

выдающимися русскими поэтами А.С.Пушкином, В.А.Жуковским он бывал на казахской земле. В статье представляются вниманию сведения о жизни и творчестве В.И.Даля на основе исследовательских работ.

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NEWS

OF THE NATIONAL ACADEMY OF SCIENCES OF THE REPUBLIC OF KAZAKHSTAN

SERIES OF SOCIAL AND HUMAN SCIENCES

ISSN 2224-5294

Volume 3, Number 301 (2015)

Development of foreign language written speech

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Key words: communicative competence, linguistic competence, cultural competence, lexical and grammatical skills, expressive form, discourse, expressive writing, social orientation.

Abstract. In this article it is considered problems of foreign written language. Also main objectives of teaching of written language, a problem of training, development of communicative written language are described. Importance of studying of word formation which is that the use of prefixes and suffixes is one of the main most productive ways of replenishment of a lexicon of English. The main types of expressional written language depending on its appointment and the sphere of functioning are allocated. It is analysed manuals of teaching English written language of students which showed that now such tutorials as printing grants are developed insufficiently. In this regard one of ways of overcoming of the above-named problem is development of the methodical system of training including the purposes, the contents, system of exercises and a tutorial, directed on formation of communicative competence of area of foreign-language written language on creation of a written discourse.

УДК 1751

Развитие иноязычной письменной речи

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Ключевые слова: коммуникативная компетенция, лингвистическая компетенция, лингвострановедческая компетенция, лексико-грамматические навыки, экспрессивный вид, дискурс, экспрессивная письменная речь, социальная направленность.

В данной статье рассматривается проблемы иноязычной письменной речи. Также описываются основные цели обучения письменной речи, задачи обучения, развитие коммуникативной письменной речи. Важность изучения словообразования которая заключается в том, что употребление префиксов и суффиксов является одним из основных наиболее продуктивных способов пополнения словарного запаса английского языка. Выделены основные типы экспрессивной письменной речи в зависимости от ее назначения и сферы функционирования. Проанализирован учебные пособия по обучению английской письменной речи студентов, который показал, что в настоящее время такие средства обучения как печатные пособия разработаны недостаточно. В этой связи одним из путей преодоления вышеназванной проблемы является разработка методической системы обучения, включающей цели, содержание, систему упражнений и средства обучения, направленной на формирование коммуникативной компетенции в области иноязычной письменной речи по построению письменного дискурса.

As harmoniously developed expert has to combine all-professional and special knowledge with good knowledge of humanitarian disciplines, development of foreign-language written language as it promotes personal development of the student, increase of its competitiveness is of great importance. Written language which researchers call "algebra of the speech", its highest and most difficult form, acts as the indicator of cultural development [1].

The problem of learning a foreign language writing for a long time did not attach much importance in any educational or scientific environment. Most often, she performed as an adjunct to other types of training speech activity - speaking, reading, listening.

The situation has now changed. In international communication involves a large number of people of different professions, ages and interests. To receive any necessary information found in any part of the globe, provides a global network the Internet. It is characterized by the emergence and widespread social services and services aimed at communication between people. Now, for example, such social services as YouTube, International Tandem Network, the Web 2.0 enjoy wide popularity. In addition, e-mail, video and web conferencing create conditions for communication. Learners are able to communicate on the network in the target language [2].

Due to the current trends of development of society there are new approaches to training in foreign languages. In particular authoritative domestic teachers E.I. Passov and N. E. Kuzovleva considered that "some objects of speaking are included in the letter as both kinds of activity on character are productive. Abilities to be expressed completely, logically, coherently, productively, ability to transfer read, heard, seen are that. Moreover, ability to be expressed completely, logically and coherently for the letter is more significant, than for speaking" [3].

The modern pedagogical science offers special training methods and tools which focus trainees on ways of adequate representation of results of their creative activity in the written text and promote further development of their creative potential [8, p.35].

Change of requirements to professional abilities of modern experts caused need to arm them with modern technologies and the professional tools corresponding to their qualifications [4].

However, many researchers have noted the deterioration of the quality of writing in English. Analysis of the written works of the students of British universities has shown that in most cases there is an enormous number of spelling and punctuation errors. Moreover, a decrease in the ability of students to write related logically arrayed, competent written texts [5].

There are cases when employers are dissatisfied with the level of literacy of working professionals, as well as their ability to logically and clearly written statements to build a foreign language. Therefore, many employers pay great attention to the training of workers to the rules of spelling and punctuation, standards writing various written statements. For example, executives are forced to teach Russian-speaking staff rules of spelling and punctuation, as well as standards and regulations for constructing sentences written in English.

This problem arises because the insignificant place in educational process is allocated for training of foreign-language written language, and manuals don't provide its stage-by-stage development. Therefore, improvement of a technique of training of written language in higher education institutions is the requirement of time.

Education of students of written language is realized in the course of mastering students a set of the corresponding knowledge, speech skills and communicative abilities necessary for creation of the written text serving as a means of communication both in the professional sphere, and in everyday life.

We agree with I. L. Kolesnikova and O. A. Dolgina's opinion that both in foreign, and in a domestic technique the term "Writing" is traditionally used for designation of any educational and speech activity connected with a graphic code. The role and a place of the letter when training are defined by concrete purposes of training. But it is necessary to notice that in a domestic technique the term "Writing" is often used in narrow value "Equipment of the Writing" (Mechanics of writing), i.e. training of a foreign language in graphic and spelling systems [6]. While teaching writing involves mastering graphics, spelling, word formation, punctuation, a set of speech intention to express ideas in a coherent form. Therefore, learning a foreign language writing should be done comprehensively, taking into account the orthographic, lexical, grammatical and stylistic norms of a foreign language; developing general and communicative (linguistic, socio-cultural, pragmatic) competence.

The main goal of teaching foreign productive writing is to form a linguistic, communicative, cultural competence. Linguistic competence includes knowledge of the language and the rules of its functioning in the process of foreign language communication. Communicative competence in a foreign language written language provides the ability to perceive and generate foreign language written language in accordance with the terms of communication. Formation of this competence implies the development of skills to create these types of genres and written communications - texts as a formal letter and an essay, functioning today in the process of intercultural communication that may be required for students in their professional activities, as well as for personal use. Cultural competence includes the knowledge of the main features of the socio-cultural development of the country the language and the ability to carry out written communication in accordance with it.

Proceeding from the purposes of training of foreign-language productive written language the following tasks are put in the forefront:

The educational:

- to develop and fix skills of the correct letter (spelling, a punctuation, etc.);
- to improve knowledge of colloquial formulas and ways of their presentation in various situations of written communication;

- to study features of the written register of a foreign language;
- to fulfill lexical and grammatical models;
- to expand an active lexical stock and to improve ways of its presentation.

The developing:

- to develop creative thinking;
- to promote practical application of the received skills.

The upbringing:

- to bring up moral views and belief;
- to develop historical consciousness – conscious participation in last and current events the events both in the country and beyond its limits;

- to promote education of the spontaneous and self-actualizing personality.

The above-mentioned purposes and tasks are found the reflection in a technique of teaching foreign-language written language.

In a domestic technique there are such concepts as "educational written language" and "communicative written language".

We note that educational written language is understood as performance of language and conditional and speech exercises in writing [6]. These types of exercises are directed on mastering lexical and grammatical skills and speech abilities.

While communicative written language (writing for communication) is a "kind of expressive speech activity aimed at the generation of verbal communication in writing" [6]. Development of communicative writing occurs through learning the written language, which is based on the technique of writing, as well as generated graphics and spelling skills. The principal aim of this kind of writing is to develop the ability to create various types of written communication for educational, professional activities.

Thus, it is necessary to pay attention to the training of writing, as it is the basis of communicative writing skills and contributes to the formation of spelling and punctuation skills, improve grammar and conversational formulas enhances active vocabulary of learners.

Training of spelling is an integral part of written practice as the knowledge of the principles of English spelling allows to learn elements of writing and group of words in which the same options meet, and to avoid spelling errors of words.

Importance of studying of word formation is that the use of prefixes and suffixes is one of the main most productive ways of replenishment of a lexicon of English.

It is extremely important to teach students English punctuation, since the alignment of punctuation causes particular difficulties, because there is such a thing as interference. Besides the Internet and text messages have a negative impact on the correct punctuation. It punctuation helps to convey the value of what has been said, to understand the subtleties of the text, as well as indicate certain grammatical features.

The importance of teaching students variability of expression of intentions (opposition, transfer, comparison, etc.) caused by the need to communicate logically separate part of the statement together.

Besides, it is necessary to consider degree of independence of the trainee during the work on development of foreign-language written language. So, there are such concepts as "controlled written language" (controlled writing) and "independent written language" (free writing).

Controlled written language substantially leans on substantial language support. While independent written language differs in freedom of the written messages trained in definition of the maintenance of a language form. [6]. In other words, trainees have to know substantially features of the written register of a foreign language that assumes ability to choose type of the written message according to the set communicative situation.

Types of written messages (written genres) are often considered as a product of speech activity in writing. They are object of training in written practice.

After T. Hedzhem (T.Hedge) it is possible to allocate the main types of expressional written language depending on its appointment and the sphere of functioning:

- academic written language - written language, which is used for academic purposes, for example, abstracts and notes, reviews, essays, etc.;

- business written language - written language, which is used for professional purposes, such as business letters, announcements (advertisements / public notices), business notes, articles etc .;
- written language of social orientation (social writing) - the written word, which is used to maintain the social importance of communication, for example, notes, private letters, e-mail messages, etc .;
- written speech personal orientation (personal writing) - the written word, which is used to support communication for personal purposes, such as records of addresses, recipes, etc .;
- creative written speech (creative writing) - written language, which is used for expressive written communication and expression of feelings and emotions of the author, for example, the poems, stories, etc. [6].

However, analysis of textbooks to teach English writing skills of students showed that currently learning tools such as printed manuals developed enough. In this regard, one of the ways to overcome the above problem is to develop a methodical system of training, including objectives, content, system of exercises and training tools aimed at the formation of the communicative competence in a foreign language writing by the construction of written discourse.

It is obvious that learning a foreign language writing is one way to improve the competitiveness of the labor market specialist. In this connection it is necessary to create a comprehensive manual on foreign language writing, which would focus on all aspects of the written language, including spelling, word formation, punctuation, etc.

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Шет тілдегі жазба тілінің дамуы

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әл-Фараби атындағы ҚазҰУ гуманитарлық факультеттерге арналған шет тілдер кафедрасының аға оқытушысы,
Алматы қаласы, Қазақстан

Бұл мақалада шет тілінің жазба мәселесі талқыланады. Сонымен қатар, шет тілінің үйренуіндегі негізгі мақсаттарын, оның оқыту мақсаттарын және коммуникативті жазуының дамуын қарастырады. Префикстер суфикстерді пайдалану ағылшын тілі ең жемісті сөздік қорын толықтыру негізгі тәсілдерінің бірі болып табылады деген сөз қалыптастыру зерттеуінің маңыздылығы. Функцияларына, оның мақсаттары мен көлеміне қарай экспрессивті жазба негізгі түрлері көрсетілген. Баспа нұсқаулықтарды ретінде қазіргі уақытта мұндай оқыту құралдары көрсеткендей, студенттердің ағылшын жазу дағдыларын үйрету оқулықтар жеткіліксіз дамыған. Осыған орай, жоғарыда аталған проблеманы еңсеру жолдарын бір мақсаттарға, соның ішінде оқыту, мазмұны, жазба дискурс салу арқылы шет тілін жазба коммуникативтік құзыреттілігін қалыптастыруға бағытталған жаттығулар мен оқыту құралдарының жүйесінің әдістемелік жүйесін дамыту болып табылады.

Түйінді сөздер: Коммуникативтік құзыреттілік, лингвистикалық құзыреттілік, мәдени құзыреттілік, лексикалық және грамматикалық дағдылар, дискурс, экспрессивті нысаны, экспрессивті жазу, әлеуметтік бағдар