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## ОСОБЛИВОСТІ ТА ЕТАПИ ФОРМУВАННЯ КОМПЕТЕНТНОСТІ УЧНІВ У ПИСЬМІ

Анотація. Стаття присвячена розвитку компетентності письма учнів середньої школи на уроках англійської мови в умовах дистанційного навчання. Особливості формування компетентності учнів у письмі, а також психологічні, психолінгвістичні та лінгвістичні фактори були взяті до уваги. Також у статті автором було подано порівняльну характеристику дистанційного та традиційного навчання учнів, та висвітлено основні їх спільні та відмінні риси.

Ключові слова: письмо, дистанційне навчання, середня школа, вправи, фактори.

**Summary.** *The article is devoted to the development of writing skills of secondary school students in English lessons in terms of distance learning. The notion of writing competence was identified. Peculiarities of students' competence formation in writing, as well as psychological, psycholinguistic and linguistic factors were taken into account. The article also highlights the comparison between distance and traditional learning. Distance and traditional learning have been identified and analyzed. Types of exercises were offered for teaching written speech. The importance of written speech was described. The formation of students' knowledge and skills during distance learning were analyzed. The question of the role of the teacher during distance learning was covered. Two language competencies - graphic and orthographic were mentioned. Theoretical and practical aspects of distance learning were considered.*

**Keywords:** *writing, distance learning, secondary school, exercises, factors.*

In a general sense, writing is a means of capturing and transmitting thoughts through written signs, letters and graphic symbols. From the

point of view of semiotics, it is defined as a special sign activity, ie as an artificially created system of graphic signs for the purpose of transmitting speech information [1]. In the methodology of teaching a foreign language, writing is not only a sign system of language fixation that allows to transmit information in space and consolidate it in time, but also a productive type of speech activity that provides expression in graphic form. In turn, competence in writing can be understood as the ability to implement communication in writing in vital areas for a certain age and communication situations in accordance with the communicative task [3, p.14].

Writing skills (expressing an opinion in writing) include: the ability to build sentences and texts; ability to ensure the integrity, coherence, completeness and addressability of written texts; stylistic skills that ensure compliance with the style and genre in which the text is written; ability to correctly compose the text of a certain genre and type (for example, the presence of introductory, main and final parts); ability to design written texts / documents as it is accepted in a certain foreign-language socio-cultural community; ability to concisely convey the content and meaning of the original text, etc. The formation of competence in writing is also influenced by the degree of development of students' intellectual skills, such as orientation in the situation in which the written text is perceived, predicting the reader's reaction; planning and programming (conclusion of a detailed semantic program) of speech utterances; logical construction of statements, arguments, generalizations, etc. ; awareness and control of writing operations, etc., learning skills, such as the use of electronic learning tools and organizational skills, such as self-study. In addition, for competence in writing, the ability to find a way out of a difficult situation in a shortage of language resources during the transmission of foreign language information in writing is important. This is the ability to paraphrase a statement, express a complex idea using simpler linguistic means, rely on the text to find the necessary information and so on.

In secondary school, the stage of systematic and consistent work with authentic educational materials begins, which provide normative mastery of communication, which contributes to the formation of sociolinguistic competence. Topics cover a variety of areas of knowledge, including those that have been the subject of either

lessons in other subjects (interdisciplinary links) or from one's own life experience. The share of independent work of students is growing, the types of educational activities are diversifying, speech situations are actively used, which bring educational communication closer to real conditions. Areas of communication, within which the theme of situational communication is determined, remain the same as at the initial stage: personal, public, educational.

The success of the formation of competence in writing depends on a number of factors, among which we will focus on the following.

**Psychological factors.** Since writing is the most conscious type of speech activity, which is entirely based on the thinking of the writer, an important role in teaching writing is played by the level of development of students' conscious processes, including thinking. The process of writing requires a high level of attention, its complete arbitrariness and awareness. Motivation and emotions of students during writing play no less a role, because the author's motivational and emotional attitude to his text directly affects the results. This is because if a student is passionate about writing, he or she is willing to put in a lot of effort to do it best. Therefore, for effective learning of writing it is important to create high procedural motivation in students.

**Psycholinguistic factors.** When designing a written statement, students' attention is shifted from the graphic and orthographic form of words to the semantic side of the statement. Students should make a plan-program of utterances (in internal or external speech), identify the logic of utterances, select from long-term memory language tools characteristic of writing, make the necessary replacements, combinations, make a whole from parts, and then expand the utterance into a whole structure. text in external speech. If necessary, make transformations both at the level of individual structures and at the level of the whole text, compare with the plan-program of expression. Performing all these operations causes students great difficulties, overcoming which requires special exercises to develop students' writing mechanisms.

**Linguistic factors.** To successfully master writing, a student must have a good command of oral speech - to be able to express their own thoughts, tell about something, compose a story based on a picture and so on. But if in oral communication the speaker can omit something, making up for it with facial expressions, gestures, intonation, then

in writing the statement should be specific and complete, as detailed as possible, correct in terms of language features of written texts of certain styles and genres to perform their communicative function. The inability to clearly intone one's speech requires the student to make a more careful selection of syntactic means, and the inability to use facial expressions and gestures requires a more rigorous grammatical design of written speech. All this requires automation in students' speech skills - lexical, grammatical and skills of understanding and using language in the text.

Actualization of the problem of formation of written competence places certain requirements on the process of teaching students. Thus, students must be able to express themselves in writing on a topic or situation in accordance with the goals, objectives of communication; correctly format the message depending on its form; effectively apply personal linguistic abilities, needs and goals. It is clear that the formation and development of these skills should take place in an environment that stimulates critical thinking and encourages students to form and express their own opinions.

Competence in writing technique actually includes two language competencies - graphic and orthographic. Tasks of learning writing techniques determine the presence of the following stages of mastering the ability to write in a foreign language: 1) learning graphics / calligraphy; 2) learning spelling. As for spelling competence, it is much more complex and really has certain stages. The first stage can be considered such actions of students as various kinds of writing down / writing out / entering of separate letters / graphemes; second - reproduction in writing of individual words / phrases; third - writing various kinds of dictations; fourth, the independent use of spelling rules when expressing one's thoughts in writing, where spelling skills must function.

The formation of competence in writing begins in primary school. At the end of 9th grade, primary school students must reach level A2 according to the curriculum for secondary schools. The program assumes that they are able to describe an object, person, event, phenomenon, object; write a personal letter (initially based on a sample), notes / messages, congratulations, invitations, announcements, and in 9th grade - a letter-message in the form of a story / description, expressing

their impressions and opinions about people, events, facts, etc .; maintain written communication with a real or imaginary friend from correspondence, expressing their impressions, opinions about people, events, objects, phenomena, facts; to convey in writing the information / content of what is heard, read, seen; fill in the questionnaire, etc. The volume of written expression is 16 sentences (grade 9) [3].

The purpose of teaching written speech is the formation of elementary communicative competence, which provides students with the skills of written communication in typical situations. The following types of exercises are offered for teaching written speech: • preparatory (language and conditional-communicative); • communicative (speech). They can be reproductive, reproductive-productive and productive. Preparatory exercises are used to master the language material in graphic design and to develop the skills of logical and consistent presentation of ideas. In these exercises, writing is a means of learning and improving grammatical and lexical skills and oral skills. Preparatory exercises include all types of language and conditional speech exercises that are performed in writing. For example, to master the language material in graphic design, you can perform such exercises as: changing the grammatical form, selection of lexical units, composing sentences, combining simple sentences into complex ones, substitution, transformation, expansion and completion of speech patterns, answers to different types of questions.

Preparatory exercises for the development of skills of logical and consistent presentation of ideas are carried out on the basis of texts for reading, a series of thematic pictures or based on the situation. They can be linguistic and conditionally communicative. Example of exercises based on the text: - write out the keywords for the topic from the text; - make a plan for the text (in the form of questions); - write a title for each paragraph of the text; - write sentences from each paragraph, which are the most important in content; - reduce the text to ten sentences using clichés; - translate the text in writing according to the plan; - come up with and write the ending of the story [5, p.20-21].

Communicative exercises are productive and aimed at students writing works, ie their own written statements on the topic, at the level of the text, without the use of supports. Communicative writing exercises are performed in middle and senior classes, except for writing

a letter and a postcard, which, according to the program, involves students from 3rd grade. Writing works is carried out in three stages: 1. Preparatory (planning stage) - students collect factual material for the work, develop a plan, think through the composition. 2. Speech stage (stage of formulation and design of the idea) - the work of students is associated with the selection of words, clichés, grammatical structures in accordance with the content of the work. 3. Stage of control - students re-read what is written, correct language and stylistic errors, make changes in the composition and so on.

Exercises for the formation of graphic competence, as a rule, receptive-reproductive non-communicative in the writing of individual letters, their combinations, words. Writing down may be preceded by certain explanations of the teacher regarding the typeface of the letter and demonstration of its writing by the teacher with repetition by students of his movements in the air [5, p.21].

The importance of written speech in the world methodological science increased in the mid-80's of the twentieth century, first in the methodology of teaching native languages, then - foreign. This is due to changes in society, the media. With the advent of the computer, fax, and e-mail, written speech has become an important means of human communication. The current school curriculum emphasizes that writing is the purpose and important means of learning a foreign language. As noted in the State Educational Standard for Foreign Languages, mastering writing involves achieving basic communicative competence, which provides students with skills in the most typical situations of everyday communication through writing [5, p.22].

The implementation of the conceptual foundations of language education requires the development of new approaches to defining the tasks, content and technology of foreign language teaching in secondary school. Middle school students must have written skills. The purpose of teaching writing is to form in students the skills and abilities to properly design their own speech, logically and reasonably express their thoughts both orally and in writing. In the process of mastering a foreign language, the relevant skills must be constantly improved.

In today's world, the term «distance learning» originated from the needs of society and in a short period of time combined all the benefits of using modern technologies in the educational process, namely the use

of social networks and multimedia with traditional methods. Ukrainian legislation supports the rapid development of distance education. This is confirmed by various provisions and regulations of Ukrainian legislation on this topic, namely the Law of Ukraine «On Education», «Concept of distance education in Ukraine», «Regulations on distance learning», the state program «Education» and others. [2].

The main tasks in the process of learning foreign language competence are:

a) clarification and substantiation of methodological conditions and methods that will contribute to the formation of foreign language competence of students;

b) development of a system of exercises for the conscious assimilation by students of the language tools necessary for the creation of utterances and for mastering the norms of their appropriate use in written speech;

c) preparing students for active communication.

Based on the analysis of psychological - pedagogical and methodological literature, the initial provisions in the process of forming students' foreign language competence are determined, namely:

- increasing attention to the content of written speech and improving important speech skills in their unity and interconnection (listening, reading, speaking, writing);

- the relationship of speech skills with different language levels as the most important prerequisite for the effectiveness of the formation of foreign language competence of students;

- development of elements of written art, expedient use of various forms of speech etiquette.

To ensure the implementation of basic educational programs with high efficiency, the implementation of appropriate reforms in distance and innovative learning, which meet all modern requirements, is a very important process in the development of education in Ukraine. Educational organizations and institutions around the world support the use and development of distance learning, gaining pedagogical and methodological experience for further development.

When researching distance learning, it should be compared with the traditional form of learning a foreign language. In the traditional form of language learning, the teacher is the authority and active part of the

class, and students play a passive role. Elements of traditional learning are always: group competition; standard training for all; specific time and place for study; one-way learning (teacher-student). In e-learning, the emphasis is on the accumulation and use of knowledge and a special curriculum that corresponds to the abilities of students.

The use of distance learning in educational programs was a rather problematic issue, as there was no live personal communication between teacher and student. Today, this problem is solved with the help of state-of-the-art tools for synchronous and asynchronous communication, which are being improved day by day to increase interactivity.

Today, the whole world is in a state of need to work differently. Too high requirements for teachers or students, as well as the lack of a clear legal framework in the presence of many other educational problems for the implementation of distance learning do not contribute to an effective solution. The teacher is obliged to implement the educational program to achieve the intended learning outcomes, i.e. to provide information on the scope and content of educational material, tasks to consolidate it, check and evaluate them and provide feedback on the tasks performed. It is the teacher who cooperates with all participants in the educational process.

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