

A MODEL FOR TEACHING WRITING AND SPEECH SKILLS OF A FOREIGN LANGUAGE TO STUDENTS OF NON-LINGUISTIC UNIVERSITIES BASED ON WIKI TECHNOLOGY

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ABSTRACT

This article presents a theoretical and methodological model for the use of wiki technology for the development of writing and speech skills of students of a non-linguistic university. Issues related to the relationship of participants in the educational process in the conditions of informatization of education are considered; didactic potential of organizing the process of teaching writing and speech activity on the basis of wiki technology; ways to integrate wiki technology into teaching a foreign language; the possible difficulties of joint work on the wiki site and the conditions for the effective integration of wiki technology into the process of teaching a foreign language are considered; revealed the motivational factor of learning on the wiki site.

INTRODUCTION

The current stage of development of the domestic education system is characterized by a number of phenomena that determine the change of the knowledge paradigm to the competency-based one and are associated with the increasingly active use of digital technologies in all aspects of life. The advent of computers, and later other devices, such as mobile phones, radically changed the mode of access to information, the methods of its storage, processing and transmission. General global processes, which manifest themselves primarily in the economic sphere, lead to interpenetration and interdependence in various fields, including education. Also, in recent years, there has been an increasing need to establish contacts with representatives of other cultures, and a special place is given to the study of a foreign language, which should be taught in all faculties at a level high enough so that students and graduates have the opportunity to join the life of the international scientific community. According to E.N. Solovova, a foreign language is no longer an end in itself and can sometimes serve as a working language for seminars and lectures while studying at technical and economic universities [3, p. 29]. Since a foreign language becomes a necessary tool for the daily activities of a scientist, modern students and graduates of universities in technical and natural sciences need to master all the means of communication with foreign colleagues, which leads to a change in attitudes towards teaching foreign languages in non-linguistic faculties.

The modeling procedure has found wide application in pedagogy. With the help of simulation, it is possible to predict the actions and events in the system, i.e. in the case of pedagogical modeling - to determine the course of the educational process in certain conditions. According to V.P. Zagvyazinsky, "modeling is characterized by the systemic formation of two spaces: material (words, combinations, text), i.e. real processes of creation, the correlation of knowledge, and the ideal (scheme), which is the result of displaying a real object, process, phenomenon" [4, p. 66].

It is advisable to consider the principles of organizing the work of students to develop writing and speech skills based on wiki sites (see Table 1). Under the principles following A.N. Shchukin we will understand “fundamental methodological provisions that determine the processes of education, upbringing and development of students” [2, p. 149] and give a classification of the applied principles on the basis of the sciences underlying them. Didactic principles are a reflection of the provisions of the theory of education and training developed in didactics; linguistic principles are based on linguistics; psychological principles determine the behavior of students; and the actual methodological principles represent the features of teaching a particular academic discipline, in this case a foreign language.

The principle of professional orientation of education implies a focus on further professional activities of students and the introduction of material directly related to the sphere of professional interests of the student. The principle of thematic organization of the material allows you to select educational material according to thematic blocks.

Table 1. The system of principles for teaching writing and speaking skills based on wiki technology

Didactic principles	Linguistic principles	Psychological principles	Proper methodological principles
<ul style="list-style-type: none"> - consciousness - activity - strength - accessibility and feasibility - professional competence of the teacher (IC component) - informatization of learning - interactivity - taking into account the peculiarities of learning on the wiki site 	<ul style="list-style-type: none"> – consistency – differentiation of phenomena at the level of language and speech – minimization of language for educational purposes 	<ul style="list-style-type: none"> - motivation - taking into account the individual psychological characteristics of the student's personality - taking into account adaptation processes 	<ul style="list-style-type: none"> - communication - professional orientation of training - situational and thematic organization of the material

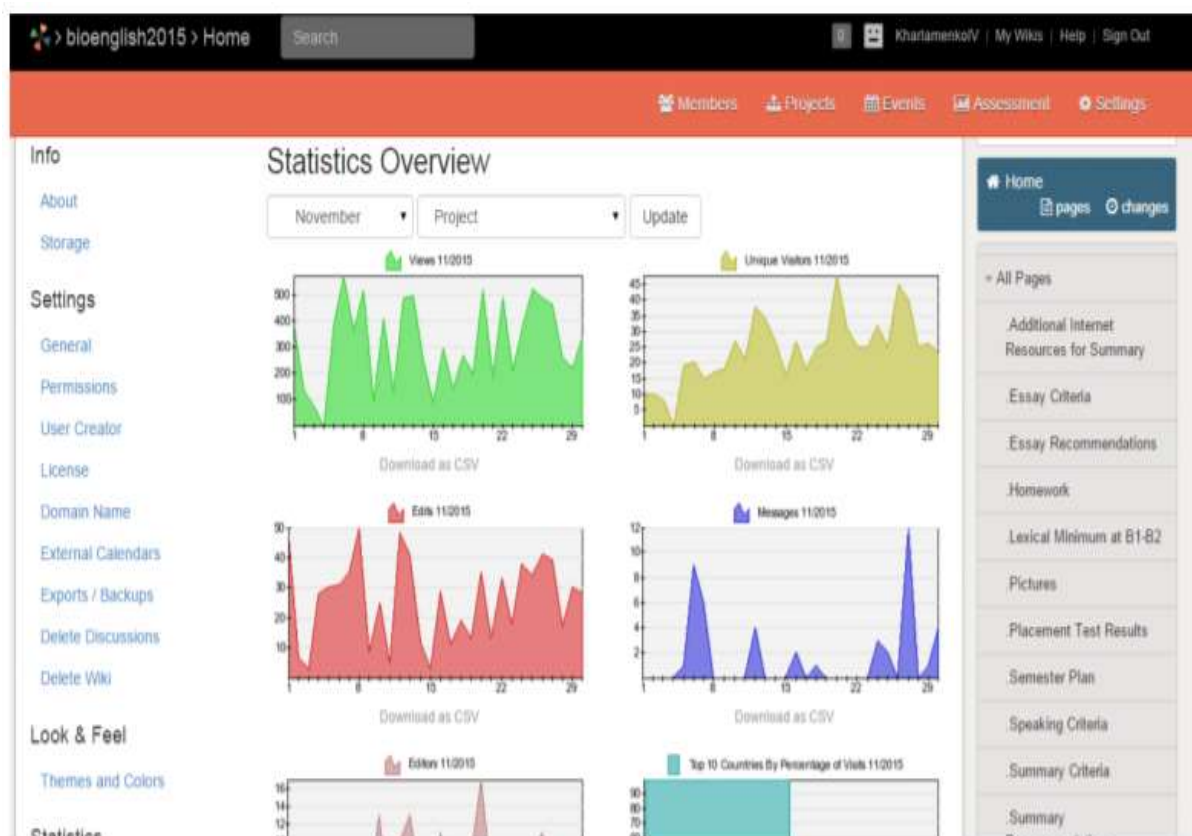
Thus, wiki technology makes it possible to organize learning sites and implement learning according to the LMS model and massive open online courses, i.e. the most popular types of courses currently used in distance and blended learning. Wiki technology is well suited as a base for both traditional and connectivist online courses, as it can be used to post tasks suitable for different work modes: individual, pair / group, and also involve students in project activities. We can also note that recently the term LMOOC [1], Language massive open online Courses , which is a massive online course specifically for learning languages. At the moment, there is no well-established base on this subject, and often researchers note the same characteristics of LMOOCs as MOOCs.

Wiki technology is a convenient tool for online learning due to its inherent technical and didactic properties, ease of creating courses based on the model of learning systems (LMS) and massive open online courses (MOOC), ease of use of wiki sites by both the teacher and students. Also, Wiki technology seems to be a convenient and optimal tool for teaching a foreign language, especially for developing writing and speaking skills. In teaching writing, there are at least two approaches: productive and process, or process. A productive approach is aimed at the performance of controlled tasks, and is reflected in copying the text according to a model or sample [1]. The goal of applying a productive approach is the result, i.e. the product itself; as a rule, this is the text of a genre defined by a template or model. The following main stages can be distinguished:

- 1) study of a model or sample,
- 2) analysis of structural elements,
- 3) writing a text according to the model proposed.

The teacher proceeds to check upon completion of writing and evaluates the work at the last stage. Modern technologies make it possible to implement foreign language teaching on the basis of a variety of individual and collective interactive tasks, using the potential of formative evaluation and mutual evaluation of the work of other students, to form and develop components of foreign language communicative competence, namely language, speech, sociocultural and educational and cognitive competence. This paper presents the types of tasks developed by the author on the basis of a wiki for the development of lexical skills, as well as writing skills, organization of project activities and mutual evaluation.

Statistical report on the activity of site members



The results of a comparative analysis of the success of completing the tasks of the exam in 2021

Раздел		Задание	P-Value по тесту Манн-Уитни	Наличие статистически значимой разницы
Reading	Part I	Multiple choice.	0,1257	Нет
	Part II	Multiple matching.	0,1439	Нет
	Part III	Gapped text.	0,7509	Нет
Use of English	Part I	Multiple choice cloze.	0,2589	Нет
	Part II	Open cloze.	0,7064	Нет
	Part III	Word formation.	0,2056	Нет
	Part IV	Sentence transformation.	0,7897	Нет
Listening	Part I	Sentence completion.	0,5209	Нет
	Part II	Multiple choice.	0,5617	Нет
	Part III	Multiple matching.	0,0483	Да
Writing	Part I	Summary.	0,1823	Нет
	Part II	Essay.	0,0491	Да
Speaking	Part I	Personal introduction.	0,9808	Нет
	Part II	Describing a picture.		
	Part III	Discussion.		

We can conclude that the technological characteristics inherent in wiki technology (hypertext organization, multimedia presentation of material, the ability to embed third-party content into the site, sharing access to the same documents and the possibility of co-editing them, setting up access to the site, setting page privacy, the ability to track document creation history, openness and the presence of the administrator role) allow you to successfully use this tool in the educational process. The didactic properties and functions of wiki technology contribute to the introduction of various types of interactive tasks, different in duration and conditions of execution.

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