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TEACHING ESP WRITING

Журналист талабаларга чет тилни ўқитишда кўп эътибор ёзишни ўргатишга қаратилади. Талабалар ижодий фикрлаш фаоллигини ривожлантиришда қийинчиликларга дуч келадилар. Ушбу қобилиятни ривожлантириш учун "ақлий хужум", "кластер", "кубик", режа тузиш ва шу каби методларга асосланган машғулотлар кўринишидаги тайёргарлик ишлари амалга оширилади.

При обучении студентов-журналистов иностранному языку много внимания уделяется их умению писать. Студенты испытывают трудности в развитии творческой активности мышления. Для стимулирования этого умения проводится большая подготовительная работа в виде различных методов, таких как «мозговой штурм», методы «кластера», «кубика», планирования и т.д.

Writing is one of the most important components of a journalist's job. The students have some problems in generating ideas when given some writing task. We should teach them such prewriting activities as brainstorming, freewriting, clustering, outlining, cubing, looping in class and practice these activities before getting down to some assignment on writing.

Калит сўзлар: мақола, эссе, репортаж, ёзишга тайёргарлик кўриш, "ақлий хужум", эркин мавзуда ёзиш, режа тузиш, "кластер" методи, "кубик" методи.

Ключевые слова: статья, эссе, репортаж, подготовительная работа к написанию, мозговой штурм, вольное/свободное письмо, планирование, метод «кластера», метод «кубика».

Key words: article, essay, reportage, prewriting activities, brainstorming, freewriting, outlining, clustering, cubing.

Writing is one of the most important components of a journalist's job. The vital question is how to become a competent writer during the global changes in the mass media. The traditional product-oriented approaches, the product of which is a written text, are being shifted by the process-oriented approaches. The students should be

taught both the approaches as the qualities of good writing mean focusing on the product and the generative process.

Writing establishes what has been called “context-free language”. Our target is to make the students shift from the product to the process in writing. The students should emphasize on writing as a way of learning as well as communicating. They should be encouraged to writing reports, articles, etc. so as to get the feedback from the audience. When the goals of the journalist’s writing adapt to the reader’s needs we highly evaluate the writing abilities.

While working with the students at writing essays, articles, reports I understood that first we should bring them to active participation in thinking, talking, working on the topic, focusing on writing. We should teach them such prewriting activities as brainstorming, freewriting, clustering, outlining, cubing, looping in class and practice these activities before getting down to some assignment on writing.

I have named the prewriting activities which would help them to do the task of writing in a test without appealing to the teacher’s aid. As I could see the students’ mind was slow and clumsy generating ideas for a short period of time and making deliberate decisions in response to a specific situation. Prewriting activities encourage a free flow of thoughts and facilitate planning both the product and the process. I have listed those which can be used on the lesson to promote and facilitate the students’ creativity.

Brainstorming is a versatile thinking tool which makes the students generate new ideas. It’s a strategical method of solving a problem when the teacher stimulates a student’s creative activity. A student searches for as many variants of creation as possible, then selects the most appropriate one, which could be used in writing. A student may put questions on the topic which would require the answers stimulating and targeting creative thinking. Some ideas may seem absurd, fantastic, but it may be the precise thing in the writing.

The technique of **brainstorming** is best for finding worthwhile content. We may advise to brainstorm as the first writing step, just as a way of getting started. Sometimes brainstorming is good at the end of writing until the students have written the rough draft. It is quite advisable to brainstorm at some stage of the writing process. The students must be sure to know they have used all the material they have in stock and that may be useful.

The brainstorming procedure is very simple: just concentrate on your writing situation and fix every thought in writing. You should find the best decision for the question: What can I say about the subject?

You get everything down on the paper. The more ideas, the better. Don’t think of their relevance or worth, or grammar or spelling errors. You will sort out

everything after some time and you will only leave the most worthwhile content. While checking up some other ideas, more competent and precise, may come to your mind.

Brainstorming helps to achieve the concentration needed for coming up with all the details you might want to include. This technique invariably produces more information than you can use.

Looping means **freewriting** whatever idea comes to your mind, writing nonstop without fear of making mistakes. After that the writer stops to check the writing and sum up what has been written. All the ideas may be combined in one valuable creative writing. The procedure may be repeated several times to generate ideas for writing.

Clustering is a prewriting technique that makes the writer to group the thoughts round one particular subject and contribute more ideas. It stimulates to generate ideas, to take steps in starting, stringing words to focus on the needed thing. A student will write paragraph by paragraph creating the “building”. It is close to brainstorming, the difference is focusing onto a specific word or idea. This technique can be used at all levels of the education and facilitates the learning process.

Cubing is a prewriting activity which means considering the subject by giving a thorough examination to the topic, comparing to others you have learned or come across, associating it with something that reminds you of, analyzing it, applying it to any area of life or something else, telling the pros and cons. Analyzing and organizing the information on the topic you should thoroughly think of the final goal: What is expected from your writing?

Outlining helps to organize your thoughts. Good writing needs deliberate decisions about what to say, how to say it, how to organize it so as to make the whole thing work. All these things may be made in an outlining process.

You may outline the draft of what you write. Write the first draft, paying particular attention to the introduction. Review the draft for the thought and technical accuracy.

The students may use one or several types of prewriting activities, which depend on the student’s limit of the given time. The techniques mentioned above may be used at all levels of the educational system to aim the students at creative thinking. The prewriting activities should be practiced at every writing lesson until the students come to using them without the teacher’s reminding and do it easily.

We have only mentioned the prewriting activities which can be used when writing a test or an essay, etc.. That is individual work. All these techniques may be observed on the lesson in groups to provide the students with the tools of successful work. Teaching writing to journalism students must be professionally oriented as they

require the use of English for every day writing articles, reports, press releases, essays. They take part in various international conferences, seminars, make presentations, take interviews. All these tasks guide the students to active learning writing. Knowing all these prewriting techniques will make your writing much more easier and considerable.

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