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РОЗВИТОК КОМПЕТЕНТНОСТІ ПИСЬМА УЧНІВ СЕРЕДНЬОЇ ШКОЛИ НА УРОКАХ АНГЛІЙСЬКОЇ МОВИ В УМОВАХ ДИСТАНЦІЙНОГО НАВЧАННЯ

Анотація. Стаття присвячена вивченню шляхів розвитку компетентності письма учнів середньої школи на уроках англійської мови в умовах дистанційного навчання. Особливості та етапи формування компетентності учнів у письмі, а також психолого-вікові особливості учнів середньої школи були взяті до уваги. Переваги та недоліки впровадження дистанційного навчання були зазначені та проаналізовані. У статті розглянуто можливості використання Інтернет ресурсів в умовах дистанційного навчання.

Ключові слова: компетентність письма, дистанційне навчання, Інтернет-ресурси, психолого-вікові особливості, середня школа.

***Summary.** The article is devoted to the development of writing skills of secondary school students in English lessons in terms of distance learning. Features and stages of formation of students' competence in writing, as well as psychological and age characteristics of secondary school students were taken into account. The advantages and disadvantages of implementing distance learning have been identified and analyzed. The article also considers the possibilities of using Internet resources in terms of distance learning. The methodological foundations of teaching English in distance education were analyzed. The use of technological platform in the system of distance learning of English was theoretically substantiated. The formation of students' knowledge and skills during distance learning were analyzed. On the basis of comprehensive study of the problem of learning English in secondary school in terms of distance learning theoretically substantiated the possibility of using Internet resources in distance learning and their compliance with modern standards of education in*

secondary schools. The theoretical significance of the results is to create a methodology that involves the use of Internet resources in English lessons in secondary school, in accordance with the proposed exercises and games, designed taking into account the psychological and age characteristics of secondary school students. Methods of control and testing of students' knowledge in the conditions of distance learning are determined.

Keywords: *writing competence, distance learning, Internet resources, psychological and age features, secondary school.*

Due to Ukraine's accession to the international community, openness to foreign investment in tourism, education, industry and other sectors of the economy, the need to learn foreign languages, in particular English, has increased. That is why in today's conditions the importance of effective teaching of English, the search for new, more advanced approaches and technologies for their learning, which would ensure the achievement of high results.

Foreign language written competence is an effective means of forming a student's personality. This type of competence promotes the development of personal qualities of the student, increases the level of interest in mastering the language, allows to use not only the consciousness of the student, but also his feelings and emotions.

Therefore, the problem of forming the competence of writing in secondary school students has become especially relevant, which necessitates increased attention to the educational process of students.

The strongest argument for distance learning reforms is not only the constraints caused by the emergence of new diseases in the world, but also the rapid potential of students who do not have access to traditional teaching methods or specialized courses and their desire to acquire knowledge regardless of place of study or financial limitation.

Mastering a foreign language written competence has been an integral part of the practical goal of learning foreign languages in the secondary school of Ukraine for more than a decade. Modern textbooks in foreign languages, developed taking into account progressive trends, contain materials for teaching written language as a obligatory component, and the pages of professional periodicals regularly raise the issue of the effectiveness of the developed materials and finding new

ways to improve them.

Writing is defined as a sign system of language fixation, which allows with the help of graphic signs to transmit information at a distance and fix it in time; written speech is a form of language that is associated with the expression and perception of thoughts in graphic form; the concept of written competence implies not only the acquisition of the necessary knowledge, skills and abilities, but also the psychological readiness to use them. After all, psychological barriers often slow down the process of mastering writing. The student's foreign language written competence includes: adaptation to new ideas, respect for foreign language culture, ability to analyze and compare the phenomena of foreign language and own culture, etc. [1, p. 185-186].

For the effective formation of written competence it is necessary to provide internal and external conditions for the perception of written speech as a type of speech activity. Among the internal conditions can be noted the needs and motives provided by the didactic, methodological and specific principles of teaching for written speech. Among the external conditions, a special role belongs to the means of learning, in particular computer. Multimedia curricula designed in accordance with the principles of using technical teaching aids can perform educational, motivating, individualizing and control functions and provide methodological support for classroom and independent work of students.

Among the pedagogical conditions for the formation of English-language written competence should be noted: the teacher's focus on the values of intercultural dialogue, which can be manifested in cognitive, emotional and active aspects; intercultural competence of the teacher, pedagogical and personal tolerance, focus on the pedagogy of cooperation; designing the content of dialogue of cultures taking into account cultural educational information; taking into account the originality of the values of native culture, their relationship with universal values and other cultural values [6, p.16-17].

The formation of English-language communicative competence is facilitated by the saturation of the content of English language teaching with cultural information; organization of the learning process as a dialogue of cultures, use of the educational potential of folklore; use of interactive forms, methods and techniques of development of foreign

language speech activity; use of original textbooks; integration of traditional methods with the latest learning technologies [2, p.201-203].

There are three stages of work on the formation of foreign language speech competence in writing: 1) receptive, 2) receptive-reproductive, 3) productive. At the first, receptive, stage there is a reading of the sample text and its analysis, which students implement under the guidance of a teacher through a heuristic conversation. The receptive stage combines reading and writing. In the second, receptive-reproductive stage, students master the individual actions necessary to generate a new text (for example, learn to write an introduction to the text-description or the final part of the letter). At the third, productive stage, own texts are generated or secondary texts (annotations, abstracts) are created [3].

There are three groups of basic writing skills and, accordingly, three groups of exercises: I group of exercises - exercises for the development of writing skills of different types of writing (description, message / story and reasoning); II group of exercises - exercises for development of skills of writing of texts of academic genres of writing (plans, translations, reports, articles, essays, etc.); III group of exercises - exercises for the development of writing skills of different genres of written communication (notes, informal and formal letters, announcements, short autobiography, questionnaires, etc.) [5, p.49].

The ability to write is complex and covers skills in calligraphy, spelling, construction of written expression - composition (beginning, main part and ending), lexical and grammatical skills. The ability to write is developed throughout the school year in parallel and interconnected with the teaching of reading and speaking. The development of writing skills is carried out in a certain sequence. The role of writing varies at different levels of education. Thus, at the initial stage, the goal of mastering the technique of writing and mastering sound-letter correspondences is realized. These skills are necessary for the development of reading and speaking skills. At the secondary level, the main thing is to learn spelling in connection with the accumulation of new language material. At the same time, written speech is being developed as a means of promoting the formation of oral skills. At the senior level, previously acquired writing skills are improved along with the improvement of oral speech. A certain place is also occupied by work aimed at mastering the spelling of new language units. In addition,

written speech plays another important role - it becomes an aid in students' independent work on the language, in particular to create their own messages and thematic works.

Educating the rising generation is a very responsible task facing the school, the family and society at large. The education of students of different ages has its own specifics. It is known that adolescence needs special attention from teachers.

According to Kon I.S., the knowledge gained in the process of learning acquires special significance for the personal growth of a teenager. They become the value that provides a broader horizon, which allows them to take a certain status among peers. Assimilating the life experience of loved ones, the teenager begins to navigate well in the environment. For the first time in the transition age there is an independent focus on the search for new knowledge: together with peers the teenager goes to art and technical exhibitions, museums, goes to theaters, attends circles of technical creativity, travels [7, p. 230-232].

It is during adolescence that the inner attitude towards school and education changes. At this age there are new motives for learning: the desire to be educated, the desire to settle in the future, further learning, the desire for self-affirmation and self-improvement, the need to comply with the requirements of parents [4, p. 126-127].

For any learning, communication is an integral part of the pedagogical process and its effectiveness depends on the level of communication. Interaction between students and teachers in distance learning takes place within an artificially created communicative space. This space provides an established situation of interaction, in which there is a place, time and mutual desire for communication, aimed at achieving the goals of the learning process.

Feedback from the teacher is an important factor in learning. The child must see his successes and learn to work on mistakes. Success-oriented students are more likely to achieve their goals.

Distance learning creates new challenges for compliance with the norms and rules of academic integrity. The most important prevention of cheating is the moderation of the load, because quite often children write off due to lack of time, because there are too many tasks. Therefore, teachers during distance learning should predict the time that children will need to complete tasks.

Regarding the advantages of distance learning, in our opinion, these are: interactivity of learning, cost-effectiveness of distance learning, as well as the absence of the problem of purchasing educational materials and textbooks.

To provide distance learning to students, the teacher can create their own web resources or use other web resources of their choice. At the same time, it is necessary to provide students with recommendations on the use of resources, sequence of tasks, features of control, etc. To teach children about academic integrity, it is important to give correct references to the sources of information used.

When learning with personal devices, you should consider the variety of these devices and choose the resources that are most suitable for different platforms (personal computers, tablets, Apple mobile devices, Android, etc.). An important point is the need to register students on the web resource, because you should keep in mind information security and minimize the number of platforms on which we offer students and teachers to register. It is necessary to carefully read the rules of using platforms and, as far as possible, to minimize the amount of personal data recorded on them [8, p. 15-17].

Video conferencing, chat, blog, forum, social networks, Google Classroom platform, LearningApps.org (LearningApps.org) all these resources and platforms help to organize effective distance learning.

The use of modern information technologies can improve students' motivation to learn, their responsibility, level of self-realization, formation of communication skills and intercultural competence. This can motivate stronger students to help others and strengthen interaction between students.

The problem of formation of foreign language competence has both sociological and personal character, because a person can largely fully develop and realize their abilities only with a sufficiently high level of speech development.

The system of exercises is based on three types of exercises:

- 1) analytical (for the finished text), which mainly require text analysis or comparison of texts in writing;
- 2) reproductive and constructive, involving the transformation, change, addition and continuation of the text in writing;
- 3) creative, aimed at improving students' skills of monologue and

dialogic presentation of ideas, their understanding of the stylistic function of language, require a differentiated approach to the development of the culture of written speech, improving stylistic literacy.

Thus, the concept of «competence in writing» is the final stage of learning English from the standpoint of reading, listening and speaking. After all, the competence of writing is evidence that the student has reached a sufficient base of knowledge of a foreign language to conduct a certain level of communication.

Adolescence requires a lot of attention, thoughtful content and form of interaction between teacher and student. At this age, teachers often have conflicts with students, which is due not only to the age of adolescents, but also the fact that some teachers do not show the necessary flexibility in their relationships with middle school students, do not take into account their physical and mental development.

The use of distance education in secondary school students learning a foreign language is an important step forward in teaching students when schools cannot provide classroom learning due to, for example, an epidemiological situation, as happened in 2019-2020 and gaining knowledge in the traditional way, while maintaining flexibility and convenience and expanding the quality and efficiency of both methods of communication. It is by applying a combination of pedagogical knowledge and modern technologies that successful student learning can be realized. With the development of high technology in the world, the use of distance learning through electronic devices, the Internet, computers in the learning process is growing, and we must synchronize the traditional way with it and increase our ability to work with technology to expand knowledge. More and more teachers and students are learning about technologies, using them and incorporating them into their learning style, and these technologies provide practical and creative ideas and force them to create their own modern teaching methods.

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