

INTEGRATED DEVELOPMENT OF SPEAKING AND WRITING COMPETENCES OF PROSPECTIVE UNIVERSITY ENGLISH TEACHERS

Ergasheva Feruza Davlatali kizi

*English teacher of 24 the specialized State General Education School №24
Syrdarya*

Annotation: *The article provides the rationale for integrated development of speaking and writing competences and determines peculiarities of integrated skills development of prospective university English teachers. The analysis of mechanisms involved in speaking and writing (reproduction, selection, combination, construction, anticipation, discursiveness), structure of the speaking (knowledge, lexical, grammar, linguosociocultural, speaking, reflective skills, communicative strategies) and writing (knowledge, lexical, grammar, linguosociocultural, writing, reflective skills, communicative strategies) competences as well as the correlation between the components proved the expediency of the integrated development of the target competences of prospective university English teachers.*

Keywords: *integrated development of speaking and writing competence, prospective university English teachers, skills, communicative strategies, stages.*

Integrated skill development is contrary to segregated-skill instruction which means focusing on segregated skills and which is still quite popular (e.g., developing grammar skills during the classes of Practical Grammar or phonetic skills at Practical Phonetics). Though sometimes it may be necessary to focus on particular skills, in many cases the segregation of language skills is only partial or even illusory as students do different tasks which incorporate reading, listening etc. Besides, purely segregated-skill instruction is opposite to the integrated way people use language skills in real life.

Speaking is often opposed to writing. Comparing oral and written discourse R. Hughes concluded that the former is oral, context dependent, often unplanned, transient, dynamic, primary, inter-personal, stigmatized whereas the latter is visual (motoric), planned, decontextualised, non-transient, static, secondary, logical, conservative, contractual. Another comparative research led to the conclusion that all spoken university registers are involved, marked for the absence of impersonal styles, whereas all written university registers are highly informational, elaborated in reference, characterized by impersonal styles, use of well-formed sentences within thoroughly structured paragraphs.

On the other hand, the analysis of mechanisms involved in speaking and writing, shows that they have much in common. The simplest one is the mechanism of reproduction which can be complete (phrases are removed from the text without changes to be used in writing or speaking) and partial (reproduction-transformation). The selection mechanism covers the selection of words and the

selection of grammar structures from long-term memory. The word choice depends on the purpose of the message, the relationship between communicators, situation. The choice of grammar structure is influenced by the communicative purpose, situation and the function of the structure. Reproduction and selection are subordinated to the mechanism of combination, which provides the formation of new phrases and determines such characteristics as productivity, novelty, speech rate. Mechanism of construction ensures the construction of new speech units on the basis of a certain abstract model stored in the human brain, but not due to the awareness of language rules. On the contrary, the construction of a phrase with conscious application of language rules indicates an insufficient proficiency level. The mechanism of anticipation is considered in two aspects: structural (anticipation of a phrase, structure) and semantic (anticipation of the whole situation). The mechanism of discursiveness provides us with the ability to assess the situation, perceive feedback signals (verbal / nonverbal reaction of the interlocutor), make decisions, activates the knowledge about the subject of communication. The above-mentioned mechanisms (reproduction, selection, combination, construction, anticipation, discursiveness) are involved in oral and/or written communication.

In order to provide the rationale for integrated skills development, it is necessary to analyze and compare the structure of the target competences.

Speaking competence is considered to be an integration of knowledge, lexical, grammar and phonetic skills as well as skills of spoken production and spoken interaction. Writing competence incorporates knowledge, lexical, grammar and writing skills.

It is important that the same grammar and lexical systems are valid for both writing and speaking.

The development of advanced speaking and writing skills implies acquiring effective learning and communicative strategies. However, master's degree students are usually experienced learners who are supposed to be able to apply efficient learning strategies. It seems to be more important for them to master communicative strategies and use them correctly and appropriately. For example, prospective university teachers should be able to use language efficiently for academic and professional purposes. University teachers of English are often actively involved in professional debates, discussions etc. so they should be able to convey their thoughts clearly, argue their ideas. Argumentative discourse aimed at persuading listeners or readers is characterized by intensive use of different argumentative strategies and tactics among which are the following: 1) reference to authority, famous people; 2) use of numbers, statistics, which makes the argument more visual, and the author's ideas more significant; 3) emphasizing the obviousness of certain ideas (It's quite evident that...); 4) appeal to emotions and feelings (use of metaphors, epithets etc. depending on the objective and the audience). The ability to use such strategies and tactics appropriately will greatly contribute to the effectiveness of communication.

Master's degree students should also develop reflective skills which help them analyze their experience, determine needs, individual objectives, language proficiency, analyze learning style, strengths and weaknesses, examine the reasons of failures, analyze issues from different perspectives. Therefore developing target competences means involving “emotive regulatory practices”.

Taking into account the above-mentioned, we have come to the conclusion that on completing Master's program students should become proficient English speakers which means that they can:

- use a wide range of vocabulary (including idioms) with flexibility and precision in all topics, select vocabulary appropriately for the audience and the setting (lexical skills);

- use in their speech a wide range of structures appropriately and correctly (grammar skills);

- use a wide range of pronunciation features (phonetic skills);

- analyze and take into account the target audience (shared knowledge), build statements based on status, degree of formality and relations of participants, interests, motivation etc.; pay attention to the success of communication and manage it by adjusting components of speech (skills of oral production, oral interaction);

- speak coherently, develop topic smoothly with rare hesitations, repetitions and self-corrections; convey and argue ideas, facts, opinions; clearly and logically answer the questions of the audience (skills of oral production);

- communicate fluently, spontaneously, reasonably; participate actively in debates on topics of an academic or professional nature; take an active part in the exchange of facts, ideas, opinions; understand complex and elaborated speech (skills of oral interaction);

- use registers and styles appropriate in the sociocultural situation; predict and prevent possible socio-cultural problems and barriers; imagine linguistic and sociocultural portraits of participants in intercultural communication; adapt to the English-speaking environment, following the rules of politeness, showing respect for other communities and their traditions (linguosociocultural skills);

- employ communicative strategies effectively and appropriately in order to achieve the purpose of oral communication (communication strategies);

- reflect on the results of their learning, level, objectives, determine ways of further development of speaking competence (reflective skills).

- analyze and take into account the target audience (shared knowledge), interests, motivation etc.; write coherent, detailed and well-structured texts using various means of communication, employing examples and illustrations, using quotes; emphasize the most relevant points and state them clearly (e.g. in an essay, report) and support them with relevant arguments and examples; synthesize information from different sources in a coherent text; adapt the style of writing to the context and needs of the readership (writing skills);

- use registers and styles appropriate in the sociocultural situation; imagine linguistic and sociocultural portraits of the reader; adhere to the rules of politeness, show respect for other communities and their traditions (linguosociocultural skills);
- employ communicative strategies effectively and appropriately in order to achieve the purpose of writing and emphasize the main ideas (communication strategies);
- reflect on the results of their education, level, objectives, determine ways of further development of writing competence (reflective skills).

Figure 1 presents the correlation between the components of speaking and writing competences. However, the integration process is more complicated as, for example, good speaking or writing is usually closely connected with reading and listening as writing on complex topics we usually look for some oral (webinars, seminars etc.) or written information.

The analysis showed the correlation between the components of speaking and writing competence and hence the expediency of the integrated development of the target competences of prospective university English teachers.

In the integrated skills development two types of instruction are distinguished: content-based learning focusing on learning content through language and task-based learning emphasizing the use of language in communicative activities].

In the article we have provided the rationale for integrated development of speaking and writing competences and determined peculiarities of integrated skills development of prospective university English teachers (integration of methods, tools, contents, procedures).

Further research should focus on the methodology of integrated development of speaking and writing competences of prospective university English teachers.

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