

# The Importance of Writing and Written Speech in Mastering Oral Communication in a Foreign Language

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## ABSTRACT

The article considers about the importance of writing and written speech in mastering oral communication in a foreign language. It analyzes the goals of teaching writing, the features of teaching writing and written speech, the content of teaching writing, exercises in teaching writing and written speech.

**KEYWORDS:** *written speech, oral communication, teaching writing, the content of teaching writing, exercises, strengthening the role of writing.*

For a long time, teaching writing in comprehensive schools were given secondary importance. It acted, rather, as a means of teaching other types of speech activity. The only exceptions were language universities and schools with in-depth study of a foreign language, where writing was considered the goal of education.

However, if we turn to the data of psychology, we involuntarily come across the position on the inseparable interaction of the analyzers of the cerebral cortex, which determines the relationship between various types of speech activity. Then it turns out that the lag of one type of speech activity inhibits the development of other types. Thus, university students could not write down words, make plans for working on a text, etc. at the beginning of their studies at the university. This inhibited the formation of skills and abilities in oral speech, reading (the same with listening). Practical teachers noted that the assimilation of vocabulary is most durable with the synchronous perception of a word by ear, writing it on the board and pronouncing it. Thus, the strengthening of the role of writing came both from below — from the general school, and from above — from science. At present, the attitude to writing and teaching students to express their thoughts in writing has changed dramatically. Writing as a learning goal is present in programs for all types of educational institutions, at all stages of foreign language teaching, since the main didactic rule is the interconnected and parallel teaching of all types of speech activity with a differentiated approach to each of them, i.e. all analyzers must be involved, the educational material must be “passed” in the lesson through all types of speech activity, therefore we are talking about such a strategy of teaching a foreign language, when one type of speech activity is learned through other types of speech activity.

What do we mean by the concepts of “writing” and “written speech”? Writing is a broader concept and includes:

- graphics (a system of signs-graphemes);
- spelling (spelling);
- recording — written recording of linguistic units.

Written speech is a written recording of an oral statement to solve a specific communicative task. In teaching practice, writing is understood as a technology (procedural aspect), and written speech is a complex creative activity aimed at expressing thoughts in written form.

The long-term rejection of writing as a goal of education is largely explained by the difficulties of teaching writing. Let us list these difficulties:

- the discrepancy between the sound and graphic plan of speech;
- a written statement is more specific, complete, more
- strict (for example, the inability to intonate one's speech requires a careful selection of syntactic means);
- the presence of graphic and orthographic features in a foreign language (illegible letters, homophone words);
- mastery of written speech presupposes a certain level of sociocultural competence in the student. Considering the psychological characteristics of writing and written speech, it should be noted that these are expressive types of speech activity, expressed in the recording of certain content by graphic signs. Here, the engines of the visual and auditory-speech-motor analyzers interact. In the process of writing, not only the above-listed analyzers function along with short-term and long-term memory, but also the verbal-logical, figurative, motor (manual) types of memory that closely interact with them, contributing to the creation of landmarks and supports for the writer's speech-thinking activity [2].

Writing and written speech as methodological concepts In the methodology, as noted earlier, a distinction is made between writing and written speech. Writing is mastery of the graphic and orthographic systems of language. The ability to write letters correctly, combine them into words (calligraphy); the ability to write words and phrases correctly (spelling). Written speech is the ability to express one's thoughts in written form. The ability to write what students are able to say in the language. However, these concepts are often not contrasted in Russian and English-language methodological literature. The term “writing” can include writing as such and written speech.

Work on writing and written speech has a positive effect on mastering types of speech activity, it has linguistic, educational and pedagogical significance. Let's consider the linguistic significance of this type of speech activity:

- a. exercises in sound-letter correlation help to master reading technique faster;
- b. contribute to better consolidation of vocabulary and grammatical material, since all four analyzers work simultaneously - visual, auditory (the student correlates the sign with the sound), speech motor, motor (the hand writes);

- c. help to identify and correct errors;
- d. are an effective means of monitoring knowledge, skills, abilities.

#### **Educational significance:**

- a. expands philological horizons;
- b. acquaintance with new letters of the Latin alphabet occurs.

#### **Educational significance:**

- a. develops the skill of work culture;
- b. attention;
- c. hard work;
- d. accuracy. Writing is a complex type of speech activity, when teaching writing, we mean the following aspects:
  1. work on writing technique (i.e. formation of calligraphic, graphic and spelling skills);
  2. development of skills to convey semantic information using the graphic code of the language being studied, i.e. writing (written speech).

Formation of calligraphy skills is associated with the correct writing of letters and legible writing. Graphic skills are determined by the students' mastery of a set of basic graphic properties of the language being studied, letters, diacritical marks (a sign next to a letter indicating that it should be read differently than without this sign, for example: ě (Russian) or ě (Czech), ü (German). Spelling skills are based on the system of ways of writing words adopted in a specific language. The difficulties associated with mastering these skills are explained by the fact that in most cases the alphabets of the native and foreign languages do not coincide.

#### **Punctuation skills should also be taken into account.**

Written speech is secondary in nature, but at the same time, it is an independent material form of language. Developing its features, it relied on the same semasiological categories of time, space, modality, subject, object, predicate, cause-and-effect relationships, etc., which are inherent in oral speech, but at the same time other means and methods of expressing these categories appeared and developed, which could not but affect their semantics (For example, how do we express expression in writing?

We highlight either with a font or with an exclamation mark.) From a psychological point of view, due to the unification of auditory-speech-motor images of internal speech and visual-manual-motor images in writing, a comprehensive acquisition of knowledge, skills and abilities is ensured, i.e. written speech is more complex in structure, since it seems to include oral speech.

#### **Contents of teaching writing**

The linguistic content of teaching writing provides the opportunity to use writing as a means of teaching and studying a foreign language. The following are important components.

Firstly, it is graphics - a set of all the means of a given writing system. The languages studied at school: English, German, French, Spanish - use Latin graphics. The graphics of these languages exist in two versions: printed and handwritten. Each of them, in turn, has uppercase and lowercase letters. Thus, each grapheme is represented by a set of alphabetic units. Comparison of the letterforms of printed and written fonts shows that some graphemes have close correspondences, while for others, the printed and handwritten versions differ sharply from each other. Since

the sound system of a language is richer than the graphic system, very few letters would correspond to only one sound.

Other letters can convey different sounds depending on their position in a word, the semantics of the word, etc. In addition, there are diacritics for conveying the phonemes of a language.

Secondly, the linguistic content of teaching writing includes orthography - spelling or a system of rules for using written signs when writing specific words. If graphics allow several options for conveying a sound or sound combination, then in orthography one spelling is always used to convey a specific word with this sound, which is recognized as correct, and all others are erroneous. Thirdly, calligraphy is writing. Since mastering writing is carried out by learning letters, phrases, sentences, superphrasal units, and then each of the indicated units acts as the corresponding levels of writing.

Fourthly, written speech. Analysis of the system of printed characters of the Russian and Latin alphabets shows that they have similar letters, partially coinciding in spelling, and letters whose spelling is new for Russian students. The most typical spelling errors include the spelling of similar letters in the foreign language itself and in the foreign and Russian languages. Students do not see differentiated images of letters. Thus, they often interchange similar graphemes: b and d, d and g. Visual errors are rooted in the inability of students to distinguish the directions of similar elements in letters. For example, the letters t, f, l cause difficulties because they are a long vertical line - the letter t with a small rounding at the bottom, and the letter f - at the top. The letters t and f are distinguished from the letter l by a small horizontal line across the vertical line. The student often does not notice these differences. Psychologically, this is explained by the fact that it is easier for him to determine the similarity of various elements than the difference in similar elements. Students have difficulty mastering the grapheme-phoneme system of the language being studied, which is manifested in spelling errors due to the lack of a simple correspondence between graphemes and phonemes in this language. Different letters, letter combinations, can express the same phoneme and the same letter can convey different phonemes. For example, in English, the letter a can convey up to seven phonemes; the sound [f] can be conveyed by the letters and letter combinations f, ph, ff, gh. To overcome difficulties, targeted training in grapheme-phoneme correspondences is required. Exercises in teaching writing and written speech are divided into: reproductive, reproductive-productive and productive. Teaching graphics includes mastering two skills: the correct image of letters and their correct combination in a word (calligraphy). Due to lack of time, teaching spelling does not usually represent an independent course when studying a foreign language. The acquisition of spelling occurs largely involuntarily, thanks to the complex presentation of the material.

When teaching written speech, it is necessary to provide support, for example, how to correctly compose an annotation: we explain what it is, then show a ready-made sample, work with it (highlight clichés, tenses, lexical units, etc.). We read the algorithm, compose a "fish" (removing what is related to the text itself), ask to fill in the algorithm with another text, then students / pupils compose their annotation.

Dictation is the most reliable means of control, as well as teaching writing technique. Dictation can be:

- auditory;
- visual (first the text is written on the board and analyzed, then erased, students write under dictation, relying on visual memory);
- visual-auditory (simultaneously written on the board and dictated to students, then compared);
- self-dictation (students write down a text or poem learned by heart, which must be warned in advance);
- jogging dictation.

When teaching writing and written speech, preparatory exercises are also used, which teach the skills and abilities that underlie written expression: transformations (first orally in class, then at home, as a written assignment), exercises for compressing and expanding, equivalent replacements (lexical and grammatical), sentence construction (composing sentences from phrases, situations, forming and recording a dialogue), question-and-answer exercises (for example, compose five questions about the text in writing), translation (from your native language to a foreign language).

A distinctive feature of speech exercises is the focus on the content of the written expression. Abstracts are used as written exercises. Depending on the degree of modification of the text, abstracts are divided into three types: expanded, compressed, free.

An expanded, or close to the text, abstract is one of the effective means of developing written speech, although, in comparison with other types of abstracts, it is less creative.

A letter as an exercise in written speech has, on the one hand, a communicative value, since the content of the letter, its linguistic form is determined by the author himself. On the other hand, correspondence serves as an important factor in developing interest in a foreign language. In addition to the above exercises, in senior grades, such exercises as annotation, abstracting, reviewing, etc. can be used in the educational process.

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