



**FORMATION OF WRITTEN COMMUNICATIVE COMPETENCES AT THE INITIAL
STAGE OF TRAINING OF RFL**

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Annotation

This article examines the teaching of writing activities for elementary / basic level university students in the lessons of Russian as a foreign language. The proposed types of tasks contribute to the acquisition of knowledge, abilities and skills that serve the gradual formation of communicative written competence among foreign students of the preparatory department (levels A1-B1), which is necessary for the implementation of speech activity in conditions of real social communication in accordance with personal and professional goals.

Key words: Russian as a foreign language, written speech, communicative competence.

Abstract

the present work studies some activities for teaching writing skills to elementary / basic students at the lessons of Russian as a foreign language. The proposed types of assignments help to develop knowledge and skills, that serve as a step-by-step formation of communicative written competence among foreign students of the preparatory department (levels A1-B1), and are necessary to conduct speech activity in conditions of real social and personal communications, according to personal and professional goals.

Keywords: russian as a foreign language, written language, communicative competence.

The purpose of teaching Russian as a foreign language is the formation of communicative competence: the ability to carry out speech activities by means of the target language in accordance with the goals and situation of communication within a particular field of activity [6]. However, communicative competence is a broad concept that contains linguistic, speech and socio-cultural components. One of the types of competence that foreign students must possess is written communicative competence, which includes “possession of written signs, content and form of written speech” [4]. Thus, in the formation of written communicative competence in students of the A1-B1 level, not only the development of automatism when writing letters / connections is needed, but also the skills and abilities of creating written works, the formulation of thoughts in accordance with the goal, the correct design of texts.



According to VE Morozov, "written speech is the result of expressing thoughts using the writing system of a certain language" [3, p. fifteen]. However, there is also a broader understanding of the term writing (writing as an equivalent to the term written speech), which we will adhere to in the future.

When teaching writing, the formation of the following skills and abilities is singled out as goals: 1) graphic skills; 2) spelling skills; 3) the ability to create a text of a certain genre (by model); 4) the ability to create text (linear sequence); 5) the ability to use background knowledge and mentality to influence the reader (creativity).

The article presents various types of tasks that contribute to the gradual formation of written communicative competence among foreign students of preparatory departments of elementary / basic levels of language proficiency, which is necessary for the successful mastering of language material, for the implementation of an act of communication in conditions of real social communication in accordance with personal and professional goals.

In the process of getting acquainted with the specifics of Russian sounds, starting from the first day of study, the universals acquire the skills and abilities of the correct graphic representation of letters, and also learn their relationship with the symbols of the studied letters in printed form. It is not difficult to teach Russian writing to representatives of countries where Cyrillic and Latin alphabets exist (these are students from Europe, Africa, America, Australia, as well as some Asian countries).

Problems in writing letters, connections, difficulties in the field of calligraphy and graphics arise among foreigners who have come from countries with diametrically opposite writing systems (Japanese, Arabs, Indians, etc.)

In the process of studying the introductory phonetic (propaedeutic) course to optimize the process of mastering the Russian alphabet, to reduce the influence of interference, the methodologists suggest using special prescriptions. It is recommended both to refer to standard prescriptions for foreigners (especially effective if they correlate in content with the textbook), and to create "our own" (focused on the ethnic composition of the group, on the studied vocabulary, etc.). When accessing Internet resources online, you can develop various workbooks that contribute to the individualization of training and achieve the maximum result in the shortest possible time.

Since writing is directly related to listening and speaking, great attention must be paid to eliminating phonetic difficulties in order to prevent mistakes.

Let's recall the most common: vowel reduction: "expensive"; phonological and orthoepic problems of consonant hardness-softness: onion - □l'uk□, take - □brother□;

Absent the result of the differentiation of consonants by voicedness-deafness: guest - □bone □;
pronunciation difficulties of sonorants: fish - □lyba□; replacing labial consonants with labiodental ones: I love - □l'uvl'u□; pronunciation of sibilants and sibilants
to appreciate - □sen'it' □; non-observance of the norms of assimilation: behind - □sad' and□□□z:
□, etc.

All these problems are reflected in writing, therefore, daily phonetic practice is one of the important types of work in the RFL lesson: the development and development of hearing and pronunciation skills, the skills of written perception and speech reproduction, the automation of the skills of establishing



sound-letter correspondences. For this “it is useful to use contrasting exercises <...>”. Recommended by G.I. Dergacheva, O.S.

Kuzina, N.M. Malashenko types of exercises: 1) imitative: writing the elements of the letter according to the sample; cheating letters (s) / words (s) according to the pattern; 2) identification: uppercase / lowercase letters are written in the form of a dictation. The system of tasks of the authors contributes to the development of listening skills, practicing, and automating their written expression.

We present them with minor changes: 1) find the letters corresponding to the sounds in the inscriptions, write them; 2) write down only vowels / consonants / lowercase / ... letters; 3) write out letters with similar elements (for example, И-III-III), compare them; 4) arrange / write letters alphabetically; 5) write down syllables / words from the proposed letters; 6) find words containing this sound in the list, indicate its letter correspondence. Find words in which the sound is indicated in different ways; 7) identify the same root words; 8) add words containing these sounds from the cut alphabet, write them down, make up phrases.

A productive version of tasks that are transitional to writing dictations, presentations and essays is the cheating of words / text. This can be full or partial cheating (you need to fill in the gaps (insert signs / words / ...) in words / text, add missing words / word combinations in a logical row, etc.).

It is known that the differences between written speech and oral speech include its prevalence, integrity, clarity, completeness of the material presented, etc. At the initial stage of training, writing is, as a rule, a fixation of oral statements, and the distinctive features of oral / written speech are not so noticeable. However, students need to be prepared from the first steps to produce their own texts.

To remove the difficulties of Russian spelling and prepare for the transition to the produced types of written speech, one of the stages is dictations: visualized, auditive, dictations with various types of work (spelling, lexical, etc.). In addition, free and creative dictations are actively used. With free dictation in writing

the text is reproduced according to one's own perception (first with the help of keywords). Creative dictations, on the other hand, assume that only the beginning of the text is presented to the students. The sequel is self-created, which develops the imagination, making the process creative and fun.

Another step from dictation to presentation is the retelling of the text in the form of a letter.

Assignments are proposed that can be conventionally called letters to a friend. Based on the familiar text ("Winter in Belarus", "My Day", etc.), the students write to their friends.

Thematically, letters to a friend are based on real events of their student life in a new society, therefore, they arouse interest and increase motivation and at the same time prepare students for writing statements of unfamiliar texts, as well as creative works - essays and essays. Also, letters to a friend introduce foreigners to the etiquette norms of greeting, gratitude, farewell, which are actively reproduced in oral speech.

For successful communication, foreign students need to master such formulas of etiquette as congratulations on the holiday. The occasion for getting acquainted with the forms of congratulations can be a birthday, student's day, etc. Universities are offered a minimal sample of congratulations: Dear



Idris! / Dear Anna Lvovna! / Beloved sister! I congratulate you / you on the holiday! ... I wish you / you health, happiness, love and good mood!

It is relevant for foreigners to draw up applications that are characterized by a certain form of writing (designation of the addressee, addressee, name of the document, expression of a request, complaint, proposal, explanation of the problem, date and signature), the layout of the application details, as well as the selection of language means. Therefore, at first it is advisable to present a written model - a sample application, then you should write a statement according to the sample, and then draw up your own version. For this, a problem is proposed that is as close as possible to those existing in everyday life / in educational life (a deferral of payment for studies is necessary, you need to pass the session ahead of schedule, I would like to change the room).

The goal of students is to solve the problem by writing an application addressed to the rector, dean, head of the hostel.

When writing a presentation, the following work algorithm is proposed: introduction and semantisation of new lexical material – read

the creation of an unfamiliar text with text-based tasks aimed at identifying the level of understanding - drawing up a presentation plan - oral retelling - drawing up a written statement.

The first compositions remind of letters to a friend - these are small texts, thematically corresponding to the studied material. As in writing essays, at first the content of the future essay is orally reproduced, then a plan is drawn up. Subsequently, narrative essays can be based on the read text (favorite book), films, which, "thanks to the reliance on the video sequence, facilitates the perception of information." Students are offered essays-descriptions (trips to the museum, trips), etc. Essays-reasoning are based on audio / visualization, topical problematic topics: women in modern society, civil marriage, etc.

The next stage - writing an essay, will allow you to express subjective impressions of what you saw, read, heard.

Written speech can also be used in reflection, by which we, following A. V. Khutorsky, understand as "the process and result of the awareness of the totality of activities occurring during the lesson". For the initial stage, the following tasks can be offered as reflection: Most of all I liked ... I did not understand ... The most interesting word / phrase that I learned today is ... When entering information of a cultural nature (about holidays, traditions, behavior and etiquette) the proposed for reflection, tasks can become more difficult. It is very unusual that ... I liked that in this country ... I would like to tell my friends that here ... Tasks of this type not only update the educational material, help to create a positive attitude towards the country of residence, but also contribute to better mastering the rules of writing lexical / syntactic units, serve as a means of developing self-expression skills in writing.

Another way to actualize the above skills, as well as increase motivation, is the use of written speech in goal setting. It is no secret that a certain difficulty is the selection of material when getting acquainted with the topics "Shopping", "Traditions of the country (s)" and so on. Therefore, the tasks in which, before the lesson, students are asked to write answers to the questions: what would I like to know about ... how here ..., where can I ..., on the one hand, help to select information, on the other hand, they help



to create motivation for expressing preferences, wishes, questions, and thoughts and feelings when writing.

So, we see that teaching written language “helps to better assimilate and consolidate language material. <...> In this case, all types of analyzers work: auditory, visual, kinesthetic, motor. Thanks to the reliance on numerous and versatile temporary connections, the assimilation of the material becomes faster, and the assimilation process itself becomes easier. ”

143□. The communication formulas, speech patterns, and clichés acquired in the process of teaching writing are transformed into oral speech and become means of facilitating the implementation of the act of communication in conditions of real social communication.

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