

**MULTICULTURAL ASPECTS OF IMPROVING STUDENTS' DISCOURSE
(WRITTEN) COMPETENCIES (ON THE EXAMPLE OF THE ENGLISH
LANGUAGE)**

Shahnoza Rakhimova Pulatovna*

*Teacher,

Uzbek State World Languages University,
Tashkent, UZBEKISTAN

Email id: sh.rakhimova@mail.ru

DOI: 10.5958/2249-7315.2022.00281.7

ABSTRACT

There are number of ways to improve students' discourse competences in the period of their learning and research: it is clear that there are some issues that a majority of students face, as written academic discourse is definitely a form of writing unfamiliar to many students. What does it mean? Why should it be important? As a general principle, people who use a language will need not only to communicate orally but in written contexts as well: indeed, these constructions should be built on solid, rigorous foundations. However, learning or studying the case of students' needs won't be enough without an awareness of multicultural aspects. Initially, it would be necessary to see what is the 'multicultural' relating to several varieties of culture or cultural elements which manifest themselves in a multicultural society. Education is the most crucial aspect of these findings: in this view the cultural dimension is also the most important aspect of any acquired language. In order to reach the desired result of learning a target language, the form of writing will, certainly, be a priority. Discourse brings culture with itself, there is no language without culture. The aim of this research is to improve students' written discourse in an uncomplicated way. It will make reference to experiences observed and used during the teaching of mixed level learners, and experiments with variorum types of methods: writing essays, using technologies and interviews were taken from the students of universities in order to show the requirements for an individual approach. This scientific work will definitely impact on written discourse competence, while also bringing visual outcomes into consideration.

KEYWORDS: *Discourse Competence, Writing Skills, Multicultural Aspects, Modern Methods, Approaches Of Discourse (Written) Competencies, The Usage Of Technologies, Problems In Writing, The Methodology Of Writing.*

REFERENCES

1. Akkari, A. J. (2006). Multicultural approaches in teacher training: between research and critical pedagogy. *Revue des HEP de la Suisse du Tessin*, 4, p. 233-258.
2. Astolfi, J. P. (2003). The teaching profession between two professional ends. In J.-P. Astolfi (ed.), *Education and Training: new questions, new professions*, p 23-52. Issy les Mouli-neaux: ESF.
3. Banks, J. A. (1989). *Integrating the curriculum with ethnic content: Approaches and guidelines*. In J. A. Banks and C. A. McGee (Eds.), *Multicultural education: Issues and perspectives*, pp. 189-207. Toronto: Allyn and Bacon.

4. Bennett, C. (1999). *Comprehensive Multicultural Education. Theory and Practice*. Boston: Allyn and Bacon.
5. Boudreau, P. (2001). What happens in a successful internship? *Revue des sciences de l'éducation*, XXVII(1), pp. 65-84.
6. Boutet, M. (2002). For a better understanding of the dynamics of the triad. In M. Boutet and N. Rousseau, *Les enjeux de la supervision pédagogique des stages*, pp. 81-95.
7. Coelho, E. (1998). *Teaching and learning in multicultural schools*. Clevedon: Multilingual Matters Ltd.
8. Cook, D. W. and Van Cleef, D. W. (2000). Multicultural perceptions of 1st-year elementary teachers' urban, suburban, and rural student teacher placements. *Urban Education*, 35(2), pp. 165-174.
9. Duarte, V. and Reed, T. (2004). *Learning to teach in urban settings*. *Childhood Education*, 80(5), p. 245.
10. Gervais, C. and Correa Molina, E. (2005). *From the teacher to the trainee: give access to his experience*. In C. Gervais and L.
11. Ghosh, R. (1991). The education of teachers for a multicultural society. In F. Ouellet and M. Page (Dir.), *Pluriethnicité, éducation et société. Building a common space*, pp. 207-231. Quebec: IQRC.
12. Gremion, L. (2006). Learning to see the Other: for teacher training in welcoming diversity. *HeP Review of Suisse romande et du Tessin*, 4, p. 13-34.
13. Hemingway, P. (2003). *Professional practice, a source of theory: how does it work?* Holborn, M. Wideen and I. Andrews (Ed.), *Becoming a Teacher. In the Conquest of Professional Identity*, pp. 189-200. Quebec: Les Editions Logical.
14. Holborn, P. (2003). *Become a reflective practitioner*. Holborn, M. Wideen and I. Andrews (Eds.), *Becoming a Teacher. To the conquest of professional identity*, pp. 283-300. Quebec: Les Editions Logiques.
15. Jonnaert, P. (2002). *Skills and socioconstructivism. A theoretical framework*. Brussels: De Boeck University.
16. Kennedy, P. (2002). *Learning cultures and learning styles: myth-understandings about adult (Hong Kong) Chinese learners*.
17. Landry, R. (1997). Content analysis. In B. Gauthier (ed.), *Social Research. From the problem to the collection of data*, pp. 329-356. Quebec: Presses de l'Université du Québec.
18. Portelance (Dir), *Knowledge at the heart of the teaching profession. Construction contexts and sharing modalities*, pp. 411-426. Sherbrook: Editions du CRP.
19. Royce, J. R. and Powell, A. (1983), *Theory of personality and individual differences: factors, systems, and processes*. Prentice Hall, New Jersey.
20. Santoro, N. and Allard, A. (2005). Examining identities: Working with diversity in the pre-service teaching experience. *Teaching and Teacher Education*, 21(7), pp. 863-873.
21. Toussaint, P. and Fortier, G. (2002). Intercultural competences in education. *What skills for the future teachers and future teachers?* <http://www.unites.UQAM.ca/deduc/informations/GREFICOPE.htm>. Accessed on 6 April 2006.