



GENRE BASED APPROACH IN TEACHING ENGLISH IN NONFILOLOGICAL FACULTIES

Vohobjonova Zamira

Senior Teacher, Andijan State University, Uzbekistan

Mamarasulova Maftuna

Student of Andijan State University, Uzbekistan

Annotation

This article discusses teaching based on a genre approach to teaching English in non-philological areas. The genre approach is especially important in the study of academic genres. For example, Essays, laboratory reports, case studies, book reviews, reflective diaries, posters, research proposals are written in English in a special order. Students' knowledge of the specific features, grammatical, semantic, structural features of these genres is a purposeful effort in the study of English academic genres

Keywords: genre, composition, field-specific texts, purpose, compositional structure and style, scientific genres, the types of documents.

Introduction

By the 21st century, the meaning of the concept of genre has changed, and the concept of genre, previously used in the fields of literature, art, and rhetoric, has begun to be applied to linguistics, and even language teaching [2,4]. Although there are differences in the definition of the concept of genre in different areas, the generalization of the introduction, the repetition of the main, final parts, the purpose and style in them generalize them. The genre-based approach also has a special place in language teaching.

Students are required to have sufficient knowledge of English in order to understand texts on familiar and unfamiliar topics related to their field of specialization. Initially, the teaching of English in various specialties was based on the traditional method, ie: English grammar. Modern language teaching is increasingly proving that the concept of English language proficiency is a much broader concept. The reason is that it is often emphasized in language teaching that a good knowledge of grammar, a high level of vocabulary is not enough in language learning. Effective use of grammar and vocabulary in various speech skills, listening comprehension, speaking, writing, reading has led to new methodological directions, which serve to increase the student's language skills. In today's language teaching education, it has been proven that in order for a student to use language fluently in these speaking skills, it is necessary to study the genre that serves as a key element in shaping language tools in the language system. In this case, it is mainly important what genre the student uses to compose the text. For example, a scientific article on the field. It is important for the student to know how the formal and semantic sequence of a scientific article is constructed in that language. Such texts are ready-made molded texts that make up a particular genre. Because such texts have their own purpose, compositional



structure and style. Examples of such genres are scientific articles that can be found in their work, proposals, conclusions, theses of foreign partners on topics in the field, graduate work of students in their field.

In order for students to understand the general content of materials in a foreign language, it is necessary to have tactics to distinguish relevant information, understand details, and determine direction, expressed in the texts of these genres. To develop this, the student will need to determine what genre the text is in. It is common for all scientific genres to cover basic scientific information in the main part of each genre, to provide additional information on the topic in the introductory part, for example, the relevance of the topic, the history of the study, etc. The concluding part is explained by the conclusion of the topic, recommendations and suggestions. In compiling and teaching field-specific texts, the student is required to expand his or her knowledge of the genres represented in the field in English. In doing so, the student must determine which genres are available in the field in which he or she is studying. For example, special formal and informal letters / letters related to writing; well-organized essays and reports in form and content; scientific articles that are sufficiently grammatically correct, well-structured, and appropriate in style; suggestions, conclusions, annotations and theses; graduate work in their fields, if necessary.

In the process of studying the texts related to the field, students must also meet the requirements, such as mastering the vocabulary of the field, the correct use of grammatical tenses in academic contexts. All this forms the basis for the development of the student's linguistic competence. In the development of sociolinguistic competence in presentations and correspondence, which are academic genres in the field, a deeper understanding of intercultural communication on the example of cultures of Uzbekistan and the countries where the language is studied (social and educational spheres) nonverbal elements of communication in different cultures: continuing to work on behaviors, gestures; knowledge of the features of writing in a foreign language of electronic communication and the development of its application in practice also requires knowledge of specific genres, such as the above-mentioned presentations and correspondence. In pragmatic competence, the student learns academic genres related to the field, further improving presentation skills, logical expression of ideas in oral and written speech, understanding the appropriate formal use of language in various social, educational and professional contexts, splitting speech, clarification, other interpretation it is important to develop the ability to comprehend and apply other strategies, such as correcting, supplementing sentences, and so on.

At the same time, the types of documents for the development of their skills in the field of specialization, ie areas of the field, current issues, responsibilities, record keeping, professional ethics, negotiation, scientific and practical achievements in the field, innovative ideas and innovations, etc. directions also require the formation of knowledge about genres. Essays, laboratory reports, case studies, book reviews, reflective diaries, posters, research proposals are written in English in a special order. These genres are highlighted as different types of text. For example, there are the following stages in the formation of the essay genre: Define, Give an example, Explain why, Support your explanation with evidence, Describe a solution, Describe advantages and disadvantages, Choose, Explain why. The



presence of these parts ensures the integrity of the essay. Of course, these stages can be defined as semantic stages of text formation.

In some scientific literature, rhetorical hierarchical genres are also referred to as cognitive genres. First of all, when creating texts related to the field, the student will have to choose in which genre he wants to write. For example, Essays, Reports, Case Studies, Research proposals, Book reviews, Brief research reports, Literature reviews, Reflective writing, Introductions, Research methods, Research results, Research discussions, Writing conclusions, Research abstracts, Research Dissertations & Theses. The genres mentioned above reflect their formal written genre characteristics.

In short, our future work is to compile a list of academic genres and determine their specificity.

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