

ПЕДАГОГИЧЕСКИЕ НАУКИ

METHODOLOGY OF FORMATION OF STUDENTS' COMPETENCE IN WRITING LANGUAGE AND APPLICATION OF ITS EFFECTIVENESS IN DISTANCE LEARNING

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МЕТОДОЛОГИЯ ФОРМИРОВАНИЯ КОМПЕТЕНТНОСТИ СТУДЕНТОВ В ПИСЬМЕННОМ ЯЗЫКЕ И ПРИМЕНЕНИЕ ЕГО ЭФФЕКТИВНОСТИ В ДИСТАНЦИОННОМ ОБУЧЕНИИ

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Abstract

At present, distance learning courses are widely used in teaching foreign languages. Thanks to its authenticity, mastery of all aspects of language (lexical, phonetic and grammatical) and four types of speech activity (speaking, reading, listening, writing) occurs. Depending on the functional - stylistic direction, it allows you to develop all the communicative competencies, namely linguistic, sociolinguistic, sociocultural, strategic, social and discursive. This article described the methodology for the formation of competence of students in written language and tested its efficiency in remote learning. Also, distance and traditional forms of learning were compared.

Аннотация

В настоящее время курсы дистанционного обучения широко используются при обучении иностранным языкам. Благодаря своей аутентичности происходит овладение всеми аспектами языка (лексическим, фонетическим и грамматическим) и четырьмя видами речевой деятельности (говорение, чтение, аудирование, письмо). В зависимости от функционально-стилистического направления он позволяет развивать все коммуникативные компетенции, а именно лингвистические, социолингвистические, социокультурные, стратегические, социальные и дискурсивные. В этой статье охарактеризовали методику формирования компетентности студентов в письменном языке и проверили его эффективность в дистанционном обучении. Также сравнили дистанционную и традиционную форм обучения.

Keywords: competence; distance learning; traditional learning; written language.

Ключевые слова: компетентность; дистанционное обучение; традиционная форма обучения; письменный язык.

From the perspective of foreign language teaching, a number of scholars consider written speech to be a productive form of speech activity, while another group of researchers suggests that written speech performance, especially speaking in a foreign language, is only illegal, which in turn suggests the term 'expressive form of speech'. Sharing the latter view, we consider written speech as an expressive form of its two subtypes - reproductive and productive - collective. For the successful implementation of the process of writing competence, it is necessary to determine the optimal ratio of reproduction and its products, as well as to determine the characteristics of

competence in each of these activities and take them into account in the learning process.

Considering the problem of productivity - in the context of the theory of speech and the subject of "foreign language", I.A. Zimnyaya concludes that, firstly, reproduction in foreign language teaching is primarily a means of language (phonetic, lexical, grammatical), and secondly, reproduction is the result of targeted systematic exercises. The effectiveness of training in situations where the learning process requires new approaches to problem solving; variability of role relationships of communicators; communication is achieved through the introduction of motivation.

Scientist: "Productivity in foreign language teaching is a means of reproduction and the main goal of the development of communicative foreign language as a subject of learning a foreign language" [3].

We should try to make sure that students' speech is the result of productive thinking, their own creative activity, but we must not forget that it is very unlikely to achieve this goal without the participation of reproductive processes. At the same time, the process of producing other people's thoughts, and therefore reproductions, is natural in a real relationship, such as the creation of speech.

The following criteria are used to classify the text only as secondary:

- Representation;
- Lack of evaluation of the original text;
- Thematic unit of primary and secondary texts [4].

Considering this linguistic classification in terms of foreign language teaching, we note the following. In terms of content, all texts created by students can be divided into productive (expressing their thoughts without relying on the prototype text), reproductive-productive (expressing one's own opinion, original, evaluation of the content of the main text), reproductive (providing information about the original).

In addition to the content of the text being created, the process of reproduction may also be related to its form. At the same time, multiplication at the formal level can vary depending on the complete repetition of individual sentences and even superphrase homogeneity (which is often found in non-linguistic students' written texts in a foreign language), creative use of lexical and grammatical tools, structural and compositional features of the original text. In the first case, the process of content design is only reproductive, in the second case - reproductive-productive.

Thus, when students create text, productive, reproductive-productive, and reproductive processes are possible both at the level of the content plan and at the level of the expression plan.

Modern pedagogical science directs the learning process from knowledge to competence. They differ conceptually from each other. The competency approach has been shown to have the following characteristics:

- purposefulness;
- project activity of the teacher, the content of which is a means to an end;
- formation of competence in action (in our case in communication);
- focus on independent learning and self-assessment;
- implement the process on the basis of pedagogical and information technologies;
- focus on situational learning.

The main issues in the teaching of foreign languages in the education system of Kazakhstan are the modernization of the scientific and methodological system of education, improving the level of professional education, adapting to the global educational space. On this issue, Professor S.A. Abdigali concludes: "The main task of teaching a foreign language in Kazakhstan today is to learn the

language as a real and full communication. Every foreign language lesson is a crossroads of cultures, an experience of intercultural communication, because every foreign word reflects a foreign life and culture, every word expresses his understanding of the life of the nation" [1].

Competence formation in writing is carried out in two main ways - communicative-cognitive and competence-active. Understanding the purpose of written language teaching as the formation of competencies means implementing the learning process as part of a competency-based approach that is "consistent with the communicative-cognitive approach to foreign language teaching at school". This approach determines the theoretical basis of the methodology of competence formation. On the other hand, this basic approach to teaching a foreign language at school is supplemented by theoretical rules and practical recommendations aimed at certain types of speech activity (written speech) - productive (textual and genre) and procedural learning. The combination of these two approaches allows us to create a procedurally effective model of competence building in written language.

In this sense, the formation of competencies in students requires a special teaching methodology based on the rules of communicative-cognitive and competence-based basic approaches and implemented in a learning model based on the principles of synthetic result-process approaches to writing.

Distance learning is a distance interaction between teachers and students, which reflects all the components inherent in the educational process (goals, content, methods, organizational forms, textbooks) and is carried out with the help of Internet technology or other interactive tools.

Possibility of distance learning:

- reduction of tuition fees (no rent, travel to the university, no expenses for students and teachers);
- reduction of training time (collection, travel time);
- the participant can independently plan the time, place and duration of the lesson;
- training for many people;
- modern tools, large electronic libraries, etc.

Improving the quality of teaching through the use of.

- creation of a unified educational environment (especially for corporate learning).

Comparison of the values of the indicators of the experimental group obtained by asking questions at the stage of generalization of the experiment shows the positive dynamics of growth of the values of indicators of knowledge and understanding of system characteristics and, accordingly, the level of discursive foreign language competence in general.

A survey was conducted among students participating in the experiment to determine the absence or presence of positive dynamics of growth indicators of the level of formation of foreign language competence through distance learning.

The advantages of distance learning are that you should not rush to class every day, because students who live far away are sometimes late for class or some

students may not be able to sleep, "there is a lot of time for independent study", "you cannot attend classes", "You can't re-analyze a topic you don't understand with a teacher", "Lessons are short".

As for the advantages of traditional teaching, the answers are as follows: "We work face to face with the teacher, if you have additional questions, we can come after class", "You will meet with friends, and you will attend additional classes". However, they also pointed out the shortcomings of traditional teaching, such as "You get tired, you come home late", "you spend a lot

of time on the road", and many students noted the material side ("a lot of money for travel, food").

"Do you want to continue your education using distance learning technology?" 18 students answered "yes" to the question, and the remaining 30 students answered "no". When asked why, he said, "There is a lot of independent work," "Because you can't use phones a lot in class. And you can find the necessary information on the phone at home during the lesson."

Thus, comparing traditional and distance learning, we decided to present the results in the following table.

Table 1

Comparison of types of training

Traditional teaching	Distance learning
works under the guidance of a teacher who can direct the learning process in one direction or another, depending on the situation	mainly determined by the structure and content of the information provided by the curriculum developers, as well as its interface
There are different forms of control: oral interview, test, independent work, testing, oral or written test, project defense, exam	can combine control and self-control: the program can have a system of intermediate and final tests in sections
Group work is often considered	Only individual work is used
Depending on the readiness of the audience, the rhythm of interpretation of the material is chosen	Each student can choose the rhythm of the material that suits him / her, and review it if necessary
There are different forms of teaching: lectures, group work, pair work, seminars, independent work, projects	Often part of the independent work, if the platform allows, can be done online, in the form of a chat conference
Training and education are closely linked	Learns to read independently
The course depends on the strictness of the lesson. When students are unable to attend classes, it is difficult to master the material	The student can master the material independently. The curriculum is based on independent study

Thus, comparing traditional and distance learning, the difference between the two types of learning is that a significant part of the material is not mastered on its own, but in constant contact with the teacher (telephone and Internet consultations, lectures and online seminars). There are also the main similarities and differences between distance learning and traditional learning:

- the ability to keep in touch with the teacher, to discuss issues with him, usually through telecommunications;

- the ability to organize discussions, collaborative work on projects and other types of group work during the course and at any time (in this case, the group may consist of students living in one place, but may also be distributed). During distance learning, students communicate with the teacher through telecommunications;

- Providing students with theoretical materials in the form of printed or electronic textbooks, which allows you to completely cancel the session when visiting the university or significantly reduce their number and duration.

The difference between distance learning and traditional learning is that a significant part of the material is organized with the help of Internet technologies, i.e. in distance learning, the work of students is organized and largely independent.

The main differences between distance learning and traditional learning:

- training at the place of residence or workplace, and therefore the different nature of the educational process;

- flexible schedule of the educational process, which can be completely exempted from open education or associated with limited checkpoints (exams, online sessions with the teacher) or group lessons, as well as laboratory work on the equipment;

- Communication with the teacher is carried out mainly through telecommunications.

Thus, distance learning is an integral part of learning, but can also act as an independent form of learning.

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