

TBLT IN IMPROVING WRITTEN DISCOURSE COMPETENCE OF STUDENTS**Nilufar Yuldashova,**

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Abstract: This article is devoted to the study of TBLT approach and its usage and effectiveness in improving written discourse competence of students of the "Journalism" specialty. It also deals with such issues as the linguodidactic features of pedagogical technologies in teaching English, the concept of discourse competence and its components and distinctive features of teaching written discourse competence.

Key words: TBLT, pedagogical technology, written discourse competence, to encode, to decode, receptive, productive, reflexive, creative, socio-cultural situation, communicative task.

Today, the study of the theoretical foundations of innovative pedagogical technologies and their implementation in practice are gaining relevance in relation to traditional teaching systems.

It should be noted that pedagogical technology in developing countries is considered as the main task of policy in the field of education. This approach was also welcomed by UNESCO, and in 1972 the "International Commission on educational development issues" was established. This commission stated that modern technology is a driving force in the modernization of education. From this, UNESCO gives the following definition: "Pedagogical technology is the systematic methods of creating, applying and identifying the process of learning and mastering knowledge, taking into account the technical and human capabilities and their interconnectedness that put the tasks of optimizing educational forms before them."

After the definition given to pedagogical technology, let's focus on the concept of "written discursive competence". This competence is a certain set of knowledge, skills and qualifications that students studying a foreign language need to encode (send information) and decode (receive information) information according to the lexical, grammatical and syntactic norms of this language using the means of cohesion and coherence, taking into account style, genre, socio-cultural, psychological and emotional factors as well.

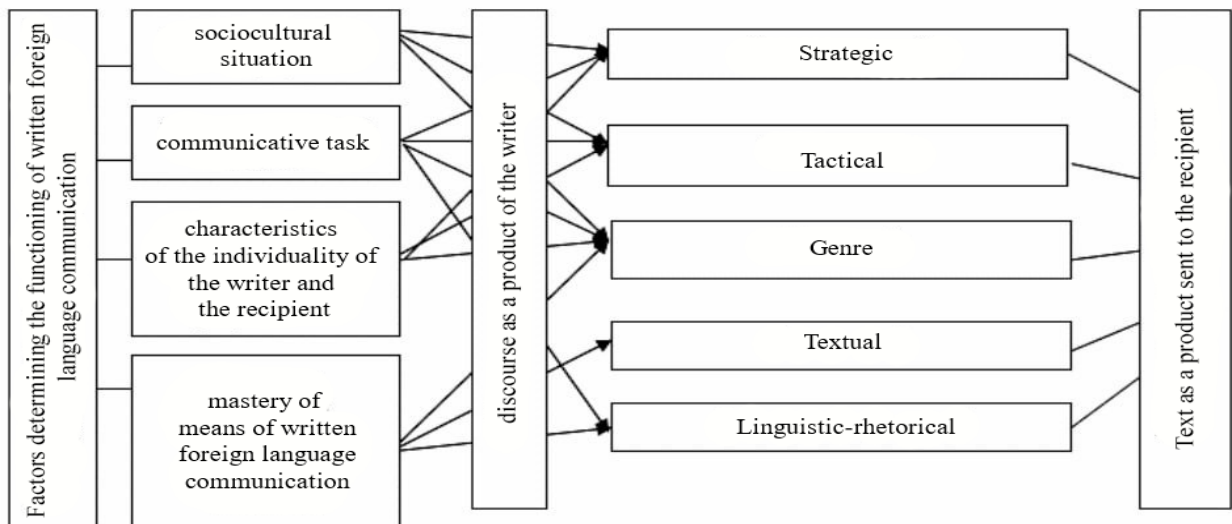


Figure 1. Typological features of written discourse.

R.A.Chermisnina expanded the composition of written discourse competence by introducing the sixth linguistic component into it. As a result, the structure of written discourse competence was represented by a set of strategic, tactical, genre, textual, linguistic-rhetorical and linguistic components.

We tried to create a model of the working process of written discourse using the opinions of the above-mentioned scientists, the classifications and the models they cited. It shows how the interaction of subjects of communication in a given socio-cultural situation continues. In accordance with this, the writer (subject 1) manifests his individuality, relying on the existing experience of a foreign language, solves the communicative problem using a suitable set of tools and creates written speech. This product is sent to the intended recipient to influence him and obtain the desired result (see Figure 2).

The model we developed shows that the socio-cultural situation and the corresponding communicative task, features of the individuality of the writer and the recipient and their experience in foreign language, factors that determine written foreign language communication and its product- written discourse, general functional mechanisms and written discourse competence components together ensure the process of written discourse work.

Moreover, during the research we have examined issues such as curriculum and literature analysis for teaching English, the application of TBLT in improving written discourse competence of students, and the effectiveness of exercises in improving the written discourse competence of future journalists.

Kathleen Graves, in her article “Language curriculum design: Possibilities and

Realities", divides the curriculum into three consecutive and partially corresponding types:

- The linguistic wave;
- The communicative wave;
- Third wave.

From the analysis of curricula and literature at the experimental fields (three universities) of our study, it became known that the "linguistic wave" of curricula is used in teaching English. Such curriculum is not ideal or insufficient, because it does not prepare learners to use foreign language. The content of such curriculum consists of a set of knowledge divided into components that language learner must learn to some extent. At the same time, it is expected that all foreign language learners will receive the same knowledge, and their individuality and needs will be ignored.

The purpose of the communicative type of the curriculum is the use of language, that is, an approach to it in a functional aspect—language is considered as social communication, in which it is necessary to be able to use it correctly for various purposes in different situations.

This type of curricula takes into account the needs of language learners and the contexts in which language is expected to be used. TBLT approach requires the introduction of such programs into the educational process.

Several Western scientists note that the use of TBLT for teaching a foreign language is effective in achieving the goal set for communicative educational programs. For example, D. Nunan argues that TBLT has strengthened the following principles and practices:

- based on needs when choosing content;
- introduction of authentic texts into educational situations;
- providing students with opportunities to pay attention not only to the language, but also to the learning process itself;
- improving the personal experience of students as elements that make an important contribution to learning in the classroom;
- the connection of language learning in the classroom with real life.

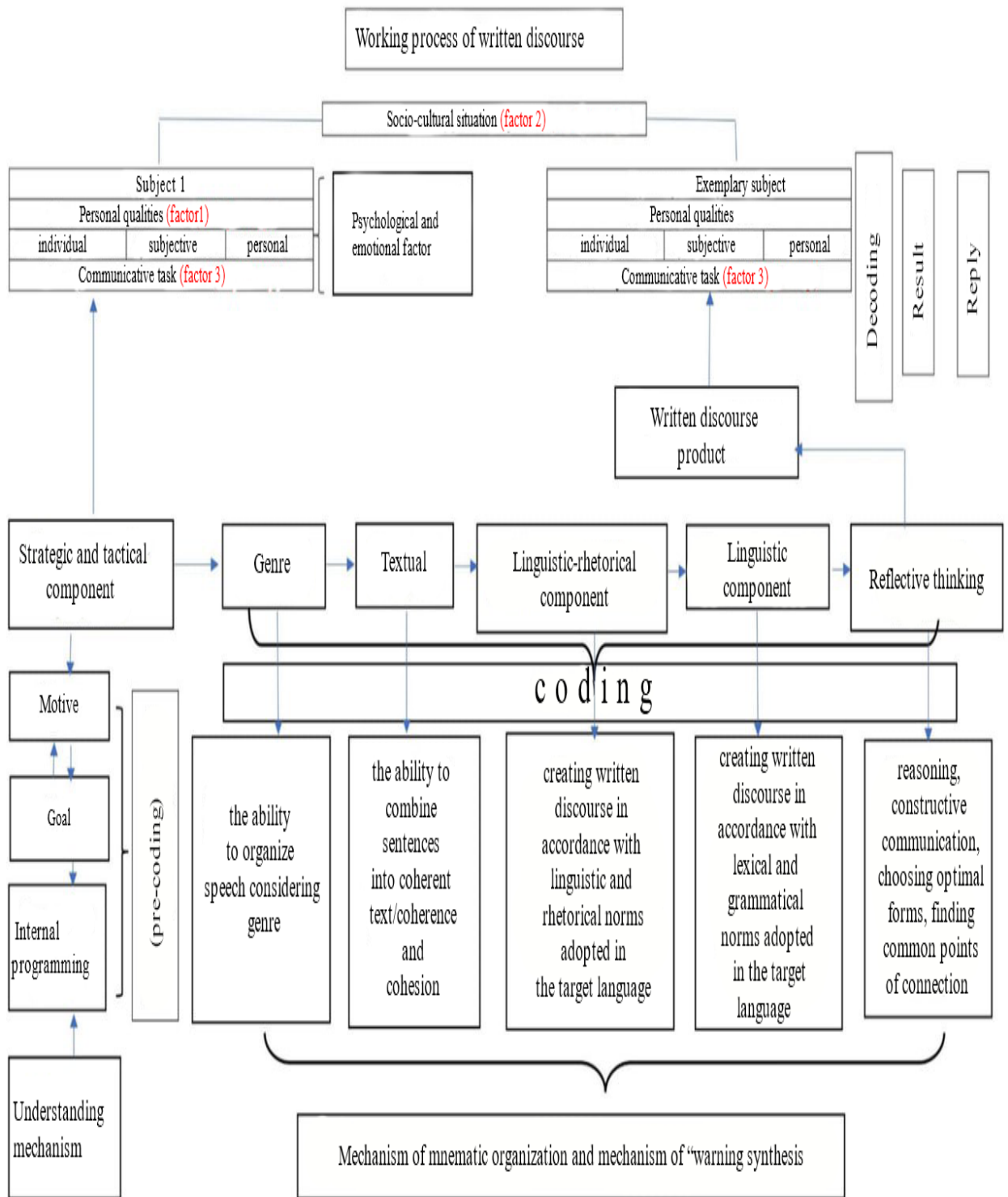


Figure 2. Written discourse working process

TBLT leads to the achievement of independence in learning, as well as taking responsibility for the development of skills. It also shows such an important task in teaching as the development of students' ability to know themselves as a learner.

The application of exercise system plays an important role in this process. Such scientists as G.Palmer, I.A.Gruzinskaya, I.V.Rakhmanov, E.I.Passov, M.S.Ilyin, A.A.Mirolubov, E.P.Shchubin, I.D.Salitra, V.L.Salkin, A.D.Klimentinko, I.V.Rakhmanov and V.A.Bukhbinder conducted research on the exercise system. Unfortunately the exercise system they presented expresses PPP (Presentation, Practice and Production).

Taking into account that the above exercise systems do not correspond to the principles of TBLT, which we study in the course of our research, we have considered the types of tasks that are given by scientists who have studied TBLT.

Rod Ellis classifies tasks as follows:

- input based;
- output based

Using the types of tasks presented by Rod Ellis and taking into account the task-based language learning model developed by Jane Willis, we propose the following exercise system:

- receptive (information-based);
 - productive (based on information transfer);
 - reflexive (based on conducting reasoning);
 - creative (applying knowledge, skills and abilities in new unexpected situations).

Summarizing the task-based learning model developed by Jane Willis and the experiential learning model by David Kolb, we proposed the stages of the education process implemented using TBLT (see Figure 3).

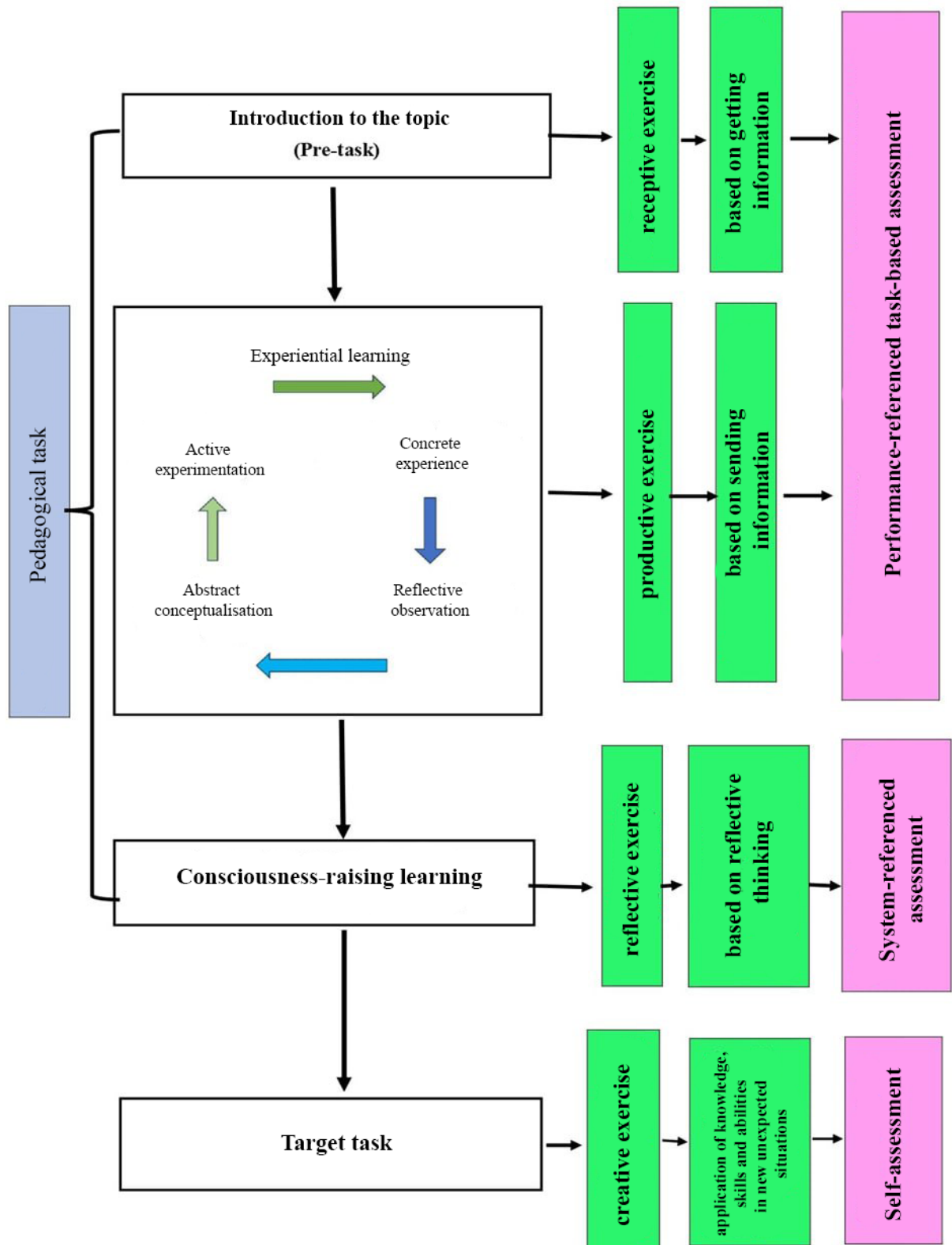


Figure 3. The stages of the education process implemented using TBLT

The use of the model proposed above in teaching a foreign language ensures effectiveness in improving the written discourse competence of students, because in the process of learning a foreign language, students reason, perform critical analysis and synthesis, they have the opportunity to show initiative, make decisions and take responsibility for the results. In addition, students will also have the opportunity to learn from mistakes and successes.

In conclusion, the usage of TBLT in teaching a foreign language is characterized by a clear definition of educational goals, a guarantee of the final result, the provision of the educational process repetition and the presence of a quick feedback. The attention of learners is focused on meaning rather than linguistic form, leading to the use of language that is directly or indirectly similar to the use of language in the real world, and serves to improve the written discursive competence of language learners.

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