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TEACHING WRITING IN HIGH SCHOOL

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Hardly anyone will dispute the fact that the role of written communication in the modern world is extremely large. The letter serves us imperceptibly, but faithfully. Like speaking, writing is a productive activity, but even more complicated by a number of circumstances related to the conditions of written communication.

What are these conditions and the resulting qualities of written speech?

There are significant differences between speaking and writing, both in psychological and linguistic terms. Professor E.I. Passov says that, first of all, it should be noted that there is no direct recipient and intermediate feedback. The speaker sees the immediate reaction of the listener to each phrase, this regulates his speech; the writer can only predict this reaction, therefore his speech is more justified, expanded. The writer must often first introduce the recipient to the appropriate situation, and then express his judgments. It also forces him to describe everything more fully, otherwise he will be misunderstood.

The writer is deprived of the opportunity to expressively intonate his speech, so he must more carefully syntactically construct a phrase, choose more adequate means.

The speaker is most often in conditions of acute time deficit; the writer is practically unlimited in time. Therefore, his attention is directed not only to the content, but also to the form of speech. Rereading what we have written, we always check how adequately the form used conveys the given content, meaning. The writer often uses, so to speak, long-term planning of his speech, which makes it more logical. He can choose the exact word, diversify the lexical composition of his speech.

The writer cannot use gestures, facial expressions, cannot omit phrases, so his speech is always grammatically more strictly framed.

All the conditions for the functioning of written communication and the quality of written speech determine not only a certain difficulty or ease, but also the specifics of the work on teaching writing. [1, p. 67].

Written speech activity is the purposeful and creative fulfillment of thought in a written word, and written speech is a way of forming and formulating thoughts in written language signs (L.S. Vygotsky, I.A. Zimnaya, Tricia Hedge). It is the productive side of writing that is still not taught enough in foreign language lessons. Students' written skills often lag far behind the level of training in other types of speech activity.

High school age is the age of significant qualitative changes in personal development in general, and based on this, it can be assumed that it is characterized by qualitative changes in communicative activity. In the field of speech development, high school age is the age of general speech culture.

Moreover, at this age, written speech can already outpace the development of oral. The essays of high school students noted the improvement of the independence of reasoning, an increase in the number of microthemes and their linguistic and semantic saturation. Morphology, syntax and stylistics of speech, coherence, integrity, contextuality of written utterance are being improved. In general, the speech of a high school student becomes more literary, accurate, rich in new words. Often it turns out to be more perfect in form than in content.

In accordance with the fact that the leading activity of high school students is educational and professional activity, teaching a foreign language at this stage should be professionally oriented to the formation of specific communicative skills, for example, to abstract, annotate, comment, translate a foreign text in various conditions of oral and written communication, believes I. A. Zimnaya. The primary task at this stage is to develop the skills practically necessary for a person to work with a foreign language message.

Written speech can be considered in three planes: content (thinking), expression (speech) and execution (graphics). [2, p. 73].

The content of a written speech work is determined by its activity purpose and objectives, such as emotional interaction, emotional impact, seeking help, managing activities, requesting information, transmitting information, performing clerical formalities, preserving information, and expressing a person's creative potential in writing.

The mental content determines the form of the written work. The forms of written speech works that can be included in the teaching content include:

- greeting cards,
- telegrams (personal and business content),
- notes (to family members, friends and work colleagues),
- signage (on houses, institutions),
- features
- completed questionnaires and forms
- diaries (observations, travels)
- dictation
- bibliographies (works of the author, books on the problem)
- notes (summary of the contents of the reading)
- book reviews
- reviews (for a book, a story, a work of art)
- reports (on observations, on questionnaires, on surveys)
- reports (on the state of the problem, on the study of specific cases)
- summary (the main idea of what was read, heard)
- messages (about news, about the latest events)
- reviews (newspaper articles, weekly events)
- essays (interpretation of a topic or problem)
- short stories (inventing a plot and plot)

The purpose of the high stage (training in actions that ensure the use of writing for communicative purposes), which is implemented by exercises of a speech nature, is to form actions that ensure the expression of thoughts in writing. The main feature of exercises of this type consists in switching the arbitrary attention of students from the formal to the semantic side of the utterance. This is facilitated by a certain level of automation of actions with language material. [3, p. 117].

At the senior stage, when working with a foreign language text, students should be taught how to compose an abstract and annotation. For such written work, you should use socio-political, popular science and journalistic texts, since they allow you to form the skill necessary for every educated person.

The performance of speech exercises indicates the complete assimilation of the studied linguistic phenomena. They teach students to use the studied material spontaneously, without focusing on its form. At the heart of these exercises is an incentive to speak in a foreign language. Of course, we are talking only about a learning incentive, since it is very difficult to create truly natural situations in the classroom. And at the same time, the creation of situations that would approach natural and stimulate the student to speak (in our case, to speak in writing) is an indispensable condition for organizing work at the third stage of the proposed system. This condition is carried out by a speech task, situativeness, attitude to the surrounding reality. [4]

Tasks for speech exercises provide for the development of skills to logically comprehend perceived information, critically evaluate events, highlight the main idea, the ability to give a personal assessment, argue your point of view, comment using elements of an evaluative nature.

Writing acted only as a means of teaching other types of speech activity, allowing students to better assimilate programming language material, as well as as a means of controlling the formation of speech skills and abilities of students.

Meanwhile, the written form of communication in modern society performs an important communicative function. Therefore, at present, the attitude towards writing and teaching students the skills to express their thoughts in writing has changed dramatically.

Writing as a learning goal is present in programs for all types of educational institutions, at all stages of learning a foreign language.

When teaching writing, the teacher must adhere to the following basic rule. Students should be taught writing on such speech material, the content of which students could not only understand well, but also express themselves in speech.

Conclusion

Writing training usually involves two aspects: working on writing techniques and developing the ability to convey semantic information using the graphic code of the language being studied, i.e. writing skills.

The main task, for example, of the initial stage of training is to lay the foundations of writing techniques, i.e. to form calligraphic, graphic, spelling skills).

The ability to express your thoughts in writing is formed on the basis of exercises of a reproductive, reproductive-productive and productive nature.

The first group of exercises includes writing text (letters, postcards, messages, etc.) based on a sample, which is typical for primary classes.

The second group consists of exercises in constructing your own written utterance using various supports: verbal (keywords, logical scheme of utterance, plan, etc.) and verbal-pictorial (painting, photography and keywords, phrases, expressions). Used in primary school.

The third group of exercises, which are productive in nature, requires students to express their thoughts in writing without direct reliance on verbal elements. Incentives that encourage written utterance can be formulated verbally (for example, a problem thesis) or visually (watching a video, photography, etc.). It is used at the second and third stages of secondary school.

Written speech can be controlled by audio recordings of dictation, presentations, and written translations.

Criteria for assessing writing skills: content and completeness (to what extent students successfully coped with the expression of content, taking into account the purpose of the statement and the addressee, while observing the accepted norms of politeness); the organization of the text (logical and consistent presentation of the material with the division of the text into paragraphs, the use of various means of transmitting logical communication between the individual parts of the text, the choice of the letter format); vocabulary, grammar, spelling and punctuation.

Thus, the teaching of writing is inextricably linked with the teaching of other types of speech activity. Written speech helps to preserve linguistic and factual knowledge, serves as a reliable tool of thinking, stimulates speaking, listening and reading in a foreign language.

Literature

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