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Mukusheva G.R. Zhumagalieva A.A., Gisa Dana. The Features of Teaching Writing by Immersion in the Language

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***Abstract.** The article is devoted to the formation of students' communicative competence, which includes knowledge of written signs, spelling of words, vocabulary and grammar, composition of written texts, the ability to create different types written communications, possession of the content and form of written works of speech, ways to express thoughts in writing.*

***Keywords:** foreign language, writing, knowledge, linguistics, letter, teaching, speech, reading, graphic signs, communication, skills, grammar, vocabulary.*

As a result of global changes in society and around the world, the role of a foreign language has changed in the system of education, and from an ordinary academic subject it has become the basic element of the modern education system.

Writing is a complex speech skill that allows with the use of system graphic signs to provide people communication [1,128]. This is a productive activity in which a person records speech for transferring to others. The product of this activity is speech or text intended for reading. Written speech is one of the ways of forming and formulation of thought.

The following analyzers are involved for implementing the writing skill: motor (main), visual, speech-motor, auditory (secondary).

Writing, like speaking, consists of an incentive-motivational, analytical-synthetic and executive parts. In the motivational part, a motive acts as a need, a desire to enter into communication, to convey something in writing, provide any information. The writer has plan statements.

There is a selection of words needed to compose the text, distribution of subject features in a group of sentences, selection predicate or core part in the semantic organization of relations between proposals in the analytical-synthetic part.

In linguistics, writing is understood as a graphic system as one of the forms of the plan of expression. Under the written language is understood the literary style of speech. In psychology, writing is considered as a complex process in which there is a ratio of speech sounds, letters, and human speech movements. Writing is the process of expressing thoughts in graphic form.

In the methodology, writing is the object of mastering students graphic and spelling systems of a foreign language to fix the language and speech material in order to better memorize it and as assistant in mastering oral speech and reading, because writing is closely related to reading and oral speech. The basis of written speech is oral speech. In both cases, the result will be an understanding of the message by other people. Writing is related to reading. They are based on single graphics system languages. For writing, as well as for reading, graphically phonemic correspondences are established.

They only have a different orientation: reading from letters to sounds, writing from sounds to letters. In the first case, there is decoding or decryption, in the second-encoding, encryption of the message.

An integral part of intercultural communication is command of the written language. In this regard, the section "Letter" became mandatory part of the exam.

In spite of the needs of society for professionals, fluent in written speech in a foreign language, the majority high school graduates are not ready for written intercultural communication.

Despite the fact that the section "Letter" is introduced in a Single state exam, the method of teaching writing is not developed at such a level as to form a foreign language communicative competence of students.

The above contradiction led to the formulation the problem, the essence of which is how and how should be organized training in foreign language writing students in middle and high school to form a foreign language communicative competence.

The letter appeared on the basis of sounding speech, as a repository of human knowledge and accumulated experience as a mirror of culture and traditions of each country. It plays an important role in teaching foreign language. The problem of teaching foreign language writing was dealt with by a number of domestic and foreign researchers such as: Vygotsky L. S., Lyakhovitsky M. V., Mirolyubov A. A., Zimnaya I. A., Luria A. R., Bogoyavlenskiy, D. N., Galskova N.D., Solovova E. N., Elkonin D. B., Friedman L. M.

The above scholars give different definitions of writing, but all they emphasize that the letter is extremely multifaceted and complex phenomenon. Consider a number of definitions of writing and writing in different authors'.

Passov E.I., the letter is one of the main independent types of speech activity, which can be carried out on two levels: reproductive and productive [2, 23].

According to Fokina K.V. writing is a complex speech skill that allows means of a system of graphic symbols to help people [3,158].

Solovova E. N., letter is a complex speech ability, additional to sound speech is a means of communication, which is carried out by means of systems of graphic signs [4, 190].

Galskova N.D. defines the letter as productive analytic synthetic activities related to continuation and fixation written text [5, 250].

Parrota M.A. and Leontiev A. N.: "Writing is a complex speech the ability that allows using of systems of graphical signs to provide communication of people". "Written speech is the ability to combine words in writing to express their thoughts in accordance with communication needs" [6, 77].

Writing is a productive activity in which a person records speech for the purpose of transmitting it to others. The product of this an activity is a speech work or text designed to reading. Based on this definition, consider writing and written speech as a type of speech activity and as a product.

As a type of speech activity writing and written speech is based on the ability to write. The ability to write is a complex phenomenon based on the following skills:

- 1) the inscription of signs of writing (i.e. calligraphy);
- 2) correct transcoding of speech sounds into adequate graphics signs (i.e. spelling);
- 3) construction of a written statement (i.e. composition);
- 4) lexical and grammatical writing skills.

Skills the first and the second groups can be called technique letters. The skills of the third and fourth groups will be slightly different, both in composition, and in quality.

The main methods of teaching foreign language writing and writing speech are exercises and tasks. There is always a goal in the exercise. The exercise is aimed to improving the method of execution actions. It is important that each exercise forms the corresponding skill, or one of its qualities, and it was developed by some skill, reached some intermediate goal in these processes.

Tasks and exercises are closely related to each other and form complex. It can be said that the complex of tasks and exercises lies in bases of learning system and is organized and interrelated student actions aimed at achieving specific learning goals in the formation of skills and abilities. Mandatory characteristics of the complex tasks and exercises are: scientific and communicative orientation of the whole system, interdependence of tasks and exercises, their availability, consistency and repeatability of language material and speech actions.

We took as a basis the definition of Shatilov S.F.: Complex exercises and tasks are a set of necessary types, tasks and exercises that are performed in a certain sequence, taking into account the regularities of formation and improvement of skills and abilities in different types of activity in their interaction, and providing the highest level knowledge of a foreign language in the given conditions [7, 223].

These exercises and tasks are complex that is built on the following principles:

- 1) increasing difficulty;
- 2) structurality (i.e. classification by genera, species and types);
- 3) distinguishes the complex integration of tasks

The tasks of teaching writing are related to the creation of conditions for mastering the content of teaching writing, include formation of necessary graphic automatics in students, speech-

making skills and abilities to formulate a thought, expansion knowledge and horizons, the mastery of the culture and intellectual readiness create the content of a written work of speech, the formation of authentic representations of the subject content, speech style and graphic form of written text.

The linguistic component of the content of teaching writing includes graphics, spelling, writing (copying reproduction, production), written speech in a limited volume (questionnaire, form, postcard, letter). Compensatory skills include the ability to paraphrase a statement, Express a complex idea in simple language means, rely on the text to find the necessary information.

Learning writing techniques includes mastering the alphabet, graphics, spelling and punctuation. Writing (writing technique) is a means of teaching foreign language speech, an initial stage in development productive writing.

The purpose of learning a foreign written language is formation of students' communicative competence, which includes knowledge of written signs, spelling of words, vocabulary and grammar, composition of written texts, the ability to create different types written communications, possession of the content and form of written works of speech, ways to express thoughts in writing.

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