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Methodology of Teaching Writing and Written Speech

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Abstract: This article deals with the methodology of teaching writing and written speech. The specifics of work on teaching this type of speech activity are defined.

Keywords: writing, written speech, skills, speech activity, phrase, phrase, perception, concept, role, function.

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Introduction.

Teaching oral speech without simultaneous work on writing can lead to the fact that the skills acquired by students without visual support will be less strong. Written speech, like speaking, is a productive activity. But despite a number of similarities between them, there is a significant difference, which is explained by the conditions of communication in oral and written forms. Characterizing the written form of communication, it should be noted that in this case there are no factors that can have a corrective effect on the speech produced. First of all, this is the absence of a direct reaction from the interlocutor, the inability for the writer to use speech intonation, as well as gestures and facial expressions, which, as is known, play a significant role in oral communication. Therefore, in order for the information in a written text to be perceived by the reader accurately and correctly, in accordance with the author's intention, his speech must be sufficiently detailed and complete, substantiated and logical, grammatically strict and accurate. The features of the functioning of written speech determine the specifics of the work on teaching this type of speech activity. However, first of all, attention should be paid to the parallel existence of two methodological terms: "written speech" and "writing". What is "writing" and written speech? First of all, these are parts of written speech as a type of speech activity. Writing is the simplest skills of recording sounds, words, phrases and phrases, copying sentences and short texts, writing down some types of exercises, developing skills in recording oral speech using graphic signs. Teaching writing. What should students master in order to use writing to improve their language acquisition? To do this, we need to consider the constituent components of writing instruction: graphics, spelling, and writing.

1. Graphics determines the techniques and methods of letter designation of speech sounds in writing. In what sequence should letters be introduced? If we proceed only from the nature of Russian graphics and the general didactic requirement "from simple to complex", then letters should be introduced taking into account the degree of increasing difficulty of their writing. Usually, the sequence of studying letters is determined not so much by the nature of graphics as by the introductory phonetic or introductory oral course. When teaching Russian graphics, it is

recommended to use exercises in sound-letter relationships. The former include: writing letter elements according to a model; rewriting letters, letter combinations, words, sentences, microtexts from ready-made samples; reproducing individual printed letters, rewriting printed samples in cursive, writing the alphabet, words, and sentences from memory. Common exercises in sound-letter relationships: writing letters by ear, complex copying (underlining certain letters; underlining words in which the number of sounds does not match the number of letters; underlining a letter that has no sound value, etc.).

2. Spelling, like graphics, determines the techniques and methods of letter designation of speech sounds, taking into account specific words as a whole—their forms or morphemes (roots, prefixes, suffixes, endings, connecting vowels). Spelling instruction is usually not singled out as a separate area because its acquisition is closely linked to the overall development of Russian speech skills and occurs naturally during the process of learning to read and write. An integrated presentation of language material—when a student hears, reads, and writes a new word within one lesson—facilitates easier and more effective mastery of correct spelling.

When learning a foreign language, how should spelling errors be treated? In our view, it is methodologically incorrect to assess written work in a foreign language based solely on the number of spelling mistakes. In the communicative approach to language teaching, only errors that hinder or significantly complicate communication are considered important. Teaching practice shows that even a large number of spelling errors often does not interfere with understanding the written content.

The topic of spelling exercises in teaching Russian as a foreign language remains underexplored. Common types of spelling exercises include dictations:

Auditory dictation with prior analysis of potential spelling difficulties;

Visual dictation, where sentences with specific spelling features are written on the board, discussed, erased, and then reproduced by students from memory;

Visual-auditory dictation, involving written material both in notebooks and on the board, followed by discussion;

Free dictation, where students identify the main idea in the dictated text, formulate it, and write it independently.

To boost interest in spelling, engaging games with competitive elements can be used, such as challenges where students form words from jumbled letters based on provided clues (first and last letters and total letter count). Additionally, exercises focusing on sound-letter relationships are useful, such as writing letters by ear or more complex tasks like identifying silent letters, marking where sound-letter mismatches occur, and underlining specific phonetic patterns.

3. Recording is an educational activity, the main purpose of which is to understand the features of language and speech units, and, consequently, to memorize them better. Recording does not solve communicative problems and is intended for the writer him/herself, so it can be economical, of little detail and syntactically simplified. As an auxiliary type of speech activity, recording is used by students when preparing oral messages (they write down words, phrases, sentences; compose and write down a plan of the statement in the form of questions or nominal sentences); when reading (they write out sentences from the text that carry the main information or show the author's attitude to the events described, etc.); when listening (they write down key words and phrases, short answers to questions preceding the audio text). At the initial stage, students should be able to: 1) copy from the board the notes made by the teacher in the process of explaining the educational material; 2) write down verbatim the dictation of the audited educational material; 3) write down only the main information from the material perceived by ear; 4) write down your own statements when answering questions and performing various types of tasks. [3;68] Teaching

written speech is the ability to correctly express your thoughts in writing in accordance with the needs of communication. Written speech can have an independent meaning, and for certain contingents of students, mastering it is put forward as one of the goals of training. But written speech is in close interaction with listening, speaking and reading and can be considered as a means of teaching these types of speech activity. Including various written exercises in teaching speaking, listening and reading helps to better assimilate and consolidate the language material introduced orally, since in this case all types of analyzers work: auditory, visual, kinesthetic, motor. By relying on numerous and diverse time connections, the assimilation of material becomes faster, and the process of assimilation itself is easier. A number of studies convincingly prove that written reinforcement helps to memorize speech units, orthographic and grammatical forms of words. For example, after completing written exercises, the number of errors per student in studying a grammatical phenomenon decreased by 3-7 times. An important empirical conclusion is that it is impossible to develop skills of correct oral speech by relying only on oral forms of work. Written speech skills are the most complex among other speech skills. Firstly, this is explained by the need to include a large number of analyzers. Secondly, written speech is characterized by its extensiveness, arbitrariness and organization.

The arbitrariness of written speech lies in the fact that the writer independently selects adequate linguistic means to express the necessary content. The expanded nature of written speech is explained by the indirect connection between the participants in communication: in written communication, everything must be explained in detail in the text; in written communication, the participants are deprived of non-verbal means of communication (facial expressions, gestures, intonation). Any text, especially in written form, is characterized by a certain organization: address to the addressee, semantic structure (the presence of a thematic plan), predicative structure (the presence of the main idea and hierarchy of predicates carrying the main, additional and secondary information), means of interphrase connection (lexical repetitions, chains of thematically related words, the use of substitute words). When teaching written speech, it is important to define the goals of training. The goals are very diverse, since they are determined by the communicative needs of certain contingents of students, taking into account age, form of education, the presence or absence of a language environment.

Students should be able to draw up a plan, abstract, synopsis, write annotations, summaries, reviews, papers, and students studying in Russia should be able to present the results of their research in the form of a term paper or thesis. For various specialists, the ability to conduct business correspondence, master the structure and lexical and grammatical features of such types of business letters as diplomatic, commercial, and industrial is relevant. Thus, the linguistic basis for teaching written speech should be multi-genre texts with their own specific characteristics - linguistic and extralinguistic. Types of exercises for teaching written speech The complexity of the organization of a written text and its extensiveness make the process of teaching written speech long and difficult. As in teaching other types of speech activity, preparatory and speech exercises are used.

Preparatory exercises are aimed at: 1) practicing the relevant lexical and grammatical material (e.g. forms of letters of thanks, apologies, congratulations; forms of subjunctive mood verbs for expressing wishes in commercial letters, etc.); 2) awareness and subsequent reproduction of the structural components of texts of certain genres; 3) awareness and subsequent reproduction in written form of the substantive features of a particular genre of written text (e.g. characteristic features of an abstract – a summary of an article read as opposed to an annotation of the same article). Each type of speech work has its own types of preparatory exercises. [8;41]

For example, for writing a mundane letter, it is important to be able to ask questions, to be able to convey information in the first person, and for writing an essay, such complex skills as explanation, proof of a certain thesis, description of an event or phenomenon, narration are

necessary. Various types of dictations are among the preparatory exercises that develop the skills and abilities of written expression of thoughts: creative, free. Creative dictation is a type of written work when part of the text (the beginning or the end) is dictated by the teacher, and the students independently complete the sentences using the given grammatical forms. In free dictation, the text is read in parts once, and the students write it down in their notebooks not verbatim, but in their own words, or from the dictated phrase they write down only the combinations of a verb and a noun, or a noun and an adjective, and at home they reconstruct the text based on these combinations.

Discussion.

Preparatory exercises are usually done at home. This is due to the saving of classroom time, which is better devoted to oral forms of work: it is known that the writing speed per minute is approximately 15-25 words, while the speech of the speaker can reach the speed of 160 words per minute. Speech exercises In the development of written speech, speech exercises are recognized as expositions and essays. Exposition is always a creative process. It is understood as the construction of an independent communicatively motivated statement based on the source text.

The speaker departs from the original text, generalizes, details, makes rearrangements, changes the language design, expresses a personal attitude, evaluates events and characters. There are three types of exposition. 1. Compressed exposition – a brief reproduction of the text based on semantic supports; summary (summary of the main ideas of the text); annotation; abstract (a brief summary of the content and conclusions of the work). 2. Expanded presentation – dissemination, development of the text of the presentation can be done by introducing additional descriptions of any details, writing down an introduction, conclusion to the text, restoring the biography of the hero, etc. 3. Free presentation – after listening to the text once, students retell its content in writing, changing the composition, setting out their impressions of the text as a whole. An essay is an independent statement of a student in writing. Taking into account the peculiarities of the construction of the text, it is necessary to develop in students the ability to formulate the main idea of the future statement, program the semantic and predicative structures, vary the text depending on the appeal to different addressees, etc. It is quite obvious that being able to independently write an essay, a letter is a rather difficult task that requires a lot of preparatory work. Therefore, you should start with a minimum volume, literally with a few sentences united by a common meaning, with a gradual increase in difficulty.

Conclusion.

In conclusion, it is necessary to emphasize once again the need for an integrated approach to teaching all types of speech activity based on general lexical and grammatical material, as well as the effectiveness of developing oral and written speech in close interaction, when the material is introduced and initially consolidated in oral speech, and then practiced in written preparatory and speech exercises. At the same time, writing and writing ensure the strength and reliability of the assimilation of speech material, improve oral speech and reading, and develop coherent, logical thinking. In addition, the importance of written communication in the modern world and the need for an educated, intelligent person to possess writing skills are obvious to everyone. These factors determine the role and place of writing and writing in teaching Russian as a foreign language. The development of students' written speech is a long process, and the achievement of positive results primarily depends on the teacher.

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