

3. Блинов, В.И., Модели учебно-методических объединений в системе СПО. / В.И.Блинов, А.Т. Глазунов // Среднее профессиональное образование. – М., 2016. № 10. – С. 3-10.

4. Борибеков К.К. Модульно-компетентностный подход к разработке образовательных программ ТиПО // Инновационное развитие профессионального образования. 2015 г. № 3 (11) С. 10-12

5. Государственная программа развития образования и науки Республики Казахстан на 2016-2019 годы // Указ Президента Республики Казахстан от 1 марта 2016 года № 205. — URL: <http://adilet.zan.kz/rus/docs/U1600000205>

METHODS OF TEACHING WRITING: EFFECTIVE WRITING

Соловьева Наталья Анатольевна
канд.пед.наук, доцент,
Кисель Дарья Владимировна
студентка 4 курса специальности
«Иностранный язык: два иностранных
языка», КГПИ
г.Костанай

Аннотация

Мақалада тиімді жазуға үйреті әдістері қарастырылған. Автор тиімді және сауатты жазудың ерекшеліктеріне сипаттама берген. Сонымен қатар жазу әрекетінің принциптері және ережелері ұсынылған.

Аннотация

Статья посвящена эффективному письму как одному из методов обучения письму. Авторы описывают особенности эффективного письма, подходы к обучению письму и правила эффективного письма.

Abstract

The article deals with effective writing as one of the methods of teaching writing. Authors describe effective writing features, approaches to teaching writing and rules for effective writing.

Түйінді сөздер: сауатты жазу, жазуға үйрету әдіс-тәсілдері, сауатты және тиімді жазу ережелері, сауатты жазуға үйретудің стратегиялық бағыты.

Ключевые слова: Эффективное письмо, методы обучения письму, правила обучения эффективному письму, стратегии обучения эффективному письму.

Key words: Effective writing, methods of teaching writing, rules for effective writing, effective writing strategies.

Nowadays the imperative need of using a foreign language appears in all areas of a science, manufacture and culture. In present practice of teaching writing there are some typical problems.

- Low intensity of pupils' writing activity
- Superficiality in forming of base skills and haste of transition from reproductive to productive kinds of work
- Absence of good practical recommendations on elimination and the prevention of gaps in pupils' knowledge and skills
- Spontaneity of a choice and application of evident support

Researches of methods of teaching writing have show, that all named problems will be effectively solved, if we will apply elaborations of various scientists for amplification of traditional techniques of teaching writing that can increase essentially quality of teaching English language.

This theme “Methods of teaching writing: Effective writing” is actual among students. In our days a lot of students pass many different exams and it is important to know them how to write essays, poems and descriptions.

Writing is the representation of language in a textual medium through the use of a set of signs or symbols. It is distinguished from illustration, such as cave drawing and painting, and the recording of language via a non-textual medium such as magnetic tape audio.

A well-written piece can be described as incorporating elements of writing in such a way that a reader can experience the writer's intended meaning, understand the writer's premise, and accept or reject the writer's point of view.

Effective Writing Features:

- is focused on the topic and does not contain extraneous or loosely related information;

- has an organizational pattern that enables the reader to follow the flow of ideas because it contains a beginning, middle, and end and uses transitional devices;

- contains supporting ideas that are developed through the use of details, examples, vivid language, and mature word choice;

- follows the conventions of standard written English (i.e., punctuation, capitalization, and spelling) and has variation in sentence structure.

There are several approaches to teaching writing that are presented by Raimes(1983) as follows:

- **The Controlled-to-Free Approach**

In the 1950s and early 1960, the audio-lingual method dominated second-language learning. This method emphasized speech and writing served to achieve mastery of grammatical and syntactic forms. Hence teachers developed and used techniques to enable student to achieve this mastery. The controlled-to-free approach in is sequential: students are first given sentence exercises, then paragraphs to copy or manipulate grammatically by changing questions to statements, present to past, or plural to singular. They might also change words to clauses or combine sentences. With these controlled compositions, it is relatively easy to for students write and yet avoid errors, which makes error correction easy. Students are allowed to try some free composition after they have reached an intermediate level of proficiency. As such, this approach stress on grammar, syntax, and mechanics. It emphasizes accuracy rather than fluency or originality.

- **The Free-Writing Approach**

This approach stresses writing quantity rather than quality. Teachers who use this approach assign vast amounts of free writing on given topics with only minimal correction. The emphasis in this approach is on content and fluency rather than on accuracy and form. Once ideas are down on the page, grammatical accuracy and organization follow. Thus, teachers may begin their classes by asking students to write freely on any topic without worrying about grammar and spelling for five or ten minutes. The teachers does not correct these pieces of free writing. They simply read them and may comment on the ideas the writer expressed. Alternatively, some students may volunteer to read their own writing aloud to the class. Concern for “audience” and “content” are seen as important in this approach.

- **The Paragraph-Pattern Approach**

Instead of accuracy of grammar or fluency of content, the Paragraph-Pattern-Approach stresses on organization. Students copy paragraphs and imitate model passages. They put scrambled sentences into paragraph order. They identify general and specific statements and choose to invent an appropriate topic sentence or insert or delete sentences. This approach is based on the principle that in different cultures people construct and organize communication with each other in different ways.

- **The Grammar-Syntax-Organization Approach**

This approach stresses on simultaneous work on more than one composition feature. Teachers who follow this approach maintain that writing can not be seen as composed of separate skills which are learned sequentially. Therefore, student should be trained to pay

attention to organization while they also work on the necessary grammar and syntax. This approach links the purpose of writing to the forms that are needed to convey message.

➤ **TheCommunicativeApproach**

This approach stresses the purpose of writing and the audience for it. Student writers are encouraged to behave like writers in real life and ask themselves the crucial questions about purpose and audience:

Why am I writing this? Who will read it?

Traditionally, the teacher alone has been the audience for student writing. But some feel that writers do their best when writing is truly a communicative act, with a writer writing for a real reader. As such, the readership may be extended to classmate and pen pals.

➤ **TheProcessApproach**

Recently, the teaching of writing has moved away from a concentration on written product to an emphasis on the process of writing. Thus, writers ask themselves:

How do I write this? How do I get started?

In this approach, students are trained to generate ideas for writing, think of the purpose and audience, write multiple drafts in order to present written products that communicate their own ideas. Teachers who use this approach give students time to try ideas and feedback on the content of what they write in their drafts. As such, writing becomes a process of discovery for the students as they discover new ideas and new language forms to express them. Furthermore, learning to write is seen as a developmental process that helps students to write as professional authors do, choosing their own topics and genres, and writing from their own experiences or observations. A writing process approach requires that teachers give students greater responsibility for, and ownership of, their own learning. Students make decisions about genre and choice of topics, and collaborate as they write.

George Orwell's 5 rules for effective writing.

1. Never use a metaphor, simile, or other figure of speech which you are used to seeing in print.

This sounds easy, but in practice is incredibly difficult. Phrases such as *toe the line*, *ride roughshod over*, *stand shoulder to shoulder with*, *play into the hands of*, *an axe to grind*, *Achilles' heel*, *swan song*, and *hotbed* come to mind quickly and feel comforting and melodic.

For this exact reason they must be avoided. Common phrases have become so comfortable that they create no emotional response. Take the time to invent fresh, powerful images.

2. Never use a long word where a short one will do.

Long words don't make you sound intelligent unless used skillfully. In the wrong situation they'll have the opposite effect, making you sound pretentious and arrogant. They're also less likely to be understood and more awkward to read.

3. If it is possible to cut a word out, always cut it out.

Great literature is simply language charged with meaning to the utmost possible degree. Accordingly, any words that don't contribute meaning to a passage dilute its power. Less is always better.

4. Never use the passive where you can use the active.

This one is frequently broken, probably because many people don't know the difference between active and passive verbs. I didn't myself until a few months ago. Here is an example that makes it easy to understand:

The man was bitten by the dog. (passive)The dog bit the man. (active).The active is better because it's shorter and more forceful.

5. Never use a foreign phrase, a scientific word, or a jargon word if you can think of an everyday English equivalent.

This is tricky because much of the writing published on the internet is highly technical. If possible, remain accessible to the average reader. If your audience is highly specialized this

is a judgment call. You don't want to drag on with unnecessary explanation, but try to help people understand what you're writing about. You want your ideas to spread right?

6. Break any of these rules sooner than saying anything outright barbarous.

This bonus rule is a catch all. Above all, be sure to use common sense. These rules are easy to memorize but difficult to apply. Although I've edited this piece a dozen times I'm sure it contains imperfections. But trust me, it's much better now than it was initially. The key is effort. Good writing matters, probably more than you think.

In formation of interest to a subject the huge role is played by the person of the teacher. Therefore a pledge of successful mastering English language by the pupils is professionalism of the teacher which should in the work not only take into account the methodical principles underlying teaching, but also to be in constant search of new receptions and means of teaching which will recover a lesson, will make it fascinating, cognitive and remembered.

References:

1. Interactive Methods Of Teaching English Through Literature, 2009.
2. Principles of Language Learning and Teaching. H. Douglas Brown, 2008.
3. <http://www.nadasisland.com/ghaith-writing.html#approaches>
4. <http://www.pickthebrain.com/blog/george-orwells-5-rules-for-effective-writing/>
5. http://www.ehow.com/info_12091700_four-effective-writing-strategies.html
6. http://www.ehow.com/info_8134312_effective-writing-techniques.html

ЖАҢАША ОҚЫТУ-ЖЕТІСТІК КӨЗІ

Суинбеков Адил Табанович
Тоқаева Рагуль Сулейменовна
Науырзым ауданы
Дәмді ауылы

Аннотация

Бүкіл әлемде білім беру жүйелерінің келешек ұрпаққа қандай білім беретіні туралы мәселе қайта қаралуда. Осы мәселе аясында «Балалар ХХІ ғасырда табысты болу үшін нені үйренуі керек?» және «Оқытудың тиімді әдістері қандай?» деген сияқты негізгі сауалдар туындайды. Бұл сауалдар білім беру бағдарламасымен және білім беру бағдарламасын жүзеге асыруда пайдаланылатын педагогикалық тәсілдермен тығыз байланысты.

Аннотация

Во всё м мир е поднимается вопрос, какое обучение приемливо для будущих потомков развитой страны. Перед нами стоит задача, чему должны обучаться учащиеся ХХІ, чтобы быть перспективным. В настоящее время в Казахстане ведутся работы национального контекста в высшем уровне.

Abstract

In the whole world in education system rising questions about what learning of education is suitable for future generation in today's world. Before us a task how learners will study in the 21 century to become long-range. Today in Kazakhstan works of national context are conducted in a higher level.

Түйінді сөздер: бала, мазмұнды, жаңартылған, білім, қабілетті, мақсат

Ключевые слова: ребенок, содержательный, обновленный, знания, цель, компетентный.

Keywords: A child, content, renewed, education, aim, capable

Былтырғы жыл 2016-17 жыл бастауыш сыныптар үшін әсіресе 1-сынып үшін үлкен өзгерістер жаңартылған білім беру бағдарламасының енгізілуі.

Білім саласындағы ең нәтижелі бастамалардың бірі -жаңа мазмұндағы оқыту үрдісі.Мақсаты-бала дамуына түрлі әдіс-тәсілдерді шеберлікпен қолдана отырып,оқыту мазмұнына қойылатын талаптарды қалыптастыру.