

INNOVATIVE TECHNOLOGIES FOR THE FORMATION OF ACADEMIC WRITING SKILLS IN PUPILS (9-10 CLASSES ON THE EXAMPLE OF ENGLISH LANGUAGE)

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Abstract:

To identify and reveal the main approaches, stages and didactic possibilities of mastering academic writing skills by pupils in school from the point of view of teaching.

In this article highlights of innovative technologies for the formation of academic writing skills in pupils (9-10 classes on the example of English science)

Keywords: academic writing, skill, English language, school, pupil – teacher, modern education, innovation.

As recent studies show, within the framework of the development of socio-economic relations with foreign countries, one of the leading areas of training for universities is the development of academic writing skills in a foreign language. As you know, at the end of the last century, there was such a problem in the education system of England and the USA as teaching pupils to write in a foreign language (for example, English). Today, in various foreign language courses, academic writing is somehow included in the curriculum, but the practice is such that in modern conditions an integrated approach to the development of academic writing skills is necessary. The UK does not fully possess the skills of academic writing, while this is a prerequisite for higher education.

This is also evidenced by the results of the PISA International Program for Assessing Pupils' Educational Achievements, in which pupils, for example, failed to complete tasks related to checking their academic literacy skills. Thus, in the analysis of the Center for the Assessment of the Quality of Education, such shortcomings as the lack of rigor of thinking and accuracy of thought among young pupils, a low level of analysis and generalization, a weak expression of independence and initiative in choosing their own life position were noted. In this regard, the actualization of this problem is determined by new requirements for the quality of professional training of young specialists, in which the possession of academic writing in a foreign language also occupies an important place. This is caused by the need of society for specialists who speak and write in a foreign language against the background of all those socio-political and socio-economic transformations and the growth of economic and cultural ties with foreign countries.

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In the course of studying psychological and pedagogical literature on the problem of teaching a foreign language, the following contradictions arise between:

- the need for a high level of professional training of specialists who are fluent in academic written speech in a foreign language, and the low level of written language proficiency of graduates of secondary schools and university pupils due to the secondary nature of the study of writing in speech activity;
- between the need to improve the effectiveness of preparing pupils to master academic writing and the insufficient development of pedagogical conditions for this;
- between the need to apply innovative approaches for productive teaching of academic writing in a foreign language and the lack of scientific justification of educational and methodological developments for practical training in the school of foreign language writing;
- between the need to learn a foreign language at different levels of speech activity (reading, writing, listening, speaking) and the degree of their implementation in practice;
- between the content, forms and methods of the educational process at school in grades 9 – 10 and the need of pupils for productive approaches to their professional formation and personal development.

In the school system, these contradictions should, as it seems to us, be resolved at the methodological level with elements of practical implementation. Since academic writing is an important component of speech activity in most professions today, the following trends can be identified in the theoretical justification of the importance of developing academic writing skills:

- academic writing contributes to the realization of knowledge in a foreign language through the linguistic and cultural content of the educational material;
 - academic writing (for example, in English), in interaction with reading, speaking and listening, creates corresponding integrative qualities, such as: consistency, integrity and complexity of speech activity in the professional development of a future specialist;
 - academic writing in a foreign language in the professional training of a specialist of any profile should become not only an independent type of speech activity, but also perform educational, developmental and educational functions of the pupil's personality development.
- To do this, it is necessary to increase the effectiveness of teaching a foreign language and improve the practical orientation of its content to professional training in the field of academic writing, which, in turn, determines the formation of the following areas:
- organization of the pupils' learning process based on personality-oriented and activity-based approaches;
 - the use of productive methods for the practical implementation of the use of academic writing when teaching at school in grades 9-10;

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- development of methodological aspects of improving the process of teaching academic writing in the course of learning a foreign language.

These areas are associated with the maximum development of pupils' academic writing skills, which implies the integration of all types of speech activity in a non-linguistic university with the introduction of productive learning based on purposeful and systematic professional training based on individual creative abilities of the individual.

Hence, in order to carry out productive teaching of pupils to academic writing in English, it is necessary to apply such didactic principles as: continuity of learning levels (from elementary to advanced); integrity of teaching speech activity as such; competent integration of all types of speech activity (reading, writing, listening, speaking). The need for these principles is due to the fact that academic writing in the system of training specialists in a non-linguistic university will always act in the interaction of the following components: as an independent type of speech activity, along with reading, speaking and listening; as a means of improving the quality of pupils' proper professional training in integration with reading, listening and speaking. Therefore, for the productive teaching of schoolchildren to academic writing in a foreign language, it is also important to focus on the principles of complexity and adaptability in order to ensure both the effectiveness of teaching pupils to academic writing in a foreign language from intermediate to advanced level, and the development of professional qualities of pupils' speech activity as future specialists.

An analysis of the work of the school in this aspect shows that today, as a rule, an approach is used that considers writing in a foreign language only as a means of teaching other types of speech activity, i.e. writing skills and skills lag behind the level of training in other types of speech activity. To solve this problem, it is necessary to implement certain pedagogical conditions for teaching academic writing skills in a foreign language, which, in particular, would ensure the continuity of the following stages:

- 1) at the initial stage, pupils study spelling, grammar, vocabulary and the adequacy of its application;
- 2) at the second stage, academic writing is taught, where pupils develop skills in the style of writing an official academic letter based on test tasks.

These stages are implemented subject to the following pedagogical conditions:

- providing such content, forms and methods of teaching pupils in which learning a foreign language would be an integral process of speech activity (reading, writing, listening and speaking) aimed at improving academic writing skills;
- establishment of meaningful and functional links between all types of speech activity in order to ensure the consistency and consistency of the development of academic writing skills;

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- the relationship of the development of academic writing skills with the creative self-realization of pupils in the course of their speech activity;
- continuity of the levels of primary, secondary and advanced learning in the process of learning a foreign language;
- a differentiated approach to teaching a foreign language, taking into account pupils' mastery of language competencies;
- constant addition of the holistic educational process with innovative methods of teaching academic writing of increased difficulty in a foreign language.

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