

**ГЛАВА 11. ОСОБЕННОСТИ ОБУЧЕНИЯ ПИСЬМУ СТУДЕНТОВ
НАЧАЛЬНОГО ЭТАПА ВЫСШЕЙ ШКОЛЫ
ОСОБЛИВОСТІ НАВЧАННЯ ПИСЬМУ СТУДЕНТІВ ПОЧАТКОВОГО
ЕТАПУ ВИЩОЇ ШКОЛИ
PECULIARITIES OF TEACHING WRITING SPEECH FOR STUDENTS
OF
THE INITIAL STAGE OF HIGHER EDUCATION**

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Introduction

The development of the Ukrainian state, integration into the European and world community, transition to a high-tech information society make it necessary to revise the content, methods of language teaching.

Recently, the role of writing in foreign language learning has been gradually increasing, due to the growing practical importance of written communication in the Internet. Absence of a foreign language environment makes written language an effective means of advanced study of a foreign language.

Before the act of written expression of thoughts, the process of their expression into internal speech takes place. Being a process slowed down compared to speaking, writing contributes to the awareness of this speech mechanism, giving it dynamism and providing the ability to speak internally the language the person writes. When working with a foreign written text, the person learns to think actively in a foreign language and thus creates his own foreign-language environment.

Writing has a positive effect on the process of learning. After all, in the course of studying, students write a significant part of the educational material and use these records when learning, repeating, reviewing; they master different types of writing exercises, which is a necessary component of the skills development. It is known that 90% of people have the visual channel of perception of information more potent than auditory in several times. Therefore, the volume and reliability of the assimilation of material perceived through the visual communication channel is much higher.

Insufficient attention to writing exercises in the teaching of foreign languages, the performance of which is connected with functioning of much more analyzers than in oral speech, leads to slowing down the learning process, to faster

forgetting, to the loss of skills. The effectiveness of the learning process of writing depends on the correct choice of the methods and techniques of teaching by the instructor, on the proper approach to communicative tasks.

Nowadays, writing as a productive type of speech activity is not only a means, but also a goal of teaching a foreign language in higher school. Successful writing communication requires knowledge of the text structure rules and their application, the ability to select relevant and ignore irrelevant information, the ability to express thoughts consistently, using different means of communication according to the type of written message.

Students have to master creative writing skills that involve free integration of linguistic knowledge and speech experience. This is a rather difficult requirement, since first-year students possess limited amount of foreign language material. In addition, there are significant differences between the native and foreign languages in terms of literary style, written formulation of utterances of different communicative types, ethics of written formulation of thought.

11.1. Requirements for a basic level of writing proficiency

As stated in the State Educational Standard for Foreign Languages (General Secondary Education), writing requires acquisition of elementary communicative competence that provides the learner with skills in the most common situations of everyday communication through writing:

to write a short essay and briefly convey the content of what is heard or read;

to express yourself on the basis of verbal or visual aid;

to complete a simple form or questionnaire;

to write a greeting card to a foreign peer to congratulate with one of the holidays, marked in the country of the language being taught;

to make notes, to write a short message;

to write down a text outline, to make short notes of what you read [1].

Achieving such a level of commanding written language implies a systematic performance of the following communicative tasks:

1) the tasks for completing the questionnaire or form require the ability to write in block letters, write your address, write your date of birth;

2) the tasks for writing a greeting card to a foreign peer include the ability to write the address, a date, a greeting, logically state the content, finish the greeting;

- 3) the tasks for writing a letter include the ability to write your address, write a date, formulate appeals, report factual information, describe and characterize actions that have taken place, request the necessary information, complete the letter;
- 4) the tasks for writing short messages and notes require the abilities to write down the necessary information accurately, issue a short message, or a short note;
- 5) the tasks for producing extracts from the text and completing its outline require the abilities to determine the main thought of the text and select it, to formulate your attitude to the text. The student attains elementary communicative competence if the level of proficiency meets these requirements.

However, the first days of study at the university reveal an insufficient level of pupils' written language. Studies of the initial level of writing skills of the first-year students prove incomplete compliance with the requirements of school and university programs: the ability to convey meaningful information in written text and logical presentation of thoughts in writing has not been developed, and the ability to test and correct the text is insufficient [2, p.22-25]. The reason for this is that there is no solid foundation of graphic and spelling skills, writing skills are unformed. One reason for this may be the insufficient number of exercises for each of the stages of teaching written language in textbooks used in schools according to the State Standard [1].

That is why further study of the peculiarities of pupils' written language is on agenda, in particular, development of ways to correct the shortcomings.

11.2. Formation of foreign language competence in writing. Typology of exercises for teaching writing.

According to the methodology of teaching foreign languages, there are three stages in teaching writing:

1. acquirement of graphics / spelling, material being processed orally;
2. acquirement of the structural models of sentences peculiar to oral and written forms of communication combining them into speech;
3. acquirement of written speech as a means of communication [7, p. 17].

Each exercise, regardless of its nature, has 3 or 4 phases: tasks; sample execution; completing the task; control (by the teacher, mutual control, self-control).

In the methodological literature, specialists in teaching writing provide their own classification of writing exercises. For example, E.I. Passiv distinguishes the following types of exercises:

1. writing off (forms and refines the technique of writing);
2. recording after hearing (eliminates the need for additional spelling dictation);
3. personal creative dictation;
4. personal writing exercises (letters, event description);
5. game exercises - (crossword puzzles, riddles) [9, p.77].

A.D. Klimentenko and O.O Mirolyubov distinguish between writing exercises in terms of purpose (preparatory and basic), specifics of speech activity (receptive and reproductive), the nature of learning actions (reproduction, modification, combining language structures), approach to linguistic material [7, p.320].

The system of exercises aimed at formation of writing skills includes training and language exercises. Those ones aimed at mastering linguistic material in graphics and preparing for operations related to the written thought expressing, include various exercises with models: imitation, substitution, transformation, selection, construction, combining, reduction, extension, translation, etc. Language exercises include all the types of tasks that teach rendering thoughts in writing. These exercises, based on a typology of different forms of written communication, on the one hand, are types of written communication and, on the other hand, are variants of language exercises designed to formulate appropriate writing skills.

In the second stage, methodologists recommend two types of exercises: conditionally communicative and communicative.

Conditional communication exercises are to assimilate language material in graphic design, and to automate operations related to the written presentation of thoughts: exercises with models (transformation of models, their extension, etc.). Of particular importance are exercises to expand expression (forming a mechanism of anticipation or a mechanism of plausible prediction, which is of great importance for creating a written statement). Communicative exercises provide the ability to convey information logically and consistently, in their own words. They are a paraphrase, shortening the text, selecting keywords from the text, completing different outlines: in the form of questions or sentences, etc. Among the communicative exercises, the most important is the reproduction of groups of sentences related to the content.

The main purpose of the second stage, along with the spelling skills, is formation of the lexical and grammatical correctness of writing. At this stage, the most common types of exercises are the following: question-answer exercises with partial modification of the language material; the transformation of the linguistic model; those on the substitution; expansion and reduction; dictations.

As for the writing skills formation, exercises that train the ability to write individual sentences and small texts are included:

1. The chain of words. One word is given, the last letter of which forms the first letter of a new word. You can write words on a specific topic, a certain type (nouns, verbs, etc.).
2. The words of the alphabet. One letter is given. You should form as many words as possible starting with this letter.
3. I recommend myself. Students should write the word that best describes each letter of their name.
4. Association chart. Students should write words for a keyword, concept, picture.
5. Complete the sentence. The sentences can be of any nature.
6. Different types of dictation: auditory, visual, visual-auditory, warning, complicated dictation (dictation with self-control, clear-cut dictation, dictation of the learned by heart (prose passage, poem), dictation-translation.

The most common is auditory dictation. It is advisable for the text of the dictation to be coherent, and to represent a set of sentences united in content. It is carried out in this order: the whole text of the dictation is read first, then – sentence by sentence, and each of them is produced once. Such an organization provides a focus for students and allows you to train the speed of transcoding, i.e. the transition from sound to graphic.

Visual and preventive dictation are training exercises because they are aimed only at assimilation of sound-letter relations and difficult spelling words. In compiling them, the same requirements as for auditory dictation should be considered, but their performing differs from that of auditory dictation.

Since the task of visual dictation is to support auditory perceptions by previous visual ones and thereby facilitate mastering of difficult spellings, visual dictation begins with visual perception of the text, which will be dictated after that. The teacher will read the text written in advance on the board. Then, for 2-3 minutes, students perceive the text, which is erased

from the board after, and the teacher dictates the text. The variant is: after reading the text, students write it down by heart.

Creative dictation enables you to fill in the gaps in the dictation text independently, to come up with the end of sentences or the end of the text.

The next type of dictation is self-dictation. The essence of it is that students write down the text or poem they have memorized. This kind of work helps to remember not only the audio text, but also its graphic designation, that is, it teaches to be attentive to the spelling in the process of learning, helps to learn the structures of different sentences for their future use in creative works.

There are other types of contemporary dictation: reproductive, individual creative, paired creative, collective creative.

Reproductive dictation is a literal recording to test your comprehension and spelling.

Individual creative dictation is performed as a written language sample of 150 words at most (description of the presented picture, reasoning about the proposed thesis, answer to the question posed (previously the main points of written language sample are discussed in individual communication with the teacher, and the student should give as much attention to this discussion results as possible).

Paired or collective creative dictation can be done as follows. Two students (two groups of students) are offered random pictures illustrating one of two stories; the task is to arrange the pictures in the correct sequence, write a story and dictate it to the partner(s); the partners then restore the order of the pictures to each other and check the correctness of dictation.

For the collective creative dictation, students can draw together a picture on the board (the first element being drawn by the teacher), collectively create a description of this painting and try to write it down as a dictation as thoroughly as possible.

The dictation may also take the form of creating an outline or a summary of what he or she has heard, extracting from the text the keywords (set number), etc.

Possible is the dictation in the form of recording "telephonograms", in the form of a game in "spoiled telephone", etc. [10].

11.3. Writing productive written statements of different styles

Higher education focuses first on developing students' skills in writing and using productive written expressions of different styles: scientific (writing abstracts, speeches, plans); nonfiction (writing a review, announcement); official-business (letter, congratulations, diary); fiction style (stories, fairy tales, poems), etc.

The content of a written language work, conditioned by its activity purpose and tasks, such as emotional interaction, emotional impact, requesting help, managing information, requesting information, transferring information, executing formalities, preserving information, writing expression of a person's creative potential [9], determines the forms of written works:

greeting cards, telegrams (personal and business content); notes (to family members, friends, classmates, colleagues); signs (on houses, establishments); labels (on product packages); announcement-instructions, announcement-information (about job search, about hiring, about cultural mass events); menu; advertisements, booklets; invitations; personal letters, business letters, letters of employment, thank-you letters, i.e. bread-and-butter letters, letters of protest and complaints;

statements and replies to them; Features, (Confidential References); address (to the head, the public); Curriculum Vitae; mind-maps support schemes (for presentation to the audience); completed questionnaires and forms, certificates;

instructions (for safety, to technical devices and cars); culinary recipes; diaries (observations, travels); vocabulary, dictation, bibliography (author's work, books on the problem); Notes (summary of the contents of the read); book reviews, reviews (on a story, work of art); reviews of newspaper articles, events for the week; reports (on the state of the problem, on the study of specific cases such as case studies);

presentation (Reproduction) (read, heard); summary (basic idea of smth. read, heard); messages (about news, about recent events); annotations (Precis) (the main content of a story, book, movie);

abstracts (Synopses) (a brief overview of the read); Projects (look at the state and change of the outside world); Essays (own view of furnaces and phenomena);

stories (plot); poems (creation of poetic works of various forms) [8].

Considering the huge volume and variety of forms of writing and the quite different preparation level of university entrants, the principles of differentiation and individualization of education should be observed [7, p.22]. For example, when students are asked to complete a questionnaire, you can differentiate the amount of lexical units according to the individual level of

preparation; when writing an essay, differentiate the number of sentences and language clichés [7, p.149].

11.4. Creative writing. Teaching creative writing and forming writing skills

Creative writing for the student is the pinnacle of writing skills, so foreign methodologists warn against the stereotypical approach, emphasizing that the stages of the creative process can change: from writing up a plan to its revision, writing the black version and refining it [11, p.131]. The methodology here is a clear work plan: creating the necessary motivation; accumulating of ideas; planning; logging; drafting material; correcting rough material; writing the final material [7, 152]. Its types are writing dialogues, executing projects, translations, abstracts, compiling descriptions, writing prose works, poems, recording. In particular, it is advisable to perform three stages in teaching creative writing and forming writing skills.

The purpose of the first - preparatory stage - is to prepare students for independent creative writing. It includes preparing for the presentation of their own thoughts on the proposed topic and preparation for the formation and linguistic design of these thoughts in a foreign language.

Teaching students to express their thoughts is appropriate to start with a problem, which should be used in different modes of work (teacher - group, work in pairs, and large groups), which allow to express their point of view, hear the views of partners, discuss information, question or clarify interesting details and finally reveal their vision of the problem. Such peculiar oral advancement contributes not only to the synthesis of different views of students, to correcting their own versions, but also creates conditions for students to be aware of their different linguistic design.

Therefore, students will still be able to use the heard sample in their creative writing. If students are writing a work for the first time, they should get familiar with its structure, which contains an introduction, a body and an ending. It is necessary to give examples of several introductions and endings to different works, emphasizing that both structural components contain personal reflections, observations, conclusions about a particular problem. The preparatory stage of creative work involves finding the purpose, the addressee and the form of the written work. This stage provides students with basic ideas through interviews, oral work, drawing, debate, field trips. Group work is a good example of activity where the audience becomes a workshop and students work in small groups on a specific task. The interaction of the group and the contribution of each participant is a collective work [3, p.11]. The overall objective of the

preparatory exercises is to stimulate and motivate students in the process of accumulating materials for further writing.

After such preparation, which takes one or two lessons, the second stage begins, the purpose of which is formation of the ability to formulate the content of the written statement. Among the various technologies of teaching creative writing, it is advisable to use "looping", which involves a repeated return to the written text in order to expand or narrow the presentation, to the addition of logically related sentences. Such careful work on each individual paragraph accustoms students to its correct construction, that is, to the necessity to submit a new opinion in each paragraph, to accompany it with facts.

The purpose of the third stage is to develop the skills of independent written expression. By completing such tasks in the classroom, students achieve elementary communicative competence.

Conclusions

Thus, writing has a positive effect on the process of learning. Most people have the visual channel of perception of information more potent than auditory one.

Insufficient attention to writing exercises, the performance of which is connected with functioning of much more analyzers than in oral speech, leads to slowing down of the learning process, to faster forgetting, to the loss of skills. Mastery of writing implies the achievement of elementary communicative competence, which provides the student with the skills in the most typical situations of everyday communication through writing. However studies of the initial level of writing skills of the first-year students reveal incomplete compliance with the requirements of school and university programs due to the lack of solid foundation of graphic and spelling skills, writing skills are also not formed. Higher education focuses first on developing students' skills in writing and using productive written expressions of different styles: scientific (writing abstracts, speeches, plans); nonfiction (writing a review, announcement); official-business (letter, congratulations); fiction style (stories, fairy tales, poems), etc. By completing such tasks in the classroom, students achieve elementary communicative competence.

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