

ЎҚИТУВЧИЛАР ИШ ТАЖРИБАСИДАН



Галина КАН

доцент

Узбекский государственный университет мировых
языков

FOSTERING THE STUDENTS' ENGLISH COMMUNICATIVE COMPETENCE

Курраи заминимиз бутун бошли "улкан қишлоқ"қа айланмоқда. Яхши коммуникатив қобилиятлар талабаларимизнинг "ушбу қишлоқнинг фуқаролари"га айланишига ёрдам бўлади. Бизнинг "Журналистлар учун инглиз тили" дастуримиз талабаларга инглиз тилини ўргатишга мўлжалланган. Шунингдек, ушбу дастурда журналист-талабалар билан ишлаш учун махсус машғулотлар ўқитувчилар томонидан ишлаб чиқилган.

Наша земля становится одной «большой деревней». Хорошие коммуникативные навыки помогут студентам стать полноправными «жителями» этой деревни. Наша программа «Английский для журналистов» имеет целью научить студентов английскому языку. Преподаватели разработали специальные упражнения для работы со студентами-журналистами.

Our earth is becoming the "Global village". Only good communicative skills will help our students to be the citizens of "Global village". Our ESP program is designed for students who have job-related reason for learning English. The teachers, selected the materials and activities to change the movement from a text to a task, to teach language in context of the texts and tasks used.

Калит сўзлар: глобал қишлоқ, журнализмнинг касбий стандарти, коммуникатив қобилият, коммуникатив маҳорат, ахборот технологияси.

Ключевые слова: глобальная деревня, профессиональный стандарт журналистики, коммуникативные навыки, информационная технология.

Key words: global village, professional standards of journalism, communicative skills, communicative competence, information technology

Преподаватели разработали специальные упражнения для работы со студентами-журналистами.

The new trends could be observed in Uzbekistan media in the context of global changes in information technologies and practices. The transition to democracy and market economy was marked by considerable changes which affected their structure and functioning. It also resulted in the transformation of professional standards of journalism. Under the influence of the regular progress of civilization, the new technologies of communication and the exchange of information the characteristics of mass media, the structure of access to information are changing throughout the world and these changes undoubtedly affect the development of Uzbek mass media.

As is known, our earth is becoming the “Global village”. Global linkages through TV and telecommunication would expand the foundation of the village to global proportion. People will know one another, their ways of life, know their similarities and differences, their problems.

Only good communicative skills will help our students to be the citizens of “Global village”. Our ESP program is designed for students who have job-related reason for learning English, a common context in which to use English. ESP courses are developed through a needs assessment that identifies what the students need to do in English (tasks), the contexts in which they will do (texts), and what their current level is. Then we, teachers, select the materials and activities to change the movement from a text to a task, to teach language in the context of the texts and tasks used. The specific purpose makes us identify the vocabulary and other language components and the contexts in which they are used.

Our program was developed to meet the needs of journalists in a foreign country. They are to be able to communicate in English to their colleagues from foreign countries, write articles, reports in English, make presentations and speeches in public. The students do a lot of tasks for practicing these skills: talking on the phone, making presentations, writing reports, articles, speeches, essays, etc. In other words, a full range of language functions.

Also we need to pay attention to the way they speak. For broadcast journalists the matter is how the listener hears the words. And our task is to teach students to pronounce clearly and vividly, to write correctly. They should know the stylistic devices, to use idioms in their writing, so that they may show the language peculiarities and bring the information in a most catching way.

Students should be guided to the basics of English and those aspects of writing, such as reporting speech, home style and jargon, that are specific to the language of

journalism. They are taught the rules of spelling, punctuation, abbreviation and journalistic writing.

They should know the use of standard and idiomatic English, the correct use of spelling of foreign words. We should teach the students the difference between spoken and written language.

We try to center our teaching on fostering our students' communicative competence in the foreign language, that is, their ability to communicate with native speakers in real-life situations.

We can observe the growth of requirements of our students, who are not satisfied with "old methods" of teaching. They can not confine themselves to rounded philological education textbooks and urgently need English for very specific purposes – English for journalists.

At every lesson students should learn a certain portion of key vocabulary, which may be included into a text or dialogue for listening to or reading.

We try to base our lessons on role-plays, interviews and discussion exercises on main international events. The advantage of incorporating these techniques into the speaking practice of students are manifold. Perhaps most importantly, interviews give students a chance to participate in communicative activity with the aim of gathering real information. Both speaking and listening skills are practiced, and within a meaningful context.

Another advantage of practicing interviews is that students are given a chance to speak in pairs (interviews), small groups (discussions) and individually (presentation). For example, after conducting interviews, students then have the possibility of working in small groups to analyze the information they have gathered, a chance to engage meaningful discussion. Newspapers, political reports, political leader's speeches are also used frequently on our lessons.

At every lesson, as a rule, we begin with the news, prepared as a journalist's report, paying attention to grammar, style and pronunciation. It is very helpful for them to develop their English and to overstep the language barrier, to be well-informed and open-minded, not to be shy and have a nose for the news. That will prepare them to further contact with international journalists of the world.

Besides that, we demand from our students to listen to BBC, CNN, FCN, Euronews news in English. Then we can give them some task to state the facts if they are true or false. Each correct answer earns one point. In this way, the students

gradually get into the habit of listening to the news and greatly improve their listening abilities

REFERENCES

1. Brumfit. C. Communicative Language Teaching: An Assessment. – Oxford: Oxford University Press. 1978.
2. Teacher Development. Making the Right Moves. Ed. T. Kral. Selected Articles from the “English Teaching Forum”, 1989-1993. – Washington, D.C. 1994.
3. Wills J.D. Theory and methodology: Do we do what we are knowing ? // “Communicative Language Teaching”, ed. B.K.Das. Singapore. 1985.
4. Changing Media and Communications. Ed. Y. Zassoursky and E. Vartanova. – Moscow, 1998.