
DEVELOPMENT OF WRITING SKILLS IN ENGLISH IN A MODERN SCHOOL

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Abstract: The paper talks about the need to develop written language, about its purposeful and systematic control, about a creative approach in the formation of writing skills and a huge variety of tasks that can be offered to learners.

Keywords: foreign language, communication skills in speaking, listening, reading, writing, analytical-synthetic, "telephone message", "broken phone".

Currently, the importance of a foreign language in modern society cannot be overestimated. The school has always fulfilled the social order of society, and it is natural that the school teaching process changed in accordance with this order. Together with him, the goals and objectives of training changed. In particular, the practical purpose of teaching changed as follows: teaching a foreign language - teaching a foreign language - teaching a foreign language speech activity - teaching a foreign language communication.[1].

In our time, when proficiency in a foreign language is becoming the norm, and we are talking about English as the language of international communication, the goal of language learning is the formation of communicative competence. In essence, it is integrative and includes several main components:[2].

- communication skills in speaking, listening, reading and writing;
- linguistic knowledge and skills in linguistic material for the creation and recognition of information;
- linguistic and regional and regional knowledge to ensure socio-cultural education, without which the full-fledged formation of communicative competence is impossible.[3].

Since today the learning process is aimed at practical knowledge of a foreign language, I would like to note the enormous importance of such a speech activity as writing or writing. Recently, this type of activity has been given the deserved attention. Writing proficiency allows you to actually use the knowledge of a foreign language, being outside the language environment, communicating with native speakers using modern means of communication: Internet, e-mail, sms, etc. [4].

In linguistic literature, writing is understood as a graphic system, as one of the forms of expression, a means to represent language using signs and, finally, an addition to sound speech; a means of communication using a system of graphic signs, which allows you to record speech to preserve its works in time and to transmit it at a distance.[5].

Written speech is defined as the process of expressing thoughts in writing and as speech activity associated with visible speech. For us, teaching writing is the formation of the ability to use the graphic and spelling systems of the language to record individual words, phrases, sentences, to record oral speech using graphic signs. And teaching writing is the mastering by students of the ability to combine words in writing to express their thoughts in accordance with the needs of communication, to communicate by means of a specific language in writing.[6]. The purpose of teaching written speech is to form students' written communicative competence, which includes mastery of written signs, content and form of written speech.

If we consider writing as a productive type of activity, then, like speaking, it is characterized by a three-part structure: motivational-incentive, analytical-synthetic and executive. [7]. In other words, motivating, formative and effective. In the motivational-incentive part, a motive, a need or a desire for communication appears in order to convey some information in writing, an intention for an utterance arises. In the analytical-synthetic part, the utterance itself is formed and realized, the selection of words necessary for a specific text, the distribution of subject features in a group of sentences, the allocation of a predicate or core part in the semantic organization of a sentence, organization of the connection between sentences.

[8].The executive part of written speech as an activity is realized in fixing the product of written speech using the graphic means of the language - written text. We are interested in written speech as an object of mastering the graphic and spelling systems of a foreign language for fixing linguistic and speech material. Writing helps, promotes the development of skills and abilities in speaking and reading, as it is closely related to them.[9].

Psychological data indicate that the basis of written speech is oral speech. Oral speech, and in particular speaking, is linked by writing by the very mechanisms of generating utterances. This can be traced from the intention (what to say) to the selection of the necessary means of language (how to express it, what words are needed and how to combine them in the utterance) and to the implementation of the intention by means of language orally - in speaking or in writing - in writing.[10].

Writing is closely related to reading. They are based on the same graphical language system. When writing, as well as when reading, grapheme-phonemic correspondences are established. They only have a different orientation: when reading from letters to sounds, and when writing from sounds to letters. In other words, when writing is the encoding or encryption of thought with the help of graphic symbols.[11].

Thus, writing is ideal for systematizing the knowledge and skills of students, their self-control and self-correction. Writing is important and influences the way we think and learn, as well as our individual development and our relationships with others. There are 5 reasons for the need for training in this type of activity:[12].

Writing affects the way people think. It helps us to be organized, promotes consistency in mental activity. The letter facilitates our learning. It helps us to select, sort, information and highlight the main thing, to concretize. Writing helps us remember what we are learning. Writing ensures success because it teaches us to think and learn. Writing promotes personal development. Through writing, we learn to reflect, to reflect more deeply our personal experiences.[13]. Writing is a means of communication with the world.

But if you are learning to write you need to know 3 things: how to learn to write, how and what happens during the writing process, and how to critically evaluate your work. Writing should be seen both as a means of teaching a foreign language and as a goal. Writing needs to be taught specifically.[14].

I would like to say a few words about the content of teaching writing, about its constituent components:

1. The linguistic aspect of teaching writing, the mastery of which can provide students with the opportunity to use it as a tool in learning a foreign language. First of all, these are graphics - the totality of all the means of a given writing. English uses Latin script. It exists in two versions: printed and handwritten, which in turn has uppercase and lowercase letters. The next component is spelling or spelling. This is a system of rules for the use of written signs when writing specific words. One of the difficulties of spelling the English language is the discrepancy between the sound of the word and the possible ways of its graphic representation (right and write).[15].

2. The psychological content of teaching writing is the formation of graphic and spelling skills and the ability to use them when performing written assignments. Recording orally assimilated material is seen as an educational activity, the implementation of which helps students in mastering a foreign language. The content of this educational activity is, as is known, the performance of written assignments by schoolchildren of varying degrees of complexity in accordance with the logic of the educational process. Work on the development of the written language of students should begin as early as possible.[16].

3. The methodological aspect of the content of teaching writing includes the mastery by students of techniques that facilitate the assimilation of graphics and spelling of a foreign language and the implementation of written assignments. The letter should also be used as a means of control. It allows you to reveal knowledge of the meaning of words, grammatical forms, the formation of lexical and grammatical skills. As you know, the systematic teaching of writing at school allows the teacher to solve not only educational, but also developmental and educational tasks. In particular, writing is a good tool for developing the self-examination skill, which is so necessary for successful learning activities.[17].

It should be borne in mind that when we talk about writing as an independent form of activity, then we are talking about written speech. The goal of teaching writing in this case is to teach students to write the

same texts that any educated person can write in their native language. This could be filling out questionnaires, writing various kinds of letters and replies to them, including both official and personal, resume writing, biographies, autobiographies, writing various statements, writing reviews, writing annotations, writing reports, essay writing, essays, writing greeting cards, writing notes and etc.[18].

In such texts, special attention is paid to content and structural organization. However, the letter is not immediately used to solve these problems, at first it solves more specific, minor problems of purely educational value. When teaching vocabulary, grammar, phonetics, it is impossible to do without writing down words, copying structures, rules, etc. When developing listening skills, writing is used to record key information, fill in gaps, and prepare for the perception of information. Writing takes place at all stages of learning a foreign language. Written independent and test papers are widely used in the development of vocabulary and grammar.[19].

Thus, written speech is not just speech, which is translated into graphic symbols, but also an independent writing process with its own rules of grammar and construction of written text, in the product of which we are interested. Within the framework of the communicative approach, written speech is perceived as a social action.[20].

Naturally, at different stages of schooling, the content of teaching writing will be different, but it should be consistent and logical, from simple to complex.

The tasks solved in teaching written speech are associated with creating conditions for mastering the content of teaching written speech.[21]. These tasks include the formation in students of the necessary graphic automatisms, speech-thinking skills and the ability to formulate thoughts in accordance with the written style, broadening their horizons, mastering culture and intellectual readiness to create the content of a written work of speech, the formation of authentic ideas about subject content, speech style and graphic form. written text.[22].

The final requirements for teaching written language include the formation in children of the practical ability to use foreign language writing as a means of communication, cognition and creativity.[23].

The path to writing is quite long and far from easy, but if work on its development started at an early stage of learning a foreign language and principles such as consistency and systematicity are observed, then the result will not be long in coming. After all, all and even more so children need, so to speak, material confirmation of their success. In their written work, they will find it, since they clearly see the end result of their activities. If we talk about the stages of training, then the following should be considered: [24].

-Graphics training, spelling training;

-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);

-Training in writing 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.)

I would like to dwell in more detail on the last two stages and bring to your attention some ideas for the development of written language in children, as well as the formation of their interest in this type of activity in general.

The ability to write well is not some mystical talent available to a limited number of people, but a skill that can and should be mastered. There are 5 factors that influence the writing of a work. It can be opportunity, reason for writing purpose, reason for writing, theme, readers, the writer himself.

Dictation has great opportunities for teaching writing. There are the following types of modern dictations: reproductive, individual creative, paired creative, collective creative. Reproductive dictation is literal dictation to test your listening comprehension and spelling. An individual creative dictation is performed as a written work of speech of no more than 150 words, which is a description of the presented picture, reasoning about the proposed thesis, an answer to the question posed (the main points of the written work of speech are discussed in individual communication with the teacher, and the student should as much as possible take into account the results of this discussion).[25]. Pair or collective creative dictation can take

place as follows: two students (two groups of students) are offered randomly pictures illustrating one of the two stories; the student's task is to arrange the pictures in the correct sequence, write a story and dictate to the partner (s); after that, the partners restore the order of each other's pictures and check the correctness of the recorded dictation. For collective creative dictation, students can also draw a picture on the blackboard together (the teacher draws the first element), collectively create a description of this picture and try to write it down in the form of self-dictating as much as possible. Dictation can also take place in the form of drawing up a plan or a summary of what was heard, extracting key words (a given number) from the text, etc. A dictation is possible in the form of a "telephone message" recording, in the form of a game of "broken phone" and etc.

Thus, summing up, I would like to say once again about the need to develop written speech, about its purposeful and systematic control, about a creative approach in the formation of writing skills and in a huge variety of tasks that can be offered to children.

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