



## USING GRAPHIC ORGANIZERS TEACHING ESP

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**Abstract.** The article is devoted to one of the actual problem methodology of teaching foreign language – teaching ESP students of nonphilological institutions with the use of graphic organizers. Methodology of the use of functionally-semantic and lexical-grammatical charts is offered on concrete examples.

**Key words:** motivation, graphic organizer, functionally-semantic chart, lexical-grammatical chart, independent work.

A graphic organizer, also known as charts, a knowledge map, concept table, story chart, cognitive organizer, advance organizer, or concept diagram, is a communication tool that uses visual symbols to express knowledge, concepts, thoughts, or ideas, and the relationships between them. The main purpose of a graphic organizer is to provide a visual aid to facilitate learning and instruction. They help students classify ideas and communicate more effectively.

In our opinion, using a graphic organizer is also efficient for teaching ESP, because progressive teachers often use different pictures, objects, schemes, tables as a support at the lessons to explain new material, to organize communication on the learning language, to raise motivation for education, to organize students' independent work.

We suggest functional-notional chart. These charts and the system of working with them are created for independent communicative learning lexical units and organizing independent work in completely. We will describe our work with functional-notional charts. Students are given a text – it can be presented in the audio-recorded form, or a teacher can read it aloud, but perfect option is if students are shown movie clip for about 5 minutes that can attract their interest and drive their need to express their attitude towards what they heard or saw [1].

A teacher composes functional-notional chart and presents it to students after they have listened or watched the plot. The teacher should prepare functional-notional chart for each student or make a common one available to see for each student. It is important to highlight that from the initial studying new words (words are looked through before conversation starts) students are already using them for independent shape own thoughts.

Let us show the usage of functional-notional chart in the educational process. As we noted earlier the chart is given to the students after they have listened (watched) the plot. The most topical subject related to students is selected. We suggest reviewing a problem of mutual relations of teenagers and parents in a family. This problem exists in our society: not always young people treat adults with respect. A teacher starts the conversation with students with the following words:

*Most of you live in the family together with parents. They love you; try to take care of you, doing to you a lot of nice. You also love them. But relations between parents and child forms differently. Listen to this story from recollections of a daughter about her mother and tell what you think about it.*

*For instants, a story may have approximately a following plot (we are suggesting main idea only):*

*“Now, when mama is gone, Mary remembers an incident as her worst behavior when she and her mother agreed to meet at the shop to buy her a coat. But she met a friend of hers. Talking to a friend, she was glancing at her watch and saw that she was being late, but decided: it’s okay, mama can wait a while.*

*When Mary made a late appearance, she saw her mother leaning on the counter, having her hand pressed against her breast. Mother was not feeling well: worrying about the daughter, heat at the store and she was wearing a winter coat. Seeing the daughter mother said: “It’s okay, I understand, you had lessons. Do not worry; I will be okay, in a moment”. She was already sick that time, but Mary did not know about it. Now with regret she says that she would rush and reached her mother one hour before, one day before if only not to make her mother wait; but there is nobody to run to, mother is gone. What a pity that our desire to talk to mother, see her, take care of her appears too late”[2].*

After audition a story, a teacher gives a functional-notional chart in English language to students and starts to work on the topic. The teacher poses a question that is in the functional-notional chart and makes a sound each word emphasizing new words so the students could hear how the new word sounds and if possible pronounce to themselves.

## **FUNCTIONAL-NOTIONAL CHART 1**

<b>How did Mary behave?</b>	Rude	Careless	With love	With interest	Attentive
<b>What kind of daughter was she?</b>	Kind	Careful	Apathetic	Ready to help	Bad
<b>Why did Mary behave like this?</b>	Wanted to talk to her friend	She was at the lessons at the university	Did not love her mother	Forgot about meeting with mother	All children behave like this
<b>What would you do if you were she?</b>	Arrived one hour earlier	Asked not to wait	Called to say I was running late	Apologized for being late	Promised never behave like this

Then a teacher can demonstrate conversation:

- ✓ What do you think should we accuse Mary for this behavior?
- ✓ How do you treat your parents?
- ✓ How well do you know your mother?
- ✓ Have you ever had situations like Mary had?

Then students are offered following other functional-notional chart:

### FUNCTIONAL-NOTIONAL CHART 2

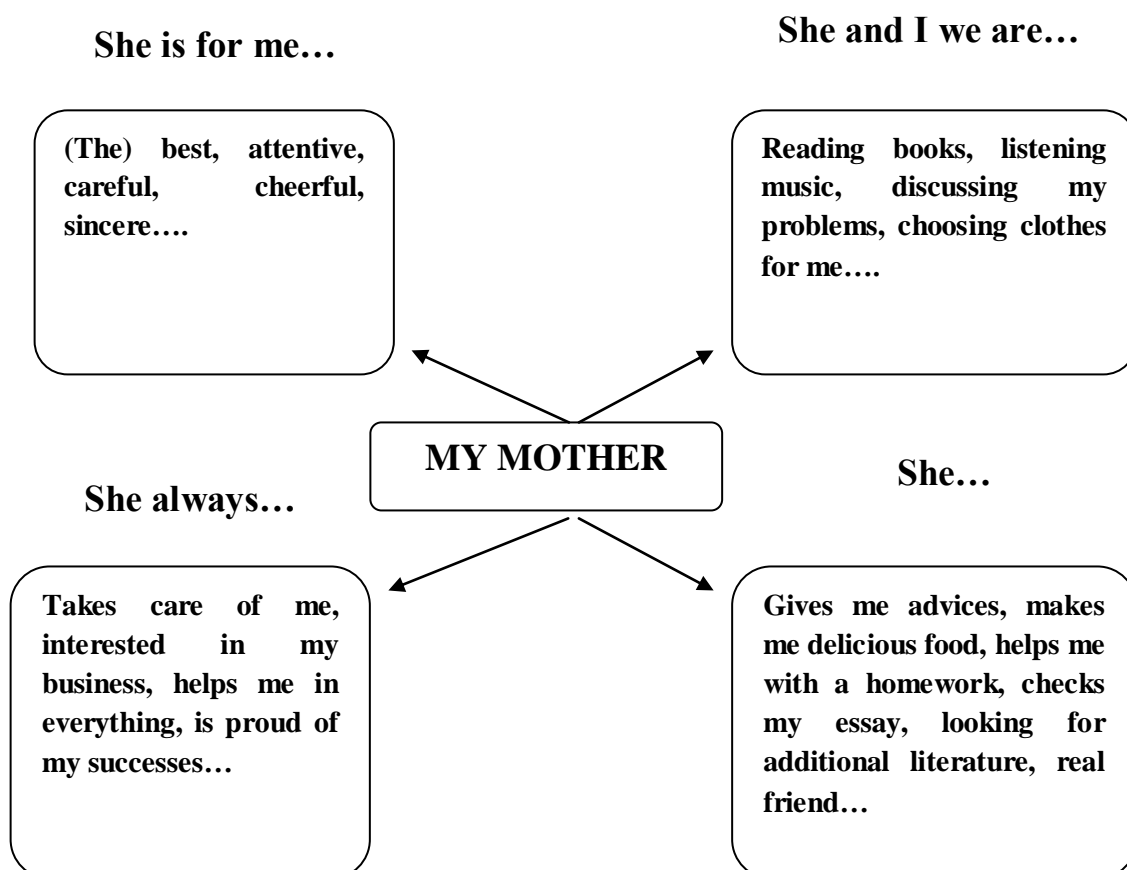
<b>All in a family should...</b>	Help to each other	Be attentive towards each other	Do care only about personal business	Take care about each other	Do not notice of each other
<b>The most important in a family is...</b>	Mutual help	Mutual understanding	Love to each other	Compassion to each other	Constant quarrel
<b>It is good when...</b>	Young treat adults with respect	Adults understand children	Children are sympathetic	Everyone helps	Close-knit family
<b>You should</b>	Offend	Be apathetic	Quarrel	Be selfish	Leave a

never...	each other				loved one in a lurch
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Students may verbally or in writing form suggest their opinion on what kind of relations should exist in a family, how should elderly people be treated, using the statements from the chart as a beginning of their own phrases.

Thus, independent work occurs on learning a new vocabulary and developing verbal (writing) skills (depending on what goal is set for by the teacher at the given lesson). As we can judge a teacher only managers students' independent work suggesting them support for learning vocabulary and for their independent statements.

Students can also be offered lexical-grammatical chart (LGT). Such tables composed the way so the new words revealing some notion can be specially grouped. Since we started, discuss a theme of parents' relations in a family than we can offer a title "My mother" for that kind of chart. Using words given in the chart for expressing own opinion students improve their lexical skills. But this chart should also be grammatical. It is necessary to offer words in such a manner that students could use grammar that is required for learning material at current lesson. For example, there is a superlative adjective in the given table (the best and etc.); third person single verb, present tense (gives advice, tells about himself, etc.); first person single verb present tense (reading, listening etc.).



Summing up the results of using graphic organizers, we want to note that one of conditions to work on suggested schemes is having discussion or debates. If students are involved in a life-discussion, their understanding of the text they have read will strengthen not only because of questions the teacher poses and because of interaction with other students.

As we can ascertain from above-mentioned all types of suggested graphic organizer intended for an independent students' work. They stimulate their thinking activity, helping them build independent statements; increasing motivation; developing professional speech, allowing enrich students speaking abilities using necessary graphic organizers, and motivate interest to studying the language. Thus, all considered graphic organizers promote more solid language absorption and forming students' ability to work creatively and independently.

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