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LEARNING TECHNOLOGIES OF WRITING COMMUNICATION

ЖАЗБАША КОММУНИКАЦИЯНЫ ОҚЫТУ ТЕХНОЛОГИЯЛАРЫ

ТЕХНОЛОГИИ ОБУЧЕНИЯ ПИСЬМЕННОЙ КОММУНИКАЦИИ

Abstract. This article studies the role of written communication as one of the main types of speech activity. Learning technologies are discussed using a variety of exercises as an example. In teaching written communication, students need to master all forms of communicative written speech, such as study notes, abstracts, presentation, abstracting.

Key words: written communication, teaching tool, communication skills, types of exercises.

Аңдатпа. Бұл мақалада жазбаша ақпарат алмасудың коммуникативтік рөлі қарастырылады. Әр түрлі жаттығулар қолданылатын бірнеше оқыту технологиялары да қарастырылған. Жазбаша ақпарат алмасудың технологиясын үйрену үшін студенттерге барлық коммуникативтік жазбаны, конспект, тезис, шығарма, реферат жаза білу қажет.

Түйін сөздер: жазбаша коммуникатив, оқу құралы, коммуникативтік білім, жаттығу түрлері.

Аннотация. В данной статье рассматривается роль письменной коммуникации как одного из основных видов речевой деятельности. Технологии обучения рассматриваются на примере использования разнообразных упражнений. В обучении письменной коммуникации студентам необходимо овладеть всеми формами коммуникативной письменной речи, такими как учебный конспект, тезисы, изложение, реферирование.

Ключевые слова: письменная коммуникация, средство обучения, коммуникативные умения, виды упражнений.

Introduction

The role of written communication in the modern world is extremely important. In this article, writing is considered as one of the main, independent communicative activities. However, as practice shows, extremely modest attention is paid to the problem of teaching foreign language written speech at the university, since in the classroom, priority is mainly given to the development and teaching of oral speech and oral communication. Recently, the relevance of the development of this type of activity has increased and writing is considered as one of the important reserves in increasing the effectiveness of teaching a foreign language. Due to the rapid development of the latest modern communication tools such as email, the Internet, it is necessary to take into account the practical importance of written speech communication, which is formed in this case mainly on the basis of authentic material.

Main body

Accordingly, in order to improve learning and the formation of written speech, it is necessary to carry out some tasks that form the content for mastering written speech. If we talk about the stages of training, then the following should be considered:

1. Teaching graphics;
2. Teaching spelling;
3. Teaching various forms of writing (writing down the main ideas, key sentences, drawing up a plan, writing out key words, expanding or shortening texts, drawing up abstracts);
4. Learning to write various written texts (writing a resume, letters of various nature and purpose, filling out forms, writing articles, reviews of books, films or exhibitions, writing various stories from a picture, about events from his personal life, writing instructions, reports, etc.) [1]

Mastering written speech is a powerful and rich tool when all communication skills are combined that develop thinking, speaking, listening and reading in a foreign language. Correct and purposeful performance of tasks in teaching writing is associated with the development of the above communication skills. So at a certain stage of learning, students perform various exercises that contribute to the fact that oral speech becomes richer and more logically complete. Written speech is widely used in teaching and improving grammatical skills, when various written tasks are performed from simple cheating to tasks that require a creative approach, creating the necessary conditions for memorization. And there is an explanation for this: after all, it is difficult for students to retain lexical and grammatical material in their memory without relying on writing. To express your thoughts in writing, you need to master calligraphic and spelling skills, be able to correctly compose a speech work, using the necessary lexical and grammatical units. Therefore, written speech is a creative communicative process, which is considered not only as a means of teaching, but more and more as the goal of teaching a foreign language. [2] In addition, some linguistic features are characteristic of written speech, such as the presence of complex grammatical structures, the predominance of literary vocabulary and adherence to basic linguistic norms, which gives the structure of written speech a completely different character. The next important feature of written speech is its inextricable connection with the process of thinking. Before transmitting a ready-made written message, you first need to clarify and think over your own thought, and it is better to formalize this thought in writing. Clarification and expression of the thought itself can be clearly traced when writing a report, article, abstract. By creating certain thought forms, written speech plays a huge role in the formation of thinking. The forms of written texts that are included in the curriculum often include: autobiography and resume, greeting cards, various letters and responses to them, story-description, presentation (audio or read text), outline or theses (oral statement or written text), abstracts, reports, various reviews (for a book or film), an essay, project work.

Writing training encompasses a range of different speech exercises: speech exercises, with which students compose a written message; written and speech exercises related to printed text; writing and speaking exercises, combined by the process of reading, listening and oral communication. For example, when listening to a foreign speech, students can perform the following written exercises: 1) make a synopsis of the text they listened to according to a pre-drawn plan or using keywords; 2) in the process of listening to the text, make notes, taking into account the tasks related to visual support; 3) select the necessary information from the listened text and write it down, taking into account the given communicative situation. [3] It is also advisable to use free dictation in the classroom, where a text plan or keywords is proposed in advance, while the teacher reads the audio text by paragraphs, and the students write down the information they have memorized. It is advisable to finish the topic by writing an essay, essay or self-dictating, in the latter case, students can give a written retelling of the entire text or part of it.

To express your thoughts in a foreign language and form them into written speech, you must also perform reproductive-productive exercises. These exercises are performed sequentially and in writing. Writing planning is an important part of the writing assignments. It can take many forms:

- mind-map (in the center is the main concept, ideas for writing a work diverge from it)
- brainstorming (the secret of this method is to think quickly and refrain from criticism.
- free writing is the level of sentences you can allow kids to make mistakes.
- list-making and scratch outlining (used to organize ideas, thoughts. This is especially necessary when you have a lot of information. To write a list you need to write a topic, and then detail it).
- questioning (traditionally it is 5- "W" and "H", Why? What? Who? When? Where? How?) [4]

In the last lessons for each topic, students can be invited to prepare a creative project. When preparing it, students will certainly develop writing skills, since the project involves the presence of visual material, a description of various information, interviews, writing out various facts and their registration. Working in pairs or groups is very effective here. Completing the assignment includes the following stages: selecting the topic, selecting the main ideas, evaluating the validity of ideas, using skimming and scanning techniques, drawing conclusions, defending one's case, deducting the result, weighing merits and demerits of the project.

An important teaching function is performed by written work related to the read text. The use of writing helps a lot to better understand the text and formulate thoughts in connection with what you read. You can use the following written assignments:

- Write out the sentences that express the main thoughts of the author and then cross out those words that only explain them. Write the resulting abbreviated sentences.
- Reduce the text by writing out only those sentences that convey its main content.
- Present the text, content in three to five sentences.
- Write down those sentences that you liked the most (fictional text).

-Write down those sentences from which you learned new things for yourself (popular science). Among the numerous types of exercises aimed at the formation of text compression actions, which underlies the summary, annotation and abstract, the role of exercises for finding the "informative core" should be emphasized. In this case, in each part of the text presented by ear or with visual support, students should select sentences with the greatest informative load. [5] If necessary, the necessary transformations should be made in order to express the main idea of the paragraph in one or two sentences. This exercise helps shape not only the narrowing actions, but also transform and replace actions. For the formation of actions that ensure the deployment (expansion) of the written utterance, it is possible to recommend such exercises as drawing up a story similar to the one heard or read, according to the plan, in connection with the given situation; coming up with the beginning or end of the text, composition in its various versions, and others. At an advanced stage, when working with a foreign language text, students are taught how to write an abstract and annotation. For such written work, you should use technical, socio-political, popular science and journalistic texts, since they allow you to form the skill that every educated person needs. Let us dwell on the indicated types of written "folding" and "compression" of the text. Performing speech exercises testifies to the complete assimilation of the studied linguistic phenomena. They teach students to use the material learned spontaneously, without focusing on its form. These exercises are based on the stimulus for speaking in a foreign language. [6] Of course, this is only an educational stimulus, since it is very difficult to create truly natural situations in the lesson. And at the same time, the creation of situations that would approach natural, and would 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 the speech task, situation, attitude to the surrounding reality. 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 their point of view, comment using elements of an evaluative nature.

Conclusion

So, written speech is a complex analytical and synthetic activity that forms the ability of students to practically use a foreign language writing as a way of communication, cognition and creativity in accordance with the achieved programmatic level of mastering a foreign language. Learning to write in a foreign language can be enjoyable and fun if you motivate students to express their thoughts and attitudes. To do this, you do not need to have an advanced level, but start immediately making recordings in a foreign language, for example, making a translation of your favorite songs, poems, funny stories and titles from films, in order to discover further how it looks in a foreign language. The development of written speech in a foreign language is possible even in our everyday life, if we make short, concise notes, reminders, and it is also possible to draw up some kind of plan or shopping list. Experts in this field recommend to devote at least 30 minutes a day to the development of written speech in a foreign language and be sure to write with a pen on paper, as well as make writing an integral part of life, write whenever possible as far as imagination allows. Written statements of students should be characterized by linguistic correctness, logical harmony, information content. When creating a coherent text, the writer must perform a number of sequential operations: determine the intention of the statement, build its logical plan, select language means of expression in the process of expressing thoughts and check the correctness of the created text.

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