

## Effective Pedagogical Technologies In Improving The Skills Of Written Discourse

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***Abstract:** The article is devoted to the consideration of the problem of effective pedagogical technologies in developing written discourse in a social context. The author examines the academic literature of the last 30 years devoted to this issue, as well as the possibilities of realizing the social context of teaching techniques for improving written discourse in pedagogy.*

***Key words:** discourse, written discourse, social context, communication, development of writing skills.*

The concept of “discourse” is considered in different disciplines and contexts since the 1970s of last century to our days. A number of disciplines include in philosophy, linguistics, psycholinguistics, pragmatics and pedagogy, it analyzes the use of discourse in the linguistic environment. Term “discourse” is interpreted as 1) a coherent text; 2) oral and spoken form of the text; 3) group statements related to each other by meaning; 4) speech work as a given - written or oral [10,497]. Discourse combines the parameters inherent in both oral and written speech, which allows you to subdivide discourse into oral and written. In oral discourse, the acoustic channel is used to transmit information, and in written discourse, it is used as a visual. According to Van Jik’s view, written discourse is communicative event that occurring between writer and reader in the process written interaction in a specific temporal, spatial and other context. This is a communication event, that have verbal and non-verbal components [11,20].

Contextuality is an important aspect of discourse and it is considered by many researchers. For example, M. McCarthy and R. Carter believe that discourse

is the study of how individual units of language are formed into whole texts, also studying the relationship between language and context [8,18]. Discourse is widely studied in natural contexts of interaction, namely in various social contexts. The purpose of this article is to consider what the social context of learning written discourse is and how this context is implemented in pedagogy. The tasks of research include: the analysis of foreign academic literature on teaching written discourse in social context and consideration of some techniques of teaching students' written discourse.

### ***1. History of the issue of teaching written discourse.***

At the beginning of this research, we will talk about studies of foreign educators that covering issues letter or individual written discourse. The initial studies of the issue concentrate on teaching writing skills in terms of personality and define writing more as complex, a process that includes several stages - the formulation and solution of the problem, the ways of shaping discourse in changing social situations [1,35].

A large number of works from the 1970s to the 1980s was written in response to previously identified cognitive models of the formation of written discourse. For example, Flower notes that early works on cognitive ability, focus on personality but do not explain how social context mediates the creation of a discourse, and indicates that there is a need to disclose the contribution of social theory to the study of processes in written discourse [3,365]. The first researchers of teaching written discourse to consider as a natural writing process, noted the gradual development of individual writing skills, such as the gradual acquisition by students spelling skills, mastering discursive structures and the subsequent consolidation of the acquired skills [7,243]. They offered to teach writing discourse through the formation and development of writing skills, starting with writing short stories and ending the learning process with a critical analysis of literary and academic texts. The research by American scientists such as Mofett,

Briton, McLeod and Rosen [9,58] indicate that written discourse is directly related to cognitive activity, which offers the mastery of diverse styles of speech in the process of interaction of individuals in social conditions.

Also, American educator Dyson [2,411] explores the social context of learning written discourse and claims that development of written language includes complex representation of the social world through the system of signs. In his opinion, training written discourse is carried out in the range of contexts containing many functions and forms.

Based on all the above theses, it can be stated that the development writing discourse skills should be based on accounting for both individual and social factors, which are always reflected through the system of signs of the language.

## ***2. Written discourse in extracurricular social contexts.***

The development of written discourse skills does not only occur during training sessions or if teacher need to perform written work in everyday life and during the entire working day. In addition, everyday or professional written discourse (at home or workplace) may differ from the discourse generated in the classroom setting. Hence, development of skill written discourse takes place in a variety of contexts. Such contexts include a variety of genres, goals, letters and addressees, which can be both real and imaginary. To convey various social characteristics in written discourse require special tasks aimed at the development of skills to convey the socio-cultural context, attitude to the subject of discourse and to the addressee. Researchers Heath and McLaughlin [5] emphasize the need for training written discourse outside educational institutions, outside the school environment. Later, American colleagues Hull and Schultz [6] analyzed the use of language tools by students, the use of written and oral discourse as social practice outside of school. The study of informal written discourse of students in the school educational process and outside of school shows that students demonstrate

discursive abilities in the context of extracurricular activities, while these same abilities are underestimated within school walls. This argument points to the importance of understanding how to interact. Different contexts in the conditions of classroom and extracurricular activities are the way and ability to write and characterize the personality. The basis for understanding written work is the study of the social and historical identity of the writer, answering the questions: *Who writes?; Under what circumstances written discourse is produced?; In which direction the discourse is carried out?*.

Researcher Guy [4] characterizes a basic discourse (Primary discourse) as a way of existence of primitive activity, ordinary speech production. The skills of type of discourse in the process of growing up and interacting with the social environment. Acquired discourse (Secondary discourse) refers to learning at school in higher education, and, in comparison with the basic, acquired discourse should be taught. Guy emphasizes that we are not able to fully learn the acquired discourse. He also states that each of us is a member of discourse communities and each discourse represents one from our essences. This study assumes that language is formed by ideology and cannot be analyzed outside of it, hence the development of writing skills must be seen in close connection with the transmission of the social identity of the writer. Each individual has his own cultural and stylistic preferences to express the meaning and accentuation of the main thing in the text, therefore, there is no definite one for teaching written discourse template. When researchers and educators abandon the linear grading system for development of writing skills, they analyze and diagnose individual ways of forming and expressing thoughts by students in written discourse. Students demonstrate a variety of means, such as knowledge of structural units of discourse, knowledge of spelling, grammar, written genres and different models of interaction with people when working on written discourse.

3. ***Effective pedagogical technologies in developing written discourse in a social context.*** Teaching written discourse in diverse social contexts makes social interaction the most important factor in the formation and improvement of the necessary skills and abilities, therefore teachers highly appreciate the collective work of students aimed at implementation of the general task [5]. In the study of social nature written discourse, Schultz [6,21] points out the importance of the joint work of students, students and teachers are in the process of teaching written discourse. Interaction among students includes the following activities: students write independently, but subsequently demonstrate their work to others; students write in pairs or in small groups; all work together as authors of a single text. Teachers use written discourse to establish collaborative relationships with students; relationships that often arise in conflict and competition, which is also necessary to create motivation for participation in writing.

According to interaction when teaching written discourse involves a number of practical lessons in groups of students, for a group, as well as joint activities of students and a teacher, focused on developing individual writing skills. It is also possible that students refuse group activities and prefer independent written work, feeling the need to express their original ideas. It is noted that in most cases students who write independently for audience and critical discussion. Therefore, an independent written discourse is also not devoid of interaction with other students, although implicit, hidden. Also, writing training discourse in this case occurs in the context of expected social interaction in the educational process. The above leads to the conclusion that beneficial techniques for improving written discourse is not just an individual phenomenon, but an activity closely related to the social aspects of teaching students skills and ownership word.

British explorer Fairclough [7] devoted a large number of works critical language learning in relation to social emancipation, offers direct teaching discourse (both written and oral) to modeling social relationships in the classroom

and training of social qualities. “Discourse - using language is not easy teaching material for doing exercises, it is also material for building, imitation and expression of social relations and relations of power” [8,196]. The author of the book “Language and Power” offers a model teaching written discourse aimed at critical understanding of the language (critical language awareness) that can be applied in collective learning of social groups of students. This model is based on two fundamental principles. Firstly, principle involves combining, understanding of language and practice of its application (language, awareness and practice) [8,198-199], the usage of discourse to solve speech-thinking problems and further critical analysis of the resulting language product. Possible assignments for students, the purpose of which is to reflect in front of the group students about their own previously completed discourse; systematization of knowledge when the teacher and other students discuss how it is more correct to express your thoughts in systematized form; explanation, critical understanding of the language should be built on the existing language of students’ abilities and experience. Assignments are offered to reflect on your own knowledge and skills, for example, the students are asked to describe the need for proficiency in written discourse and give reasons in writing why the mastery of written discourse is prestigious in society. The tasks for the development of practical skills of written discourse include group exercises on students’ description of a historical fact, for example, in a spoken language, local dialect or language of minorities; spelling, a historical article or publication in an academic language.

Using effective technologies for developing written discourse - by using such techniques, tasks, students are given the opportunity to disclose, firstly - creativity, and secondly - the skills of interactive communication. Thus, the authors of the works are considered works are united by the idea that teaching purposeful discourse is more correct to carry out on the basis of the existing individual experience of students in the process of their social interaction in group. Social

context is integral to student learning. Learning to write should be based on understanding interaction and influence as social and individual factors in the process of writing. Learning is most successful when the individual written discourse is included in a wide circle of social phenomena, which allows students to master the skills of interactive communication and develop social qualities.

Using beneficial techniques for developing written discourse from a social perspective empowers learners enrich their experience of participation in collective activity and receive support from a teacher in the development of discursive competence.

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