

**Баневич М. Ю.**

група АМ–42 (Тернопільський національний  
педагогічний університет імені Володимира Гнатюка)  
*Науковий керівник – канд. пед. наук, доцент Дацків О. П.*

## WRITING AS AN ACTIVITY AND A SKILL

The problem of teaching writing is of growing interest among methodologists and teachers. Often the performance of various written “mechanical” tasks in class and as homework becomes a routine for students. In addition, the lack of basic knowledge leads to the fact that students' writing skills lag far behind the level of other language skills. These facts reflect the relevance of the study.

The object of our research is writing as a language skill. The subject is specific features and mechanisms of writing. The following tasks were set in this paper: 1) to determine the meaning of the concept of “writing”, 2) to explore the mechanisms of writing, 3) to determine the stages of writing. The purpose of the research is to further investigate writing as an activity and a language skill.

The term “writing” has several meanings. Firstly, it is the very process of creating a written text. Secondly, it is a system of graphic symbols used for writing. Finally, it is one of the writing genres. This notion is associated with the transmission of information in a graphic code [1, p. 241]. In order to write clearly it is essential to understand the basic system of a language.

Writing (written language) is a type of language activity, in which the content of the statement is transmitted through letters. The result of writing as an activity is a written statement, a text.

It has been proven by copious research that writing originated from primitive mnemonic signs, it is thus a specific “artificial human memory”. The purpose of written language – “fixation” of information, the transfer of information stored in this way to other people in the absence of the possibility of live communication [3, p. 94.]. Ways and means of recording information have changed. The development of written speech took place in stages. Researchers in the fields of psychology, linguistics, language teaching methodology thoroughly investigated the concept, uncovered mechanisms and determined the stages of writing. The most complete description of written speech is presented in the works of psychologists and psycholinguists S. V. Vygotsky, O. L. Yerokhina, A. R. Luria and others.

There are three mechanisms of writing described in research literature: the mechanism of comprehension, the mechanism of preventive synthesis, the mechanism of memory. The mechanism of comprehension is responsible for establishing semantic connections between concepts, building the logic of events, processes, considerations. It is important to take this mechanism into account in order to understand the need for comprehensive work on one's own language: all language skills are closely related. The mechanism of preventive synthesis means that what is going to be written is processed first in the internal language. Here we are speaking about a comparison – recognition of sounds that we perceive and patterns stored in memory. The mechanism of memory entails constant retention in the memory of the subject of the statement, the main idea during the recording of individual words and sentences. The logical understanding should be specially trained in order to perceive and memorize rather complex logical constructions [2, p. 295].

Writing is ensured by the coordinated work of mechanisms of all skills. The ability to write, in addition to calligraphic and spelling skills (writing techniques), also includes the ability to correctly construct a text from the point of view of lexical, grammatical, and compositional norms of modern language. Therefore, it is so important to practice for the development of the latter, more complex skills, not taking into consideration the fact that, having mastered the outline of the letters, we have already learned to write.

It was also found that production of a written text follows certain stages: preliminary orientation, planning, implementation [4, p. 4-5]. At the first stage, the person determines for what purpose, to whom and what he / she will write. A person need to decide it is he/she is going to express. At this stage the main information is collected. Here the regulation of activities and control of

performed actions can be found. At the second stage, not only the content but also the form of the product is planned. The writers have to think of the audience they are writing for. Also, at this stage writers have to consider the content structure- how to present the ideas, facts, results or arguments in a proper way. The selected information is collected and systematized. Implementation stage is the process of writing itself. Only after editing and making transformations, if necessary, the final version is done. This stage is characterized by the presence of a result. A final version can differ from the plan and draft, because some points have changed during the editing process. The description of the stages of creating a written text indicates that this process is a complicated notion. Writing is a complex mental process that includes both verbal and non-verbal forms of mental activity – attention, perception (visual, acoustic, spatial), fine motor skills of the hand, object actions, etc.

In conclusion, writing is a productive type of language activity and a skill aimed at creating a written product. The concept of writing is a multifaceted phenomenon and includes various aspects. The writing process has several stages which should be taken into consideration by teachers who are planning their lessons with the focus on writing. The results of our study will benefit teachers and students and can be used in the field of English language teaching.

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**Батицький В. В.**

група УА–44 (Національний університет  
«Чернігівський колегіум» імені Т. Г. Шевченка)  
*Науковий керівник – канд. філос. наук, доцент Тютюнник О. М.*

#### ФОРМУВАННЯ ПОЛІКУЛЬТУРНИХ КОМПЕТЕНТНОСТЕЙ УЧНІВ НА УРОКАХ АНГЛІЙСЬКОЇ МОВИ

Проблема полікультурної освіти досить актуальна в сучасному світі. Сучасна педагогічна ситуація вимагає з одного боку врахування етнокультурного чинника, з другого – створення умов для пізнання культури інших народів. Полікультурна компетентність – це обізнаність у контексті певних культур, усвідомлення різниці між власною культурою та культурою інших народів, уміння правильно поводитися у процесі спілкування з представниками інших культур з урахуванням особливостей їхніх національних цінностей.

Це зумовило появу значної кількості досліджень. Науковцями обґрунтовані теоретико-методичні аспекти проблеми: ідеї, положення полікультурної освіти (О. Аракелян, В. Болгаріна, Г. Даутова); мультикультурної освіти (Д. Бенкс та інші; ідеї формування сучасної особистості в полікультурному (поліетнічному середовищі), (В. Гурув, О. Гукаленко, Г. Дмитрієв), формування полікультурної, (етнокультурної, інтеркультурної) компетентності (Р. Агадуллін, О. Гуренко. В Україні проблема полікультурної освіти і виховання молоді є об'єктом уваги таких дослідників, як Е. Антипова, О. Сухомлинська та інших.

Мета цього дослідження це проаналізувати чи дати спробу аналізу потенціал іноземних мов у процесі формування полікультурної компетентності студентів вищих навчальних закладів засобами іноземних мов.