writers. Additionally, the model integrates (self-reflection as a pivotal component. This encourages students to critically evaluate their writing, identify areas for

improvement, and engage in a continuous process of self-assessment. By incorporating reflection, the teaching model aims to instill a sense of metacognition, wherein students develop a deeper understanding of their writing processes and make conscious efforts to enhance their skills. In essence, this model offers a dynamic and multidimensional approach to teaching foreign language writing. By combining socio-cultural considerations, the development of writing skills, critical thinking, independence, and (self-reflection, it aspires to provide students with a well-rounded and holistic learning experience in the realm of written expression in a foreign language.

Conclusion

In summary, the management model governing the assimilation of teaching writing content in English as a social practice is intricate and multilayered. It needs to be all-encompassing, addressing every facet of learning – from setting objectives to assessing outcomes. Such a comprehensive management model is instrumental in enhancing the efficacy of education, equipping students for successful communication in English across diverse socio-cultural contexts.

References:

1. Бим И. Л. Методика обучения иностранным языкам как наука и проблемы школьного учебника / И. Л. Бим. — Москва: Рус. яз., 1977. — 278 с.
2. Гальскова Н.Д. Теория обучения иностранным языкам: Лингводидактика и методика: учеб. пособие для студ. лингв. ун-тов и фак ов ин. яз. высш. пед. учеб. заведений / Н.Д.Гальскова, Н.И.Гез. — М: Издательский центр «Академия», 2004. — 336 с.
3. Шатилов С.Ф. Методика обучения немецкому языку в средней школе. //Иностранные языки в Высшей школе. — Вып.5. — М., 1989.
4. Щукин А. Н. Обучение иностранным языкам. Теория и практика: учебное пособие для преподавателей и студентов / А. Н. Щукин. — М.: Филоматис, 2004. — 416 с.
5. Московкин, Л. В. Теоретические основы выбора оптимального метода обучения: (Русский язык как иностранный, начальный этап). СПб.: СМАО Пресс, 1999. — 188 с.
6. Рогова Г.В. Цели и задачи обучения иностранным языкам В кн.: Общая методика обучения иностранным языкам: Хрестоматия/Сост. Леонтьев А.А,— М.: Рус. яз., 1991. — С.75-82.