

Research on forming professional written speech competence by using digital technology

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Abstract The article deals with the problems of forming and improving professional written speech competence (PWSC) in teaching English at the non-linguistic faculties of the Universities. Training modern specialists requires improving their digital competency. The research aims to form and improve (PWSC) of Uzbek students by analyzing and defining the peculiarities of written speech in English and Uzbek and overcome the challenges, which Uzbek students face in improving their PWSC in learning English and in using digital technology. In improving the student's PWSC the different approaches to writing and written speech have been carried out, as both have their own peculiarities that require different approaches in forming corresponding speech skills. In our view, the use of the European model of forming digital competencies is more helpful in improving PWSC of the non-linguistic faculty students.

1 Introduction

1.1 Current situation of teaching written speech competence in a foreign language.

Nowadays, improving professional written speech in foreign languages is taught in different types of higher educational institutions. This once again proves the role of foreign languages in the social life and professional activities of people. However, teaching foreign languages in each educational institution has different goals. It conducts a different entrance to deciding the content, forms, and methods of teaching foreign languages in different educational institutions, including teaching foreign languages at linguistic and non-linguistic faculties. As you know, foreign language departments train future teachers of the foreign language being studied. Here a foreign language is studied in depth, including all its aspects. Consequently, this requires a separate approach or a special selection of language material, methods, and forms of work, since future foreign language instructors must develop oral and written language competence, as well as the required professional skills and adeptness characteristic of foreign language teachers, which will allow them to teach undergraduates a foreign language. The professional and methodological competencies of students of language departments include the formation of professional skills, in particular, the ability to effectively organize the educational process following the educational goal in a particular educational institution.

1.2 Problem of professional written speech competence

Global integration processes emphasize the importance of foreign languages, especially English. English language instruction is provided in all types of educational institutions, including higher education institutions, where specialists are trained for all sectors of the national economy. Therefore, this issue requires the search for new effective teaching methods and ways of organizing the educational process in higher education institutions. Currently, the priority is the development of professional competence of teachers in a foreign language. This is due to the need to integrate into the world community and achieve intercultural communication. In the condition of digitalization of the university educational space, this problem is a priority research related to the updating of state educational standards of higher education both abroad and in Uzbekistan. A large share in the context of the formation of professional competencies belongs to the theoretical substantiation and practical effectiveness of the methodological system for developing the writing skills of Uzbek students in the context of digitalization of the university educational space. Based on this, the purpose of the study is to theoretically substantiate, develop and experimentally prove the effectiveness of a methodological system for training communication-oriented literacy and writing skills, as well as professional competence of Uzbek students in the context of digitalization of the educational process at non-philological faculties of the university.

2 Literature review

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The problems of developing professional speech skills in foreign languages methodology have been studied by R. Berman [1], S. Savignon [2], J. Zhang [3], H. Kansizoğlu [4], and by other researchers.

Psychologists have studied the problems of developing professional speech skills in foreign languages from a psychological point of view. Here we can mention the works of L. Salnaya [5], O. Dagbaeva [6], A. Dadykin [7], and others. The problems of using computer technologies in foreign language teaching have been studied by R. Jesson [8], S. Bax [9], K. Beatty [10], C. Lee [11], Y. Lai [12], L. Yastrebova [13], K. Alimi [14], M. Zhang [15].

3 Method

3.1 Research methods

To achieve the objectives of the study and solve the problems posed in it, theoretical research methods were used, in particular, the analysis of linguistic, didactic, and psychological-methodological literature, pedagogical observation, comparative analysis, experiment, pedagogical monitoring, questioning, and processing of the experimental results obtained.

3.2 The theoretical significance of the research

It lies in the creation and scientific substantiation of theoretical and methodological foundations for the development of a methodology for learning writing for Uzbek students in the context of digitalization of the university educational space. The identified differentiation factors of writing and written speech as a result of a comparative analysis of the English and Uzbek languages will improve the theory and methodology of teaching communicative written speech to Uzbek students in the absence of a linguistic environment.

3.3 The practical significance of the research

It is determined by the development of a methodological toolkit in general and a system of tasks and exercises in particular that can be used to develop the writing skills of university students in the context of the digitalization of education.

4 Discussion

Teaching a foreign language to students of non-linguistic universities pursues a different goal. Here, a foreign language is studied in a professional aspect, as a tool that gives students of non-linguistic faculties the opportunity to obtain information from foreign sources related to their future specialty and profession, which will help them improve their future professional skills. Obtaining information from foreign sources using a foreign language is the main goal of foreign language study for students of non-linguistic faculties. The next goal of foreign language study is the development of oral skills and abilities that facilitate oral communication with foreign colleagues during study and exchange of professional experience. The above goals of foreign language teaching at non-linguistic faculties require a different approach to the selection of linguistic (educational) material, forms of organization of the educational process and methods of foreign language teaching. It is advisable to create special master groups at language faculties, i.e. for those young specialists who, after completing their master's studies, worked at non-linguistic faculties, where foreign language teaching differs from teaching students of language faculties. Therefore, when teaching a foreign language, much emphasis should be placed on reading and understanding the text in order to obtain information from foreign sources and develop the corresponding skills and abilities in students of non-linguistic universities. In this context, reading as a form of speaking activity is an important tool for obtaining information from foreign sources and learning good practices for future professional activities.

Obtaining information about the professional activities of future specialists of non-linguistic faculties is carried out in two ways: through oral and written communication, reading and understanding texts from foreign sources. Therefore, special attention should be paid to the development of reading, oral, and written communication skills. Students read texts and present the information received in writing. Such work allows them to store this information in their long-term memory, which allows them to use the assimilation of data in their professional activities. As we can see, here writing is the main tool for storing information obtained through reading.

5 Results

5.1 Professional characteristics of written speech competence of non-linguistic faculty students

Students of non-linguistic faculties also need to be taught to write notes, short references, and professional writing, that is, letters of a professional nature. It should be noted that writing as a type of speech activity has its own characteristics. Here it is necessary to distinguish between writing and written speech since each of these concepts has distinctive features.

Writing mainly includes knowledge of the rules of calligraphy and spelling, and the differentiating factor of writing is the presentation of thoughts in written form using graphic signs. The experience of working with students at non-linguistic universities (faculties) reveals the following shortcomings: ignorance of spelling rules, and inability to formulate their thoughts and convey the content of the text in the target language (English). Students at non-linguistic universities have difficulties in revealing the topic and arguing their thoughts, as well as correctly arranging a written text from a structural and logical point of view. Analysis of textbooks and curricula shows that writing lessons do not meet modern requirements. When teaching writing and written speech, the main attention should be paid to improving writing skills on the basis of professionally oriented teaching materials. As you know, writing is both a teaching tool and a means of communication. In writing, the text is considered as a product of writing activity.

5.2 Experimental stage results of students' professional speech competence

At this stage of the research, the pilot-experimental program, the materials of the experiment, the object of the experiment, and the respondents were selected. The mathematical-statistical analysis for evaluating the level of students' professional speech skills in a foreign language was carried out.

The analyses of 275 students' speech helped to determine to evaluate the level of students' professional speech skills in a foreign language. The experiments on developing professional speech skills in a foreign language were carried out at Andijan State University, Andijan State Pedagogical Institute, and Namangan State University. The diagnostic function of the experimental work helped to determine students' English proficiency levels. Based on the received results the purpose and content were determined, and the final results were announced.

Table 1. The diagnostic function of the experimental work of the non-linguistic university students' English proficiency level

№	Educational institution	Total number of students	Experimental group		Control group	
			gr. 1	gr. 2	gr. 1	gr. 2
1	Andijan State University	95	23	24	25	23
2	Andijan State Pedagogical Institute	90	23	22	23	22
3	Namangan State University	90	23	23	22	22
	Total	275	69	69	70	67

After analyzing the final exam results, the following conclusions were drawn. Experimental work has shown the effectiveness of organizing teaching foreign languages based on differentiated approaches and professional-oriented principles. The statistical criteria showed the efficiency of the research increased by an average of 18 %.

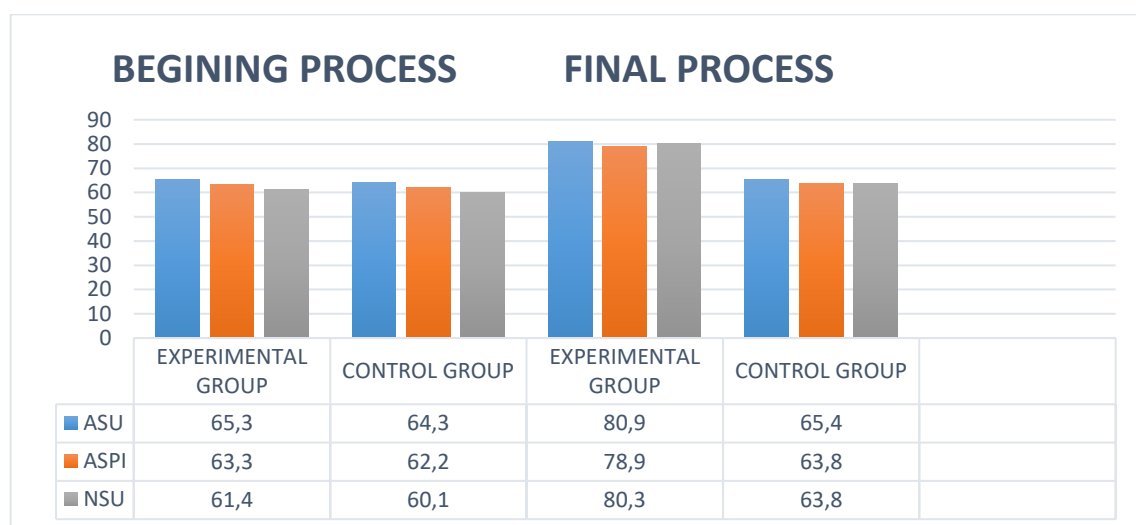


Fig. 1. The diagram of comparative analysis of participants at the initial and final stage of the experiment.

6 Conclusion

The conducted study allows us to conclude that it is necessary to concretize the theoretical and methodological foundations for the formation of writing skills of Uzbek students in the educational process of non-linguistic faculties of the university using a differentiated approach to writing and writing techniques in the context of digitalization of

education. Based on a comparative analysis of the means of expression in writing and letter writing in English and Uzbek, semantic-syntactic and grammatical difficulties in writing and letter writing were identified and scientifically substantiated, which makes it possible to improve the theory and methods of teaching communicative writing to Uzbek students in the absence of a linguistic environment. A model of systematic development of writing skills of university students was developed, using a differentiated approach to writing and letter writing in the context of digitalization of education. The methodological conditions for the development of writing skills of Uzbek students in the context of digitalization were determined based on a differentiated approach to writing and letter writing, as well as the organization of independent work and assessment of student's knowledge. Such methodological tools were developed to develop students' writing competence, taking into account psychological and linguistic factors in the context of the digitalization of the university's educational space. Summing up, it can be noted that when training foreign language teachers, it is advisable to take a different approach to training teachers for foreign language faculties and non-philological faculties, since these educational units have their own specifics in terms of goals, content, forms, and methods of teaching. At language faculties, students learn a foreign language from a theoretical and practical point of view. Classes are held in the form of lectures, seminars, and practical courses. At non-philological faculties, students practically learn a foreign language. Classes are organized with the aim of developing practical skills in using a foreign language in professional activities, which requires a special approach to organizing the educational process.

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