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**ШЛЯХИ ФОРМУВАННЯ ПИСЬМОВИХ НАВИЧОК ЯК ФОРМИ
КОМУНІКАЦІЇ АНГЛІЙСЬКОЮ МОВОЮ СТУДЕНТІВ ВИЩОЇ ШКОЛИ**

**THE WAYS OF FORMING OF WRITTEN SKILLS
AS A FORM OF COMMUNICATION OF THE ENGLISH LANGUAGE
OF STUDENTS OF HIGHER SCHOOL**

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ABSTRACT

The problem of formation of English written language skills during English language teaching in high school was considered in the work. Studies have shown that the formation of English written language skills plays an important role in the process of learning and mastering a foreign written language at a senior stage.

Considering the theoretical aspects of the formation of written skills, namely: the concept of foreign written language, goals and content of learning to write, ways and means of forming a foreign written language, we can conclude that learning to speak is inextricably linked with learning other speech activities. Writing skills allow to preserve language and factual knowledge, serve as a reliable tool for thinking, stimulate speaking, listening and reading in a foreign language. It is noted that in recent years the role of writing in foreign language teaching is gradually increasing, and, in a sense, writing is beginning to be seen as a reserve in improving the effectiveness of foreign language learning. One cannot ignore the practical significance of written language communication in the light of modern means of communication, such as e-mail, the Internet, etc. In the latter case, writing as a form of linguistic communication develops on the basis of only authentic material.

It is emphasized that if you correctly define the goals of learning writing and writing, take into account the role of writing in the development of other skills, use

exercises that fully meet the goal, perform these exercises at the appropriate stage of learning, then oral speech gradually becomes richer and more logical.

Thus, based on the above statements, we can conclude that the main purpose of the work – to analyze the skills of written speech and their formation at the senior stage of learning English in high school - has been achieved, as well as the tasks. The classification of written skills was studied, the base of exercises was considered, the evaluation criteria were identified and the requirements and indicators of the formation of written skills were analyzed.

Key words: writing, skills, communication, learning process, skills.

Written language is a special form of language in which its elements are fixed on paper (or other materials) by drawing graphic symbols (graphemes) that correspond to the elements of oral speech (Basina, 2007).

Introduction. Mastering a written language in a foreign language for many years was not the goal of schooling due to the dominant position of oral speech in programs and the complexity of mastering such skills (with a limited number of hours) and accordingly this aspect was not reflected in domestic teaching and learning complexes. Writing functioned only as a means of teaching other types of language activities, which allows students to better master the program language material, as well as a means of controlling the formation of language skills and abilities of students. Meanwhile, the written form of communication in modern society performs an important communicative function. Therefore, today the relationship between writing and teaching students the ability to express their thoughts in writing has changed dramatically. Writing as a learning goal is present in programs for all types of educational institutions, at all stages of learning foreign languages.

Methods and methodology of work. The methods of research include the analysis of scientific literature and on its basis we made the conclusion.

The relevance of the work is determined by the fact that the writing process is quite complex for the student. There are many problems for everyone: how to prepare a student for written language, what to focus on, what not to hurry and why something does not work out or does not work out very well. It is necessary to imagine what is the process of written language, how its skill is formed and what skills a student should have for this (Bim, 1999: 5).

The object of the research is the teaching of written language in English to higher school students.

The subject of the research is the process of teaching English written speech taking into account the specifics of teaching in higher school.

The purpose of the work is to analyze the skills of written speech and their formation in teaching English in high school. Tasks of work:

1. To study the classification of written skills.
 2. Consider the base of exercises for the development of writing skills.
 3. Identify criteria for assessing writing skills.
- Analyze the requirements and indicators of the formation of writing skills.

The analysis of scientific works. The theoretical and methodological basis of the study are the works of domestic and foreign scientists in the field of psychology, language didactics, pedagogy, methods of teaching foreign languages (N. Bagramova, G. Baev, V. Baidenko, M. Bakhtina, I. Bim, L. Vygotsky, N. Galskov, N. Gez, N. Grishanov, P. Gurvich, G. Elizarova, N. Zhinkina, I. Winter, R. Kaplan, Y. Kolker, Y. Komarova, M. Kopylovskaya, N. Koryakovtseva, L. Kuzmina, A. Leontiev, O. Leontiev, I. Lerner, M. or T. Lillis, A. Luria, M. Litaeva, A. Matyushkina, L. Moskovkina, E. Passova, E. Polat, S. Rubinstein, V. Skalkina, E. Solovova, B. Street, L. Tarnaeva, I. Khmelidze, A. Khutirsky, B. and N. Chicherina, S. Shatilova, A. Schukin).

Results and discussions. Writing is productive analytical and synthetic activities associated with the generation and fixation of written text (Yakushev, 2000).

Writing arose on the basis of oral language as a way to preserve linguistic works in time, as a repository of human knowledge and experience, as a mirror of culture and traditions of each country. Just as the individual consciousness contains its own mechanisms of memory, the collective consciousness, realizing the need to record something common to the whole team, creates the mechanisms of collective memory. These include writing (Basina, 2007).

Written language in both linguistics and methodology is seen as a process of expressing ideas in graphical form. Often in the methodology the terms «writing» and «written language» are not opposed. The term «letter» may include both writing and written language. In the English methodological literature, these two concepts are also not opposed (for example: writing as a means, writing as an end) (Bim, 1999).

The senior stage of school should provide more intensive development of the ability to master writing in different communication situations. The subject matter and volume of written expressions are expanding, and the qualitative characteristics of texts are improving. The content of education at this stage should be more informative and based mainly on authentic material: samples of epistolary type – texts of letters, postcards, as well as articles from newspapers and magazines for adolescents in order to use them as samples for the development of the following skills:

1. to inform a foreigner about himself, his family, school, city, about his interests and hobbies;
2. request identical information from your recipient;
3. write an article / letter in a newspaper or magazine, adhering to the accepted norms of the country of the language being studied;
4. report in the questionnaire / form the basic information of a personal nature;
5. make working notes after reading the printed text (make a plan, write out keywords, language formulas, etc.) in order to further use them in written expression (Milrud, 1996).

The main goal in teaching the technique of writing in a foreign language at school is to create in students graphic, calligraphic and spelling skills. Graphic and calligraphic skills are the skills of writing all letters (graphics) and letter combinations (calligraphy) of a given language both separately and in coherent written speech.

Letter is a means of learning a foreign language, the initial stage in the development of productive written speech. The letter as the purpose of training is provided in programs of schools of various type at all stages of training.

The final requirements are the development of skills to express their thoughts in writing, ie to use the letter as a means of communication.

Depending on the purpose, it is customary to distinguish two levels of productive written speech:

- educational written language;
- communicative written language.

Educational written language means the implementation in writing of language and conditional speech exercises aimed at mastering productive lexical and grammatical skills, as well as language skills.

Communicative written language is an expressive type of language activity aimed at generating a language message in writing. The purpose of teaching communicative written language is the development of skills to create different types or genres of written messages – texts (Tsetlin, 2000).

It should be borne in mind that when we talk about writing as an independent type of language activity, we are talking about written language. The purpose of teaching writing in this context – to teach students to write in a foreign language the same texts that an educated person can write in their native language, and any text written by the author – is the expression of ideas in graphic form. What texts can a person write in his native language, which means that ideally the ultimate goal should be to learn to write in a foreign language? It may be:

- filling in questionnaires;
- writing various letters and answers to them, including both personal and official;
- autobiography / resume;
- writing applications (including employment, enrollment, etc.);
- writing reviews;
- writing annotations;
- writing reports;
- writing works / essays;
- writing greeting cards;
- writing notes, etc.

In these types of texts, special attention is paid to the content of the message and its structural organization. The author must remember the purpose of such a written text, take into account the nature of the reading audience and. to choose language means accordingly, to build a composition, etc. But practically the same requirements are put forward to

oral speech, or more precisely, to a monologue form of communication, because the monologue is the closest in essence to written speech. As already mentioned, the monologue must be purposeful, logical, complete, continuous, expressive, independent. The structural design and choice of language tools should correspond to its task, the nature of the audience, etc. (Basina, 2007).

Written language at the stage of high school should be divided into two types: written language activities of students in learning a foreign language and written monologue.

Written speech activity is a purposeful and creative action of thought in a written word. The purpose of teaching written speech is the formation of students' written communicative competence, which includes mastery of written signs, content and form of written work of language.

Tasks that are solved in the teaching of written speech, associated with the creation of conditions for mastering the content of learning to write. These tasks include the formation of students' necessary graphic automatisms, speech skills and ability to formulate ideas in accordance with the written style, expanding knowledge and horizons, mastering the culture and intellectual readiness to create the content of a written work of language, forming authentic ideas about subject content, language style and graphic form. text.

In the process of learning to write, it is important to ensure maximum control over the graphic performance of a written work of language. In order to make the writing of short written works of language manageable, the method of filling in the gaps from the proposed options is used. For example, in the following note, gaps are made and possible options for filling them are given:

Dear Liz, Mum, Dad and I have gone to the ... so could you ... because ... (shop, garage, baker's, let the dog in, wait for us, it is freezing, they are expecting it, there is no way we can give you a key). When completing the task, it is possible to fill in the blanks on the content. Possible answers are not given, and students try to guess the meaning of missing words from the context, as well as the usual phrases.

The final requirements for the teaching of written speech include the formation of students' ability to practically use a foreign language letter as a way of communication, cognition and creativity in accordance with the achieved program level mastery of a foreign language.

Written monologue speech can be used in various forms: in the form of a written message, report, written story, written expression of thought or reasoning, etc. In all these cases, the structure of written speech differs sharply from the structure of oral dialogic or oral monologue. These differences have many psychological grounds.

Written monologue speech is a language without an interlocutor, its motive and intention are completely determined by the subject. If the motive of written speech is contact (tact) or desire, requirement, the student must imagine the mind of the person to whom he is addressing, imagine his reaction to his message. The peculiarity of written speech is that the whole

process of control over written language remains within the activities of the student, without correction by the listener. But in cases where written language is aimed at clarifying the concept, it has no interlocutor, a person writes only to realize the idea, to verbalize his idea, to develop it without any even imaginary contact with the person to whom the message is addressed.

Thus, if you look closely at all the proposed groups of exercises, it becomes obvious that the exercises in the formation of writing skills are divided into preparatory and language. Preparatory exercises in most cases include language exercises performed by students without a communicative task. At the initial stage of developing the skills of calligraphy and spelling without mechanical exercises, apparently, can not do, although they can be embodied in game forms. This does not mean that they must be performed unconsciously: the role of rules in the formation of these skills is quite large (Tsetlin, 2000).

Spelling and calligraphy skills in themselves have no situational correlation. But this does not mean that the technique of writing should be developed in isolation from the language, ie in the process of writing. It is desirable to move as soon as possible to writing exercises and improve their calligraphy and spelling skills.

The main types of exercises for the formation of written skills:

1. Write-off. Forms and improves the technique of writing, especially if carried out as a spelling of words, parts of phrases and phrases from memory. May be accompanied by sound and letter analysis.

2. Recording by ear. Today, spelling dictations are not common in education. They take a lot of time. The experience of special training has shown that the recording of speech material by ear from a single presentation, if it is conducted from the very first stage of learning regularly, has a positive effect on the development of the qualities of language skills and even eliminates the need for special spelling dictations.

3. The so-called free and creative dictations are the initial exercises in the development of the ability to write.

4. Exercises directly writing (writing a letter, notes to a wall newspaper, a description of the event, etc.)

5. Exercises-games (crosswords, riddles, etc.)

6. Drawing up plans-stories of the text as a support for the further transfer of its maintenance.

7. Compilation of a short annotation of what is read.

Thus, we can conclude that there are a large number of exercises for teaching written speech, which, in turn, facilitates the work of the teacher in developing a lesson on the formation of writing skills.

Conclusion. Written language is a complex type of speech activity that has a certain meaning, product, result, form. The mechanism of internal speech underlies written language and determines its nature and stages of learning. Written language is a private way of realizing speech activity in the process of which thoughts for others, formulated as a text, are formulated, expressed and transmitted. It is important to develop thinking as an object of

learning and control of internal language, because the subject of written language activity is thought, inference, as a form of reflection of the relationship of objects and phenomena of reality.

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АНОТАЦІЯ

У роботі була розглянута проблема формування умінь з англійської писемної мови під час навчання у вищій школі.

Розглянувши теоретичні аспекти формування вмінь писемного мовлення, а саме поняття іншомовної писемної мови, цілі та зміст навчання письма, шляхи і засоби формування іншомовної писемної мови, можна зробити висновок про те, що навчання писемного мовлення нерозривно пов'язане з навчанням іншим видам мовленнєвої діяльності. Вміння писемного мовлення дозволяють зберегти мовні та фактичні знання, слугують надійним інструментом мислення, стимулюють говоріння, слухання і читання іноземною мовою. Зауважено, що в останні роки роль письма в навчанні іноземної мови поступово підвищується, його починають розглядати як резерв у підвищенні ефективності навчання іноземної мови. Не можна не враховувати і практичну значимість писемного мовного спілкування в світі!

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сучасних засобів комунікації, таких, як електронна пошта, інтернет і т.п. В останньому випадку письмо як вид мовного спілкування розвивається на основі тільки автентичного матеріалу.

Підкреслено, якщо правильно визначити цілі навчання письма та писемного мовлення, врахувати його роль у розвитку інших умінь, використовувати вправи, які повністю відповідають меті, виконувати їх на відповідному етапі навчання, то усне мовлення поступово стає багатшим і логічнішим.

Таким чином, на підставі вищесказаних тверджень можна зробити висновок, що основна мета роботи – проаналізувати вміння писемного мовлення і їх вплив на формування навичок англомовної комунікації – досягнута, так само виконані поставлені завдання. Вивчено класифікацію умінь писемного мовлення, розглянута база вправ, виявлено критерії оцінки та проаналізовані вимоги та показники сформованості умінь писемного мовлення.

Ключові слова: письмо, навички, комунікація, процес навчання, вміння.