

Writing in Methods of Teaching Russian as a Foreign Language

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Annotation: The article is devoted to the methods of teaching writing to foreign students. The groups of various exercises aimed at forming of written skills are sited.

Key words: methods, Russian as a foreign language, speaking activity, writing, written speech, system of exercises.

Modern theory and practice of training specialists of a new type, possessing high professionalism and capable of creative activity, are faced with the need to improve and systematize students' independent work in all academic disciplines. Its significance is supported by such trends in the modern educational process as dynamism and differentiation of learning [1]. The Russian language, like any other academic subject, should be an essential, personality-forming factor that is necessary for the diversified development of students and the full realization of their capabilities.

The development of speech activity of foreign students involves developing the skills of listening, speaking, reading and expressing their thoughts in writing. From a methodological point of view, writing for a long time was considered the “Cinderella of methodology” and was almost completely eliminated from the learning process, which, according to E.I. Passov [2], was a strategic miscalculation. Recently, the role of writing in teaching a foreign language is gradually increasing, and, in a sense, writing is beginning to be considered as a reserve in increasing the effectiveness of teaching. It is also necessary to take into account the practical significance of written speech communication in connection with the active development of modern means of communication, such as e-mail, the Internet, etc. Studying in Russia for foreign students and graduate students requires the ability to take notes in Russian, fill out forms,

Writing and written speech in the methodology of teaching Russian as a foreign language act not only as a means of teaching, but also as the goal of teaching a foreign language. Writing is the technical component of written language. Written speech, along with speaking, is a so-called productive (expressive) type of speech activity and is expressed in the fixation of certain content in written signs. The psychophysical basis of written speech is the interaction of the motor, visual, auditory and speech motor analyzers. Relying on all analyzers in training gives a significantly better effect. According to psychologists, material heard is absorbed by 10%, material seen by

20%, heard and seen by 30%, written down by 50%, when spoken by 70%, when teaching another by 90%. Psychologists believe that the basis of written speech is oral speech. Both speaking and writing can be traced from the idea (what to say) to the selection of the necessary means (what words are needed, how to combine them in a statement) and to the implementation of the idea by means of language, orally or in writing.

As you know, writing is closely related to reading. Their system contains one graphical language system. When writing, thoughts are encoded or encrypted using graphic symbols; when reading, thoughts are decoded or deciphered.

If you correctly determine the goals of teaching writing and writing, taking into account the role of writing in the development of other skills, use exercises that fully correspond to the goal, and perform these exercises at the appropriate stage of training, then oral speech gradually becomes richer and more logical.

Writing plays an auxiliary role in the development of grammatical skills, when performing written tasks from simple copying to tasks requiring a creative approach, which creates the necessary conditions for memorization. Without time to write, it is difficult for students to retain lexical and grammatical material in their memory.

The entire system of language and conditional speech exercises performed in writing refers to educational writing. Written statements, essays, creative dictations, drawing up plans and theses for a message on a given topic, writing personal and business letters, that is, written stories on given situations, belong to communicative writing

Written speech is considered as a creative communication skill, understood as the ability to express one's thoughts in writing. To do this, you need to have spelling and calligraphic skills, the ability to compositionally construct and arrange in writing a speech work composed in inner speech, as well as the ability to choose adequate lexical and grammatical means.

Teaching writing includes various types of exercises: speech exercises for learning to compose a written message; written and speech exercises for working with printed text; written and speech exercises, conditioned by the process of reading, listening and oral communication.

Written and speech exercises for working with printed text, in addition to the well-known exercises, may contain, as E.A. believes. Maslyko [3], the following:

- rewrite the text, excluding minor words and sentences;
- write a written message to the whole, real or imaginary addressee, using the content of the letter;
- prepare an outline of an oral presentation using a selection of texts on the topic or problem of the message.

When reading (viewing, familiarizing, studying), they are of interest, according to E.A. Maslyko, written exercises like:

- find in the text and write down the necessary information;
- provide a written overview of a topic or problem using various sources in Russian;
- compile annotations on articles in a special journal;
- by analogy with the article (its structure) prepared prepare material for proposed publication in a special journal;
- While reading literature (texts), make written notes for subsequent work with the material [3].

When perceiving foreign speech by ear (listening), students can make notes: 1) make a summary of the audio text according to a pre-proposed plan (using keywords); 2) make notes on the printed reference signals while listening to the audio text; 3) in accordance with a given communicative situation, select information from the audio text and write it down.

You can use free dictation. In this case, the teacher reads the audio text paragraph by paragraph, students write down what they remember; To make it easier to complete the task, a plan and keywords are given in advance.

The practice of writing allows you to transcribe printed text or audio text from memory, according to a plan, or make written proposals for solving a certain issue or a certain problem. The cycle of classes on the topic ends with a home essay (self-dictation - a written retelling of part of the text or the entire text).

The ability to express your thoughts in writing in a foreign language should be developed consistently and constantly. To solve this problem, there are a number of exercises of a reproductive and productive nature. The exercises offered, for example, by the German methodologist Gerhard Neuner, are compiled in a certain sequence from simple to complex, from reproduction to forming one's own opinion and position. All exercises are performed in writing. In our opinion, the following tasks are of interest:

- restore the beginning and end of the story;
- restore the dialogue based on individual "guiding" remarks;
- change the type of text (message to conversation, dialogue to description);
- describe an ambiguous situation in various texts and dialogues;
- explain the contradiction between textual and illustrative information;
- respond to the letter with a letter, telephone conversation, conversation, etc.

In modern Western methods of teaching writing and written speech in a foreign language, the so-called "creative writing" has become widespread. "Creative writing" refers to productive exercises of varying degrees of complexity, varied in form and content, often in a playful form. The distinctive features of these exercises are that they are necessarily performed in written form, the content is of a verbal creative or semi-creative nature, and they are interesting and exciting for both students and teachers. In them, poems by famous poets are played out, monograms are used, funny stories are written collectively, and letters are written to fictional characters [4]. We should not forget the three most important conditions when introducing creative writing in the classroom: learning objectives, principles, methods and techniques of teaching,

In Russian official textbooks on Russian as a foreign language there are a number of creative writing tasks, for example, writing a letter, filling out a questionnaire. They are performed partly on supports, partly by analogy.

Writing a letter is a very successful form of exercise that is multifunctional in nature. To learn to write a letter, you need to start with a series of speech exercises. At the first stage, exercises may be offered to memorize speech formulas, clichés used in writing, forms of written address to the addressee, ways of expressing gratitude, etc. This is followed by viewing the texts of the letters, identifying the patterns of various letters, highlighting individual phrases, supporting thoughts, and keywords. Students analyze the texts of letters, characterize their authors, determine the nature of the letter (personal, family, business, problem; a letter expressing gratitude,

congratulations, invitation, etc.), analyze the means of expressing thoughts in letters of different styles, means of transition from one thought to another, etc.

At the second stage, you can suggest creating a letter plan using sample phrases and keywords. Forms of address and other cliches must correspond to the content, structure and style of the letter.

At the next stage of work, students are asked to compose a collective letter, then thematic letters on given situations, letters of a varied nature (personal, family, business), a letter in response to a request or wish of the addressee. It is possible to compose letters to different recipients with different goals, but with the same content or with changes made to the same message text. You should work on composing questions for the addressee and determining their place in the letter [4].

Thus, to teach how to record oral speech, including how to write personal and business letters, fill out questionnaires, write a short and detailed autobiography, an application for admission to study or work, etc. - all this constitutes the main goals of teaching writing, which also plays a supporting role in teaching reading, speaking, grammar, and vocabulary.

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