

THE ROLE OF COMMUNICATIVE COMPETENCE IN TEACHING WRITING SKILLS

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Abstract

The relevance of the topic is due to the insufficient development of various forms of written tasks in modern teaching materials that form communicative written competence, the low results of students in writing, as well as the low development of foreign language communication in the virtual space. In addition to communicating in our native language in a variety of chats and forums on the Internet, we often encounter the need to write, read, and understand foreign speech. The purpose of this thesis is to study the possibilities of using creative writing tasks in the development of communicative written competence of students in learning foreign language.

Keywords: composition, essay, fairy tale, poem, framework, personal orientation.

Teaching a foreign language includes students mastering such types of speech activities as listening, speaking, reading and writing. The need for a communicative orientation in teaching foreign languages is enshrined in the State Standard and is confirmed by constantly developing intercultural connections, as well as experience in teaching foreign languages [1].

Educational programs in the English language determine the ultimate goal of teaching is the development of students' communicative competence in foreign language lessons, i.e. mastering a foreign language as a means of communication. Previously, in a foreign language lesson, the entire educational process was aimed only at the formation of oral communicative competence. Recently, linguists have identified another mandatory type of competence - written communicative competence [2].

The organization of teaching a foreign language in a secondary school today involves taking into account not only the communicative, but also the cognitive abilities of students, which directly affect their emotional and evaluative attitude to the content of learning, motivation to master culture, stimulate the harmonious development of the individual, and contribute to increasing his creative potential.

Modern methods of teaching foreign languages focus on the active independent work of students in the educational process, on creating conditions for their self-expression and self-development [8]. This also manifests itself when teaching written communicative competence. In the methodology of teaching foreign languages, there are various approaches to teaching writing. So, E.N. Solovyova distinguishes directive, linguistic and activity approaches.

The goal of the directive (formal) linguistic approach is, first of all, the correctness of what is written, and the content side fades into the background and the main features of the linguistic or formal-structural approach are “rigid” control of the writing process [9].

The activity approach allows you to organize the process of mastering written foreign language in accordance with the principles of personal-activity learning, i.e. concentration on the process rather than the result of the activity. Students independently choose the content and linguistic form of their own creative written works (composition, essay, fairy tale, poem, etc.), differentiate learning within the framework of this approach, and personal orientation increases motivation to learn a foreign language [3].

With an activity-based approach to teaching foreign written speech, as noted by E.N. Solovyov, the role of the teacher is to motivate students to creative work, to familiarize them with various strategies and techniques of work, as well as editing their own texts [13]. In the scientific literature on the methodology, many terms are used to designate certain types of writing. It is customary to divide all types of writing into two large groups:

1) instrumental writing [11];

This is writing in its educational function, used in the educational process as a tool for more quickly and effectively achieving other educational goals, for example, when training the correct placement of words in a sentence (studying grammatical phenomena) or when conveying the content of a text;

2) creative writing, which became widespread in the 90s in foreign techniques [10].

Let's consider the concept of “creative writing”. It should be noted that there are several definitions of this concept. So, for example, according to N.G. Kizrina, creative writing is “a special type of human activity to create a new original product, which is a literary text. A literary text, a product of creative activity, is a reflection of the author’s discoveries of the world around him and himself in this world, which is manifested in the variety of directions of production and extraordinary solutions to problems presented by the author in the text using various linguistic means” [6].

The English methodologist Smiths means by creative writing “exercises of a productive nature of the most varying degrees of complexity, varied in form and content, often in a playful form” [5].

Along with creative characteristics, expressiveness and originality, creative writing, according to Valentin Merkelbach, has such linguistic characteristics as content, a certain compositional and semantic structure, integrity and coherence [7].

The term “creative writing” is based on the concept of “creativity”, which dates back to the 90s. At that time, products, processes and behavior were recognized as creative. All this ultimately led to the fact that all the characteristics and assumptions could be transferred to creative writing [12].

“Creativity is an idea that is recognized in a social society as creative if it is new in a certain situation or contains new, modified elements, and if a useful contribution can be seen” [4].

In our study, creative writing refers to written speech that displays original, from the writer’s point of view, ideas related to solving a communicative problem; independence in determining the content of a written statement using imagination, fantasy, personal experience, including emotional, associative, critical or creative thinking on a topic proposed by the teacher or determined by the student himself, and which contains the expression of one’s own thoughts, feelings, opinions in relation to the subject of the statement . All this is accompanied by a combination of previously acquired language and speech means, their use in new or changed communication situations.

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