

Development of Students' Written Speech in Russian Language Lessons in a Foreign Language School

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Abstract:

The article discusses the issues of studying writing. The role of listening and reading for correct spelling. It is analyzed that writing is a complex speech skill, "a means of communication additional to sound speech using a system of graphic signs that allow recording speech to transmit it over a distance, to preserve its works in time." There are definitions reflected on both sides of the letter: writing as a productive activity (recording speech for its transmission) and writing as a result of this activity ("works", i.e. texts intended for reading by others).

Keywords: writing, sound speech, graphic signs, speech movements, visual, auditory, speech motor, motor

Recently, the problem of teaching first-graders correct writing to calligraphers has been particularly relevant in the methodology of the Russian language, as difficulties arise in mastering the technique of writing, which have various reasons: physiological, psychological, and pedagogical. Teaching writing, as well as reading, relies on sound-letter analysis and synthesis. However, the process of learning to write is more difficult and lags behind reading due to the fact that manual motor skills are activated during writing, which is very imperfect at first, and some children have motor disorders of the small muscles of the hand, lethargy, lack of coordination of movements, tremor, and paralysis.

In addition, the writing process itself is a complex act that requires the inclusion of many analyzers. Before you write a word, you need to hear or read it. In the first case, the heard word is analyzed according to its sound composition, clarified in pronunciation, transformed into visual images and, by moving the hand, translated into the letters that make up the word. In the second case, visual images are translated into auditory and speech-motor images, and then back into visual images using hand movements. If the printed text is copied, then the printed font is transcoded into written text. Thus, when learning to write, it is necessary to provide for a gradual increase in difficulties.: - прежде всего, учащихся знакомят с рукописным начертанием буквы;

- Familiarization with the syllable allows you to proceed to exercises in writing syllables, and then words. The difficulties in writing here will be in connecting the letters;

The first writing exercises include copying the handwritten font;

- the following are exercises in copying printed text;
- exercises in addition of one letter or syllable;
- Writing by ear and self-recording of words with preliminary sound-letter analysis.

Writing ensures the durability and reliability of memorizing material, improves oral speech and reading, develops logical thinking, improves creative material in practice. It is very important to choose written assignments that should correspond to the age and physical characteristics of the students. The exercises should be interesting. Their goal is to identify effective ways for students to develop the ability to express their thoughts in writing and to test them experimentally.

Writing is a complex speech skill, "a means of communication additional to sound speech using a system of graphic signs that allow recording speech to transmit it over a distance, to preserve its works in time." This definition reflects two sides of writing: writing as a productive activity (recording speech for its transmission) and writing as a result of this activity ("works", i.e. texts intended for reading by others).

Consider writing as a productive activity. Like speaking, it is characterized by a three-part structure: motivational-motivational, analytical-synthetic and executive. In other words, motivating, formative, and resultant. In the motivational part, a motive appears, which is the need, the desire to communicate in order to convey some information in writing; the idea of utterance arises.

In the analytical and synthetic part, the utterance itself is formed and implemented, the words necessary for a particular text are selected, the subject features are distributed in a group of sentences, the predicate or core part is highlighted in the semantic organization of the sentence, and the connection between sentences is organized. The executive part of written speech as an activity is realized in fixing the product of written speech with the help of graphic means of language – written text. Writing is understood as a graphic system as one of the forms of the plan of expression, a means of representing language using graphic signs. Written speech refers to the bookish style of speech. In psychology, writing is considered as a complex process in which there is a correlation of speech sounds, letters and speech movements produced by humans.

Writing is the process of expressing thoughts in graphic form. We are also interested in writing as an object of mastering graphic and spelling systems for recording language and speech material learned by students in order to better memorize it, and as an assistant in mastering oral speech and reading. Writing helps and promotes the development of oral and reading skills, as it is closely related to them. Psychology data suggests that the basis of written speech is oral speech. When writing, a person embodies in graphic symbols what he says beforehand. Oral speech, and in particular speaking, is connected with writing by the very mechanisms of utterance generation. This can be traced from the idea (what to say) to the selection of the necessary means of language (how

to express it, what words are needed and how to combine them in an utterance) to the realization of the idea by means of language orally – in speaking and in writing. When speaking, it is a sounding utterance presented graphically. In both cases, the result will be that the other person understands the message.

From the point of view of psychophysiology, writing is a complex process in which all analyzers (visual, auditory, speech-motor, motor) function. This allows us to speak of writing as a "universal anchor".

Writing is a technical component of writing. Along with speaking, written speech is a so-called productive (expressive) type of speech activity and is expressed in the fixation of certain content with graphic signs. The psychophysical basis of written speech is the interaction of motor, visual and auditory-speech analyzers.

Relying on all analyzers in training gives a much greater effect. According to psychologists, the material heard is absorbed by 10%, seen by 20%, heard and seen by 30%, recorded by 50%, when spoken by 70%, when teaching another by 90%. Psychologists believe that the basis of written speech is oral speech. Both speaking and writing can be traced from the idea (what to say) to the selection of the necessary means (what words are needed, how to combine them in an utterance) and to the realization of the idea by means of language orally or in writing. As you know, writing is closely related to reading. Their system is based on a single graphical language system. When writing, thoughts are encoded or encrypted using graphic symbols; when reading, they are decoded or decrypted. Writing is considered as a creative communication skill, understood as the ability to express one's thoughts in writing. To do this, you need to have spelling and calligraphic skills, the ability to compose and formalize in writing a speech work composed in internal speech, as well as the ability to choose adequate lexical and grammatical units. Writing training includes various kinds of speech exercises: speech exercises for learning how to compose a written message; writing and speech exercises for working with printed text; writing and speech exercises.

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