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Features of the method of teaching writing as a form of communication for foreign students studying Russian

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The article describes the problems of teaching written communication to foreign students studying Russian, provides recommendations and exercises.

In the modern world, writing skills have acquired the status of the most professionally significant. The development of computer communication, the increase in the volume and pace of information exchange allowed written communication to take an important place. Written transmission of information largely coincides with oral statements, but, at the same time, has its own characteristics. When writing, foreign students who study Russian should follow the scheme proposed by the Russian literary critic Yu. Lotman: motive, goal, subject, addressee. Written competence and written communication are the main components of writing. Writing is a two – way process of reading – writing and writing – reading. At the same time, writing and speaking are the most interdependent types of speech activity. The writing person uses language tools to express thoughts that arise in the form of internal speech. There is a transition from a word spoken aloud or to itself, to the spelling of this word. An oral statement conveys information. Written utterance is a distant form of communication. The written text can be more logical, accurate, and consistent. When writing text material, a more careful selection of lexical and grammatical means takes place. A letter allows the person writing it to change the content, add or reduce information. Written communication allows the author to return to what was written for the purpose of verification and correction.

Russian language teachers who work with foreign students should clearly define the goals of teaching writing. From the first days of teaching Russian to foreigners, writing is taught. Teachers at the initial stage of training should teach students to correctly write their name, addressee's name, date, address. Then students are taught to start, finish writing, make plans, and ask questions. After mastering a certain lexical and grammatical material, students are given more complex tasks: describe drawings in the textbook, be able to congratulate on holidays, fill out a questionnaire in the Dean's office, and write an application. At the middle stage, students should be able to do the following:

- fill out the form;
- to carry out the work after the reading of the text (to make a plan, write out key words and sentences);
- write a letter to a friend (provide information about yourself, about the University, about the city, about the country, about your studies, etc.).

Second-year students must have a high level of writing. It is already possible to use more complex written texts, expand the topics and problems of communication.

Students need to develop the following skills:

- express your own opinion;
- simplify the written text;
- write essays and annotations;
- make a detailed plan or theses.

Teaching writing as a form of communication for foreign students studying Russian should be carried out through preparatory and speech exercises. Preparatory exercises allow the teacher to teach students the ability to answer questions (first based on the text), the ability to group a particular material according to the task. From the very first days of training, students should learn how to transform sentences (expand or compress). When reducing sentences, students should be taught to discard non-essential information and be able to highlight the main thing. When expanding sentences, students learn to develop thoughts and Supplement information.

Обучая письменному общению, преподаватель должен привить студентам навыки конструирования предложения.

At the initial stage, you can use exercises with missing words. By substituting the right words, the student learns to model their own written statements. Good results are obtained when students are asked to build sentences based on a model. Students learn to choose and use language units. After students develop the skills to model sentences based on a sample you can set them the following tasks:

- make compound and compound sentences from two simple ones;
- describe any situation using the specified words and phrases;
- be able to compose monologue and dialogical statements.

The experience of working in a foreign audience allows us to note that students from different countries master writing skills in different ways. Students from different countries study at the faculty of pre-University education of al-Farabi Kazakh national University. Chinese and Korean students learn Russian very well and quickly. They present information in writing much better than in oral form, write correctly, using new vocabulary.

For students from Afghanistan, written communication and the formation of writing skills are associated with certain difficulties. Students write with spelling mistakes for a long time, Express their thoughts poorly, and do not know how to reflect the main thing. At the initial stage, these students need to conduct dictation, teach them to memorize the spelling of words, then, teach them to build a sentence, form the skills of presenting the necessary information. To do this, you need to pay great attention to written tasks: explain to students that writing is a very important part of the educational process, that writing skills are necessary not only for learning, but also for future work. The communication skills and openness of Afghan students, which allow them to communicate actively from the very first days, should be used for painstaking and thorough work that forms writing skills. Working with Chinese and Korean students, the teacher needs to use their written skills to Express thoughts, write correctly for the development of oral speech, ease of communication.

Areas of practical use of written communication exist within a particular linguistic society. For students studying at the faculty of pre-University education, written language is a necessity for continuing education in Russian and for further work. The formation of written communication among foreign students is gradual: from simple to complex.

Written communication of foreign students can take place in situations of official and unofficial, in the course of individual and group contacts. Students model written communication that they have learned in accordance with samples within a certain social environment (from mini-dictation, sms messages between students to writing essays, theses). In the educational process, teachers need to model the situation of written communication with all their inherent parameters, on the one hand, and on the other – to develop students ' ability to transform the acquired skills of writing in their native language into Russian, taking into account the socio-cultural specifics of communication in the country of the language being studied.

Written exercises rely on oral communication. They should be complicated from the simplest (wildcard) exercises to creative tasks.

Students need to be taught the logic of presentation, since not everyone is good enough to put their thoughts or any information in writing, even in their own language.

When preparing for written assignments, students should be taught:

- to make the text;
- highlight paragraphs, beginning, middle, and end;
- set out in a logical sequence;
- follow the rules of spelling and punctuation;
- - use the socio-cultural features of written Russian speech.

Written exercises and tasks prepare students for further studies at various faculties of the University and in the master's program.

Students should be able to:

- present various statements in writing on educational and professional topics;

- make a synopsis, review, and abstract;

- make plans for texts;

- write an abstract, report, or article;

- write term papers and theses;

- fill out questionnaires, draw up business documents.

From the very beginning of learning Russian, students can take dictation to develop their writing skills. You can use different types of dictation here:

- Vocabulary dictation helps students better remember the spelling of words;

- Dictation-sentence teaches you to hold several language units in your memory;

- Dictation-text should be read two or three times, giving students the opportunity to write down and check what they heard.

Then you should conduct dictation sessions that prepare students to write presentations and essays:

- recovery dictation (listening to the text with keywords, then restoring the text by keywords);

- dictation by analogy (the teacher reads a sentence or a small text, and students write their own sentence or a text of similar content).

Students of the Department of language and General education training of foreigners of the al-Farabi Kazakh national University participate in a scientific conference, prepare reports and speak in the second semester of the first year of study. The Department publishes collections of scientific reports of students. After the preparatory work, students are well aware of the structure of the text, are able to state the main thing, and formalize the work correctly. Each topic of the report is discussed with the teacher. The teacher helps the student choose the appropriate literature. The student draws up a work plan, sets out the main information on the topic, quotes the authors used, analyzes everything presented and expresses his point of view. This work is of great interest to students, teaches them to use scientific literature and creatively develop the proposed topic.

Step-by-step learning of writing leads students to the expected results. Students can already write an abstract, review, or abstract.

Teachers pay great attention to teaching students how to write business documentation:

- application;
- letter;
- filling out various questionnaires.

This is necessary for all students.

Summarizing the above, we come to the conclusion: to learn to listen, speak and read in Russian, you must simultaneously learn to write. Only interrelated teaching types of speech activity gives the opportunity to foreign students to learn Russian language. The level of development of written language allows students to carry out educational, professional and self-educational activities.

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Ономастикон языка как фактор формирования лингвистической компетентности иностранных учащихся

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Ономастикон русского, украинского (и любого) языков является важным фактором формирования лингвистической компетенции студентов, обеспечивающей их активное включение в общую гуманитарную культуру.

Сложность ономастики как раздела языкознания определяется особенностями и специфичностью ее объекта – собственных имен языка. Любое собственное имя называет единичный объект и тем самым выполняет номинативную функцию. В речи эта функция работает и на идентификацию