Technology For the Development of Writing Skills in Foreign Language

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ABSTRACT

The article considers writing as an independent type of speech activity. The control of the formation of writing skills, the technology of formation of foreign language writing skills of language students is analyzed. It also analyzes the types of exercises as reproductive, reproductive-productive and productive, focused on the ability to express their thoughts in writing.

Keywords: Writing, Types of Exercises, Expression of Thought, Teaching Graphics, Teaching Spelling, Cheating.

Writing as an independent type of speech activity is used only at the senior, final stage. But the path to writing is rather long and far from easy. The success of the final stage largely depends on how well the basic writing skills have been formed as such. Graphics training is carried out in the following sequence:

1. Display letters: uppercase and lowercase;

2. Slow image of the letter by the teacher on the blackboard or video with the necessary explanations in order for the students to realize the necessary actions when writing it;

3. Secondary spelling of a letter with the task to reproduce the required movements of the pen in the air behind the teacher;

4. Writing letters in notebooks.

In order to form the correct skill of drawing foreign-language letters, it is advisable to teach children a certain logic of actions, the sequence of their implementation:

• first carefully look at how the letter is spelled (written);

• then repeat the spelling of the letter several times in the air;

• write a letter in a notebook;

• check your letter entry with the sample;

• complete the entire task in this way.

Cheating is widely used in teaching spelling. When copying words, the student should develop the habit of not copying the word letter by letter, which is observed when the child looks up after each letter to see which one needs to write next, but carefully look at the word, remember its letter composition and write from memory. This technique makes it possible to develop visual (spelling) memory, without which it is practically impossible to learn to write correctly, accelerates the pace of writing.

The ability to express one's thoughts in writing is formed on the basis of reproductive, reproductive-productive and productive exercises.

The first group of exercises includes writing text (letters, postcards, messages) based on a sample.

The second group is exercises in building your own written utterance using various supports: verbal (keywords, logical scheme of an utterance, plan) and verbal-pictorial (picture, photograph and keywords, phrases, expressions).

The third group of productive activities requires students to be able to express their thoughts in writing without directly relying on verbal elements. Incentives that induce a written statement can be formulated verbally (problem thesis) or visually (watching a video, photography).

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

Teaching written language is inextricably linked with teaching other types of speech activity. Written speech allows you to preserve linguistic and factual knowledge, serves as a reliable tool for thinking, stimulates speaking, listening and reading in a foreign language.

An analysis of the requirements of regulatory documents and methodological literature indicates that the indicators of the formation of writing skills are:

1) the success of the implementation of written communication;

2) the quality of the content of the written text produced;

3) the quality of the linguistic side of the written text;

4) the degree of independence in completing written assignments.

The success of the implementation of written communication is determined by:

1) a variety of situations in which a written text is created;

2) the presence of speech intention;

3) the ability to choose linguistic means depending on the speech concept and situation.

The quality of the content of the written text is determined by:

1) a variety of topics;

2) the number of transmitted facts;

3) the level of language difficulty;

4) a variety of sentences and speech, including etiquette, formulas;

5) the volume of the written text.

The quality of the language side is determined by:

1) the correctness of linguistic means and the accuracy of the information transmitted in the written text;

2) the degree of correspondence of linguistic means of writing to stylistic norms.

The degree of independence is determined by:

1) confidence in the use of language tools in the preparation of a written text;

2) lack of repetition in solving a communicative task or the need to correct the text;

3) lack of need for help.

Thus, the ability to create written texts of various functional types are objects of control over written speech.

In order to create texts of the epistolary genre (postcards and letters), it is necessary to have the ability to choose language means (speech etiquette formulas) depending on the addressee. This skill is tested in the course of current control in the formation of writing skills. For this purpose, you can, for example, offer assignments to establish compliance.

The formation of the entire set of skills to create texts of the epistolary genre (the ability to express one's thoughts in writing in accordance with the given communication situation and the purpose of the statement, taking into account the addressee, while using the appropriate speech style) is checked during midterm or final control. Students are encouraged to write a personal postcard or letter on their own. For this purpose, test tasks of an open form with a detailed answer are used, aimed at solving communication problems.

The next type of test tasks is aimed at testing the ability to compose a written statement with elements of reasoning. This task of a high level of complexity requires the student to be able to express his opinion on one of the problems of modern life in writing, to give arguments, proofs, examples, and draw conclusions.

Incentives prompting the student to write in this task can be formulated verbally (the wording of a statement with which the test taker can agree or disagree; a problematic text), or visually (watching a video, photograph, etc.).

This type of written text, like writing, has its own structural features. When writing a written statement with elements of reasoning, it is important to be able to logically and consistently convey certain content in writing, dividing the text into paragraphs and using the necessary means of logical connection.

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