

**SITUATIONAL TEACHING METHODS IN THE FORMATION OF
FOREIGN LANGUAGE WRITTEN COMPETENCE**

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Abstract: The article considers situational teaching methods as an effective tool for the development of written competence among students studying foreign languages. The methodology is based on the creation of educational situations as close as possible to real life, which contributes to the development of writing skills of various types and genres necessary in professional and everyday activities.

Keywords: situational methodology, written competence, foreign language, teaching, communicative approach.

Introduction

The modern system of teaching foreign languages requires the creation of conditions close to the real language environment. One of the urgent tasks is the formation of a foreign language written competence, which includes the ability to adequately and effectively express one's thoughts in writing. In this regard, the situational teaching methodology is of particular importance, as it allows you to develop practical skills through modeling real communication situations.

The essence of situational methodology

The situational methodology is based on the principles of a communicative approach and involves the creation of situations that require the use of written skills to solve them. The main components of the methodology:

- 1. Contextualization:** tasks are developed within a certain context (writing to a colleague, creating a report, writing an essay, etc.).
- 2. Goal setting:** students understand why they are doing the task, and how it is related to their future professional or daily activities.

3. Activity-based approach: focus on performing practical tasks such as filling out forms, writing business letters or social media posts.

Examples of situational tasks

1. Writing a business letter: Students are assigned to write a letter to the company asking for information.
2. Blogging: Students blog in the language they are learning, commenting on current events.
3. Case solving: Students analyze the situation (for example, a conflict at work) and present a written solution to the problem.
4. Collective letter: A group of students draws up a collective appeal, for example, in support of a public event.

Advantages of the method

1. Getting closer to real practice: students acquire skills that can be directly applied in life.
2. Increased motivation: interesting and practical tasks stimulate engagement.
3. Development of intercultural competence: completing tasks taking into account the cultural characteristics of the countries of the studied language.
4. Integrated development: integration of grammar, vocabulary and stylistics within a single task.

Recommendations for use

1. Gradual complication: start with simple situations, such as writing a note, and move on to complex ones — writing reports or essays.
2. Individualization of training: assignments are selected in accordance with the level of training and interests of students.
3. Feedback: After completing the task, it is important to analyze errors and provide recommendations for improvement.

The essence of situational methodology

The situational methodology for students of economics is aimed at developing the skills necessary in professional activities: drafting business documentation, conducting correspondence, preparing analytical reports and presentations.

The main components of the methodology for economic specialties:

1. Realistic context: Assignments simulate situations that students may encounter in their future work (for example, writing a business plan or responding to a client's request).
2. Practical focus: focus on professional writing genres such as business correspondence, reports, and instructions.
3. Integration of the intercultural component: special attention is paid to understanding cultural differences in business communication (for example, differences in business writing styles between countries).

Examples of situational tasks

1. Business letter to the partner:

Task: Write a letter to the partner in English with an offer of cooperation, observing the rules of formal style.

Purpose: To teach students to build logical and grammatically correct texts using business vocabulary.

2. Creating an analytical report:

Task: To make a short report based on statistical data (for example, data on the securities market).

Purpose: To develop the skills of text structuring, the use of professional vocabulary and graphic information.

3. Response to the client's request:

Task: To simulate a situation where a company receives a request for services. Write a response specifying the details.

The goal: To develop the ability to politely and clearly formulate your thoughts.

4. Preparation of a letter of recommendation:

Task: Write a letter recommending an employee to participate in an international project.

Purpose: To develop skills in using politeness formulas, as well as the ability to focus on key achievements.

5. Case study: Communication with investors:

Task: To write a presentation letter to attract investors to the project.

Purpose: To teach students to argue their proposals and structure information for persuasiveness.

Recommendations for use in an economic university

1. Integration of professional terminology:

The tasks use vocabulary related to economics, finance, and marketing, which makes them useful for a future profession.

2. Using authentic materials:

Assignments are based on real examples of business documentation: letters, reports, contracts.

3. Stages of implementation:

4. Analysis of educational needs: Determining the level of training of students and their professional interests.

5. Modeling situations: Creating cases that may be relevant in the work of an economist.

6. Practical tasks: Work on texts, discussion of their content and structure.

7. Reflection: Analysis of completed tasks, focus on successful solutions and elimination of errors.

4. Working in groups:

Completing tasks together allows you to develop business communication skills and learn how to assign roles in a team.

Conclusion. Situational methodology is a powerful tool for the formation of foreign language written competence, providing the development of practical skills necessary for real life. Its introduction into the educational process contributes not only to improving the level of written literacy, but also to the general communicative competence of students.

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