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СОДЕРЖАНИЕ

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METHODOLOGY OF WRITTEN SPEECH TEACHING
ON THE TEXT MATERIAL AT THE LESSONS
OF THE RUSSIAN AND ENGLISH LANGUAGE

Annotation. The article represents the Methodology of written speech teaching at the lessons of Russian as a foreign language and English on the text material the context of them students can comprehend and express in speech individually. The teaching is connected to other kinds of speech activity. The written speech allows keep language and factual knowledge, stimulates speaking, listening and reading in Russian and foreign languages. Such kind of skill is formed on the basis of learning methods and exercises of productive and reproductive characters. The teaching process will be more effective if we can use the activity approach, which ensures the use of students' interests, development of their creative skills and formation of a special system of exercises where the interests and abilities could be implemented in a more degree. Various written works stimulate students' motivation on learning and form communicative skills, and increase cultural and professional levels of students.

Keywords: written speech, text, approach, method, communicative competence, forms, activities, exercises.

Introduction

The present geo-economics and geocultural situation suggest forming the personal abilities of any language individual to coexist in the world, make a dialogue with the representatives if various confessions, cultures, and countries and use the same language code. The language takes an important role in this process as a tool to conduct the international communication.

For a long time the written speech was not the main aim of teaching English and Russian as a foreign language but today the written speech has a status as a competent speech activity being rather significant for the international communication.

The written speech is a type of the spoken activity which considers the reproduction of information in the written form to achieve the definite communicative aim (Fedotova, 2016:103). Methodology of teaching foreign languages has two approaches linked to teaching productive (the so-called expressive) written speech. One of the approaches is

based on psycholinguistic specific feature of making a written speech. While teaching writing we can consider the important role of: a) a creative process of speech-making; b) the personality of a student; c) his communicative and cognitive requirements; d) aim for the future types of written works; e) the audience analysis where the written speech is going to conduct.

The interest to a text implies interest to a language person and his world image because each text can express a language person who is aware of the language system (Belianin, 2001:65). According to Yu.N. Karaulov, a language person is a kind of competent personality with psychological, social, and ethnic components expressed via language and his discourse (Karaulov, 2002:64). It means that we can take into consideration social attitude, motivation, character, and volitional qualities which help develop an emotional sphere of students' intellection.

The text in this article is viewed from two positions. On the one hand, the text acts as a finished product of the author's work, which serves as the basis for the formation of students' language competence. On the other hand, the text is the result of the work of the student, i.e. is a productive monologue statement, obtained as a result of purposeful work in the educational process.

Work on the text contributes to the formation of speech competence. Speech competence is the ability of a person to adequately organize his speech activity in its productive and receptive forms in accordance with each specific situation in language comparisons and ways, adequately to the most diverse situations of communication (by purpose, by role relations, by form, by content, etc.) " (Mitrofanova, Kostomarov, 2008: 28).

In our opinion, work on specially selected texts and exercises focused on communicating information, taking into account its necessity and possibility of using it in written speech, will give the educational process a practical orientation, increase the motivation of students, and create prerequisites for both expanding their cultural knowledge and enriching them, their vocabulary with new vocabulary, set phrases and syntactic constructions.

Materials and methods

As part of our study, we used the following methods: descriptive-analytical (analysis of pedagogical, psychological, linguodidactic concepts); study of scientific and educational literature; sociological and pedagogical (observation of the real learning activities of students in the classroom); methods of linguistic analysis of textual material.

The goal of language training at a pedagogical university of the republic is to help students master Russian and foreign languages, overcome the psychological barrier, and

painlessly integrate into modern scientific and technological progress. This is what will make them socially mobile in the labor market in the regional and global space.

The written form of communication in modern society performs an important communicative function. For the practical implementation of the research problem, we took into account that written speech is associated with learning other types of speech activity. Written and oral forms of speech are an integral part of verbal communication. Thus, written speech exercises do not only provide the formation of skills in oral speech, contributing to the development of skills to independently formulate thoughts in Russian and foreign languages, but also help to consolidate the links between articulatory and graphic images of words. Skills in writing are the ability to convey information in writing for communicative purposes in accordance with the situation of communication (Fedotova, 2016: 103). When teaching written speech, it is necessary to form students' skills to work with a written text – the skills of analysis, self-editing, text production.

The most favorable conditions for the production of one's own written text in the lessons of Russian and foreign languages are created if the training is carried out at the level of *activity*, i.e. in conditions close to the natural environment, providing consciousness in the construction of the statement and higher motivation in learning. The teacher must remember that a speech action that is not connected to an activity closes in on itself, loses its real life meaning, and becomes artificial.

Results Discussion.

The effectiveness of learning is ensured not by individual exercises, but by relying on the text, since it is with the help of the text, which is a communicative unit of learning, that the relevant linguistic and linguistic knowledge is presented, and communicative competence is formed in various areas of communication.

Within the framework of our study, it is necessary to highlight the essential distinguishing features of *written speech:* a) indirect speech contact (distance of the interlocutor); b) the absence of intermediate feedback; c) greater rigor in structuring speech; d) speech is more detailed, reasoned; e) the use of syntactic means for the expressiveness of speech; e) unlimited in time; g) strictness in the grammatical design of speech, h) careful selection of lexical means; i) conscious analysis of the sound composition of the word.

Scientists distinguish between types of written messages based on *productivity* (their content and language design is determined by the writer) or *reproduction* (when the information received during reading, listening, processed and presented in varying degrees of curtailment is transmitted in writing, taking into account the specific purpose of the written message). Since the text itself contains the ability to control the reader's cognitive activity in connection with its relativeness, the task of the teacher is to help

students conduct a linguistic analysis of the text in such a way as to see the regulatory structures of the text, regulatory means, determine the micro-themes and micro-goals of each regulatory structure.

In teaching written speech, we rely on two approaches: *productive* (aimed at creating a product – a written text) and *procedural* (focused on the process of generating a written speech statement).

When creating a written text, the writer must proceed from the target setting, be aware of the *conditions of the communication situation* (for example, indirect verbal contact with the interlocutor), *follow the rules for constructing the text in accordance with its genre.* Particularly important in this process is the mechanism of proactive synthesis (programming of the future text). In order to teach the transformation of an audio text (note taking), it is necessary to form *a mechanism of equivalent substitutions* and *a mechanism for probable prediction* in the student, to *develop working memory.* When developing tasks for the development of skills in writing, one should proceed from the list of requirements for a specific level of formation of communicative competence in this type of speech activity.

Evaluation of written statements should be carried out on the basis of basic parameters (accuracy, consistency, coherence, volume of the statement) and additional parameters (understanding the content of the speech, the volume of the topic, highlighting typical content components, typical composition components, planning the statement, formulating supporting structures for each item of the plan, the correctness of the choice of language means, grammatical and spelling design, compliance with a given genre of text).

As mentioned above, written speech is realized in two forms: reproductive (statement of what has been read or heard: abstracts of articles, lectures, sections of the textbook, abstracts, plans, abstracts) and productive (own written product: creative presentations, essays). Let us consider various forms of work in the lessons of Russian and foreign languages based on the text that we used in the research process.

Speech exercises include all types of tasks that teach the transfer of thoughts, semantic information in writing. They are based on the typology of written messages. Among them: written reproduction from memory of listened or read micro texts or written reconstruction of the text using keywords; heading parts of the text, writing abstracts; abstract; essay; summary; informal letter to a foreign friend (private household letter).

Written forms of work also include: writing articles, reviews of the book, annotations and reviews of the book read, article; drawing up a plan, notes; writing a speech, editing a written text; writing essays, compositions and creative dictations.

The composition as a secondary text can be created because of an audio text or a reading text. Presentations are used mainly at the initial stage of training, because

students have a small vocabulary. Abstracts as a genre of scientific text are a kind of concise presentation. Their compilation requires mental and linguistic work to formulate a generalized problematic and the main conclusions of a scientific text. Theses are distinguished by the complexity of the sentence structure and the multicomponent nature of phrases. Drafting abstracts requires active mastery of the scientific style of speech.

The quality of *an essay* depends on three interrelated components: a) source material (video, text for reading); b) processing of the source material (structuring, argumentation); c) own argumentation (correlation with the problems raised in the text).

When teaching *essay* writing, it is necessary to orient students to search for analytical answers, that is, explanations of why something happens, how it happens and what are the prospects for solving the problem. The answer requires more than just a description of the facts or a generalization of what the text says (or the characters in the video say). Facts and points of view on the proposed topic – this is the part of the source material that is used for the essay. The great importance is given to the right use of key aspects such as topic sentences, paragraph structure, and introductions and conclusions to essays according to Edward de Chazal & Sam McCarter (2014:006).

At the stage of learning to generate a written text, the basic theoretical provisions are: preliminary determination of the cognitive structure of the generated text, disclosure of the essence of the topic, the ability to highlight the main and the secondary, a way to use a certain reticence in order to achieve conciseness, abstractness of the statement, taking into account the purpose of the message, the expected reaction of the addressee of the text, « winning» implicit representation of the speaker himself (the author of the text), the ability to operate with known author's positions («observer», «participant», etc.).

At the next stage, there is a "polishing" of the text based on the actual linguistic, functional and stylistic design. The language design of the text is based on knowledge of stylistic norms, possession of the richness of the lexical and phraseological layer, and the ability to operate with syntactic synonymy. Any text created by a student must be literary processed: it must be given an appropriate genre form and stylistic coloring.

Of great importance in the development of speech and creative abilities of students is the *method of independent transfer of knowledge and skills to a new situation*. The implementation of this method is facilitated by the use of the following techniques: written verbal drawing; proper verbal creativity (for example, creating your own monologue text on a specific topic; describing pictures that arise in the imagination when reading a text; creating a text in which the situation is exactly the opposite, etc.). Tasks in this type of exercise can be as follows: "Write a short story, including in the narrative something seen (heard), known from any sources, or your attitude to it"; "Supplement the text of the story with a message from the books you read, proverbs, sayings"; "Write down your judgments about the events taking place in the text using phrases ..."; "Compose a text on a specific

topic from the given elements of words, phrases, sentences”; “Supplement the author’s thoughts, offer your own version of the final part of the text (your own conclusions, etc.).”

The preparation of a *written monologue statement* should begin with the choice of a topic and the definition of its boundaries. The second stage is the collection and grouping of material. The grouped material is brought into the system, arranged in a certain sequence, and a plan is drawn up. The text of the utterance is first recorded and then played back. When preparing students to create their own text, it should be borne in mind that a full-fledged text can only be created if the student is well acquainted with the subject of speech. The system of accumulating words from year to year is reflected in thematic groups for which vocabulary work is carried out.

The main goal of teaching Russian and a foreign language in such lessons is the formation of skills for the correct and appropriate use of language tools in different situations. *Creative tasks* include the following types of work: compiling a story on a specified topic, writing on a “free topic”, summarizing lexical material using tables, entertaining spelling exercises, written retelling of the text, compiling a dialogue on a specific topic based on speech etiquette.

In the lessons of *developing the skills to express a personal point of view in writing* on a small fragment of text, students should be shown that: a) each micro-topic of the text is part of the main topic, its component, and without this micro-topic, the text will lose its completeness; b) each thought that can be traced in the micro-theme is connected with the main idea of the text, and without it the author's intention is not fully realized; c) the choice of each word is not random, it is subject to the disclosure of the author's intention.

It is necessary to direct students' attention to understanding the genre and style of the analyzed texts, their main meaning, the communicative intention of the author, etc. With this it is advisable to start the analysis of any text. You can diversify such work with tasks like: “Divide the text into semantic parts and title each part”; “Find that part of the text that carries the main semantic load”; “Determine where and for what purpose such statements can be used”; “Think about whether the author succeeded in expressing the main idea of the statement. Compose an essay-reasoning, observing the composition of the text-reasoning (thesis; arguments; conclusion) «; “Determine what linguistic means the author's attitude to the reported is expressed,” etc.

Performing complex work on text analysis, it is necessary to identify the associative links of words, to compose *associative thematic series of words*. Under the associative-thematic rows of words “it is customary to understand the sets of words and phrases necessary to describe the speech situation, serving to nominate the phenomena of reality, a kind of “thematic indexes” (Elemisova, Khmelnitskaya, 2002: 45). One of the independent methods of working with a word can be an associative experiment. The purpose of the method is to identify the spectrum of associations to a particular word, explain this series

or motivate the appearance of one of the reaction words (make an associative series with the word *teacher, culture,* etc.; describe your associations associated with the word-concept *conscience, humanity* etc.). Associations correlate with ideas about reality and reflect: firstly, the relationship between native speakers and the environment; secondly, a specific element of any situation (peculiarities of the era, historical fact, etc.).

Using the method of *creating an associative field* in the work on the text, we rely on the idea of N.V. Krushevsky that the idea of a thing and the idea of a word denoting this thing which are connected by the law of association into an inseparable pair. However, the word is not only bound by the closest ties with the thing, but is also inseparable from various series of words, it is always a member of certain nests or systems of words and at the same time a member of known series of words (Krushevsky, 1998: 291).

In such lessons, you can use the technique of critical thinking technology «cluster». Cluster («bunch») – the selection of semantic units of the text and their graphic design in a certain order in the form of a bunch. Cluster is a graphic method of material systematization. In the center is the topic under study, and around it are large semantic units. The cluster system covers more information than we get in normal work. Students form clusters on the topics «Problems of modern youth», «Actual problems of modern science», etc.

At the level accessible to students, you should use techniques that allow you to update and show associations. Of particular importance is the work with *contexts.* By context, we mean a segment of written speech (text) that is complete in terms of semantics, which makes it possible to accurately establish the meaning of the words or sentences separately included in it (Azimov, Shchukin, 2010: 122). On the topic "Contrasts of the metropolis", students get acquainted with the text "Life in a big city: pros and cons", find the meanings of the highlighted words and phrases, determine the topic and main idea of the text, formulate and write down questions to identify the main information. According to G. Gizdatov, referring to the semantic structure of the associative field makes it possible to identify the prototype of the image behind a particular concept, where the situational component is presented in the form of information about some fragments of reality (Gizdatov, 1997: 4). It is important that students notice that in contexts there is often a rethinking of one word under the influence of another or others.

Work on such types of speech as description, reasoning, story, on the composition of written statements (description of nature, premises, appearance of people, etc.), familiarity with various styles involves the formation of appropriate stylistic skills. The types of students' texts correspond either with the types of speech, or are defined as specific genres: a story, a note, a report, a review of a book, a letter, a characterization of a hero. In both cases, students are given the information necessary for writing, information about the types of speech, lexical and grammatical means of their construction.

The lessons of Russian and foreign languages should be focused on mastering the students' knowledge of the aesthetic properties of the language, on developing the skills to identify the aesthetic qualities of linguistic phenomena in the text, to aesthetically evaluate the choice of language means in the sample text and one's own statements. In the exercises *to identify the aesthetic function of the word* when working with artistic style texts, the following tasks are possible: "Find the same-root words in the descriptive text and determine when they are used as a means of artistic expression"; "What synonyms can be used to characterize a character in a narrative text?"; "Replace the adjective with such a word that it not only names the sign, but also gives a vivid, figurative idea of the subject"; "What words does the author use for the pictorial and evaluative characteristics of the hero…"; "Try to convey in writing personal feelings, sensations, ideas as original as in artistic speech"; "Make the description of the hero pictorial by introducing metaphors and epithets into the text", "Write a story using words in a figurative sense? What is their role in creating images?

The main purpose of the work on the figurative and expressive means of the language is to reveal their role as the most productive means of forming secondary names in creating a linguistic picture of the world. Using the *techniques of expanding or narrowing the text,* students try to enrich the text with figurative means, including epithets, metaphors, comparisons, personifications. Tasks for exercises can be of the following type: "Collapse" the text (shorten it), excluding details, generalizations"; "Using a dictionary, "expand" the text, enriching it with metaphors and epithets"; "Compose a text from these sentences presented in an unordered, "scattered" state, arranging them in the order of a consistent presentation of thought"; "Supplement the text with a story about what you saw (heard); a message read from books; proverbs, sayings; by addressing the addressee to perform some action … ", etc. The study of the visual means of the language in the text forms one of the qualities of a communicative culture – the figurativeness and expressiveness of written speech.

Often, in pictorial narration, the action itself is not called in the text, but only its result is called: students guess about the action based on the context. Tasks for exercises of this type can be formulated as follows: "Describe the picture of what is happening …"; "Tell me what events, in your opinion, happened before meeting with the hero…"; Find author's neologisms in the text. What helps us understand their meaning? Include neologisms in the narrative text? "Think about what you read using emotive-evaluative vocabulary. Include this vocabulary in a written statement in accordance with the topic …".

As you know, description is a specific type of monologue speech and a special genre of *compositions.* The traditional task for the essay-description «Nature of Kazakhstan»: «Describe your favorite corner of nature so that you can imagine it»; "Describe the animals found on the territory of Kazakhstan"; "Describe your summer cottage or its

surroundings to your girlfriend (friend) so that they want to go there"; "Imagine that you are on Kazakhstan land for the first time, how would the locals describe its nature to you?" Under the guidance of the teacher, the selection of key words and phrases is carried out; parts of sentences necessary for the disclosure of micro-themes within a given topic.

Creative works (essays) based on personal impressions contribute to the development of thinking and speech of students. These can be reader's impressions of the text of a work that was read in class and most students liked it, or life impressions that became the topic of an oral or written essay.

In order to write an essay-reasoning on the problems of a specialty or socio-cultural topics, students must have a sufficiently high level of formation of lexical and grammatical skills and be able to operate with the studied language material for an adequate deployment of semantic information: arrange it in a logical sequence, correlate the justification of the problem, presentation illustrative material, generalization in various compositional parts of the produced text. We conduct essays-reasoning in Russian and foreign languages on the following topics: "Mass culture: for or against?"; «What kind of family can be an ideal for today's youth?»; "How do foreigners see Kazakhstan society?"; "Do teachers need oratory skills?"; «What, in your opinion, should be a teacher of a new formation?»; "What can I do to successfully develop my specialty?".

These types of work based on texts make it possible to enrich the vocabulary and grammatical structure of students' speech, teach them to navigate the flow of information, select the necessary material, broaden their horizons, and stimulate students' research activities.

It should be noted that the educational effect is increased if specially selected coherent or thematically combined texts are used in the lesson. Based on the formed types of competencies, following E.I. Passov, we determined *the principles for organizing lessons in thematic cycles.* These are: a) the semantic principle; b) the principle of functionality; c) the principle of taking into account the reflection of the realities of the surrounding reality; c) the principle of communication; d) the principle of the frequency of a linguistic phenomenon (Passov, 2009: 292).

When *organizing lessons according to the thematic principle,* the speech theme comes to the fore, and the language material serves as a means of forming and organizing the speech activity of students (Bystrova, 2007: 5). Each type of lesson within the thematic cycle has specific learning units (thematic groups of words; thematic unity; synonymous series of words; antonymic series of words; thematic-structural paradigm of the sentence-statement; utterance-text with its internal logical-structural connections; stylistic series of words and etc.). When working on the text, a thematic presentation of the material is provided, which will allow the use of new words and phrases in accordance with the main topic in each lesson.

At the lesson, the selection of *synonymic rows* and synonyms in these rows is carried out. There are two ways to select synonymous series: the dominants of synonymic series are extracted: 1) from thematic and lexico-thematic groups of words; 2) from synonymous dictionaries. The synonymic rows include two or more words that are different in their semantic and stylistic properties: neutral, colloquial, colloquial, dialectal, obsolete, etc. *The control of skills* in this lesson will be of the following nature: checking the ability to compose a synonymous and antonymic series of words, a thematic group words, writing a creative dictation based on key words.

The enrichment of the grammatical structure of speech is facilitated by tasks for compiling a *thematic-structural paradigm of sentences* (a set of sentences of different structure with a single semantic center). This type of assignment is designed to gradually spread, complicate the grammatical basis of one sentence with the help of coordinating and subordinating conjunctions or just intonation to teach students to see the structure of a sentence, to distinguish between simple and complex sentences, common and not common.

It follows from the foregoing that the *thematic principle* in the organization of lessons on the material of texts becomes the leading one in connection with the communicative and educational orientation of teaching Russian as a foreign and foreign language in a pedagogical university. The distribution of communication topics (based on the thematic minimum) makes it possible to form in the minds of students a strong associative link between the topic of communication and the linguistic functional-semantic field. In order to enrich the vocabulary and syntactic structure of students' speech, it is advisable to represent both vocabulary and grammar in semantic blocks. Especially effective is the cycle of lessons on a single topic, which are preparatory to composing or any other type of work.

Conclusion

In the course of the study, we came to the conclusion that teaching writing in the lessons of Russian and foreign languages is aimed at developing skills: to analyze and synthesize facts; critically evaluate opinions and compare them; summarize information; formulate your own opinion and prove it; carry out the choice of language means characteristic of a particular genre and type of text.

Evaluation of written statements should be carried out on the basis of basic parameters (accuracy, consistency, coherence, volume of the statement) and additional parameters (comprehension of the content of speech, volume of the topic, selection of typical content components, typical components of the composition, planning of the statement, formulation of supporting structures for each item of the plan, the correct

choice of language means, grammatical and orthographic design, compliance with a given genre and type of text).

Thus, the effectiveness of teaching Russian as a foreign and foreign language is ensured not by separate exercises, but by relying on the text, since it is with the help of the text, which is a communicative unit of learning, that the relevant linguistic and linguistic knowledge is presented, and communicative competence is formed in various areas of communication. When preparing to create your own written text, you need to go from the analysis of the sample text to your own text. To increase the interest of students and develop their creative abilities, it is necessary to form the skills and abilities of written speech necessary for writing texts of various genres on current topics. The written text reflects the ideas of the individual, his system of values, worldview.

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**Методика обучения письменной речи на материалах
текстов на уроках русского и английского языка**

Аннотация. В данной статье представлена методика обучения письму на уроках русского языка как иностранного и иностранного языка на текстовом материале, содержание которого студенты могут не только понять, но и самостоятельно выразить в речи. Письменная речь позволяет сохранить языковые и фактические знания, служит надежным инструментом мышления, стимулирует говорение, слушание и чтение на русском и иностранном языке. Умение выражать свои мысли в письменной форме формируется на базе обучающих приёмов и упражнений репродуктивного и продуктивного характера. Обучение письменной речи будет эффективнее, если его проводить на основе деятельностного подхода, обеспечивающего учет интересов студентов, развитие их творческих способностей и создание такой системы заданий, где бы эти интересы и способности могли бы проявиться в большей степени. Письменная речь способствуют повышению мотивированности обучения, формированию коммуникативных умений и повышению культурного и профессионального уровня обучающихся.

Ключевые слова: письменная речь, текст, подход, метод, коммуникативная компетенция, формы, деятельности, упражнение.

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**Орыс және ағылшын тілі сабақтарында мәтін
материалдарында жазбаша сөйлеуді оқыту әдістемесі**

Анотация. Бұл мақалада орыс тілі сабағы шет тілі ретінде және шетел тілі сабақтарында мәтіндік материал бойынша жазуды оқыту әдістемесі берілген. Жазбаша сөйлеуге үйрету басқа да сөйлеу түрлерімен байланысты. Жазбаша орындау тілдік және нақты білімге үйретеді, ойлау жүйесінің сенімді құралы, айтылымға дағдыландырады, тыңдау мен оқуға ынталандырады, білімді сақтауға мүмкіндік береді. Осындай тапсырмалар жүйесін құру студенттердің қызығушылықтарын, шығармашылық қабілеттерін дамытады. Жазу дағдыларын меңгеру коммуникативтік және кәсіби біліктілікті белсендендіреді. Бұл жұмыс түрлері студенттердің мәдени және кәсіби деңгейін арттыруға ықпал етеді.

Кілті сөздер: жазбаша сөйлеу, мәтін, тәсіл, әдіс, коммуникативті құзыреттілік, формалар, әрекеттер, жаттығу