

PRODUCT MODELING OF DISCOURSE IN TEACHING WRITING IN ENGLISH

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Annotation. The article analyzes the concepts of the result and product of written discourse as a type of communicative activity, summarizes their differences and emphasizes the relationship. The theoretical model of the text as a product of written discourse includes general communicative properties and specific properties characterizing the content, organization and context.

Keywords: modeling, product of discourse, result of discourse, general properties of the written text, specific properties of the text.

The modeling method refers to universal methods of scientific cognition, with the help of which the researcher can solve theoretical and practical problems. This feature of modeling is dictated by the fact that the model can represent ideal and real research subjects. In general didactics and methods of teaching foreign languages, ideal models are used for research problems of a theoretical nature, and real models are used in the learning process as didactic tools. This view of the importance of the modeling method in didactics demonstrates a general trend, which does not deny the possibility of using ideal models in teaching. Let's consider an example of using the product modeling method of written discourse in teaching writing.

The choice of the method for the task is not accidental, because the model has the property of abstraction. To create a model of an object, the most important, typical properties of the subject of research are abstracted and systematized. Since written discourse is an abstract thing in itself, we consider it effective to model its static and dynamic properties in ideal models to teach it. Formalized images of the product and process of written discourse obtained

As a result of modeling, they will serve as an effective didactic tool, as well as a means of current and final control in teaching writing in English.

Currently, in the domestic methodology of teaching foreign languages, it is customary to talk about the properties or parameters that a written text in a foreign language should have, and knowledge about the parameters that need to be learned (10; 3). Nevertheless, there is no idea of the text as a product model of written discourse. The creation of such a model, in our opinion, will contribute to the formation of clearer ideas among teachers and students about the expected characteristics of the text created during the execution of a written assignment.

We do not understand a written task as a mechanical repetition or transformation of text fragments, characteristic of the textual approach to teaching writing (11), but a creative task, implying discursive activity to create a written text in accordance with a communicative task.

An analysis of the methodological literature has shown that in teaching written discourse, the concepts of result and product of discourse are often interchangeable and synonymous.

Considering written discourse as an activity, we drew attention to the fact that its result and product characterize different aspects of the activity. The result is an element of communication as an activity continuum, because it causes a response from the recipient. The

product of communicative activity is a statement that has a certain structure and has systemic properties (7; 9). Thus, the product of written discourse is easier to formalize than its result, and the form of the product is the text.

At the same time, the result and the product of discursive activity are interrelated, because the product affects the result, acting as a means of manifesting the result in discursive activity. This function of the text was considered in the linguistics of the text, which perceives the text as a linguistic sign capable of influencing the behavior of communicants to create new texts, since the text "sets the program of activity" (6, pp. 31, 53).

Thus, it can be said that the text as a product of discourse serves as a support for the continuation of discursive activity, a condition and a formal signal of its effectiveness. This function is associated with the modeling potential of the text, which is expressed in the consolidation and modeling of patterns of communicative behavior in a certain socio-cultural context (1, p. 136). Understanding the text as a model in this context is related to the normative function of the text in relation to patterns of speech behavior.

So, a written text as a product of discursive activity has the ability to capture patterns of communicative behavior and serve as a starting point for communication. For didactic purposes, in our opinion, the normative function of the text is more often used, forming knowledge about the possible and desirable properties of the product of written discourse, that is, about "how it should be". The text as a productive result of discourse is used less often in methodological complexes. Examples include the tasks of the written part of the state final attestation and international exams that integrate the written text as an incentive text.

Considering the product of discourse within the framework of communicative activity, we assumed that some properties of the text are due to the general communicative features of the function, called the general properties of the written text. Simultaneous text as a linguistic construct has a number of specific properties (5).

The general properties of a written text determine the significance of the text as a communicative element performing one of the communicative functions. The communicative significance of the text is also an essential condition for its use in the pedagogical context (3). Summarizing the various classifications of communication functions, we note that information can be attributed to the general properties of a written text-activity (objectivity of communication), targeting, expressiveness and met communicativeness (5; 6). The phatic and poetic properties of a written text, in our opinion, do not carry a defining pedagogical value, but fiction is valuable from the point of view of analysis. We believe that a combination of properties is fundamentally important for illustrating and interpreting a text for didactic purposes, targeting, in so far as they determine the communicative significance of the text. The expressiveness and meta-communicativeness properties can be optional.

To systematize the specific properties of a written text, we turned to approaches in classifying categories of discourse, namely: functional, formal and situational (8). By functional and situational categories, discourse is understood as the general communicative functions and external conditions of its implementation, the situation/context. Formal features include levels of functionalization discourse (8, pp. 190-191). Formal signs indicate the presence of an organizational structure of the product of discourse, although in the linguistics of the text it is customary to talk about a single organizational and semantic structure of the text (2; 6).

In the practice of teaching English, the parameters of evaluating a written text are defined in terms of content, organization and language design.

These parameters correspond to the requirements for the text formulated in number theory (4). It is logical to assume that the specific properties of the written text this is consistent with the proposed approach. I note that it does not take into account the situational characteristics of the text properly, and also assume that

the list of specific properties of the written text can be expanded. We believe that the specific properties of a written text as a product of discursive activity in a pedagogical context should be conditionally considered according to three types:

- specific properties characterizing the content of the text;
- specific organizational properties;
- specific contextual properties.

We believe that linguistic properties should be considered as a form of manifestation of these specific properties, taking into account the linguistic principle of unity of form and content (2).

Thus, the theoretical model of the text as a product of written discourse allows us to combine a group of common communicative properties (informativeness, targeting, expressiveness and meta-communicativeness) and groups of specific properties of the text characterizing its content, organizational structure and contextuality.

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