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PSYCHOLOGICAL BASIS OF TEACHING WRITING ESSAY FOR THE 1st YEAR STUDENTS AT HIGHER EDUCATION

Abstract: *This article deals with the issues of teaching essay for the students of Higher Education. This article is about mastering written speech, functions of written communication, the difficulty of mastering writing and aspects of writing productivity.*
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Introduction

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Written speech, along with speaking, is a so-called productive (expressive) type of speech activity and is expressed in fixing a certain content with graphic (written) signs. The psychophysiological basis of written speech as an activity is the interaction of motor, visual and auditory-motor analyzers. Writing as a type of speech activity is possible on the basis of connections of motor, visual-graphic and speech-motor-auditory images of language phenomena. These connections are implemented in graphic calligraphy skills – the "material " basis of writing.

Mastering written speech in the native language is based on the students ' knowledge of oral and speech mechanisms. Written speech registers oral speech, corrects it, contributes to the development of logical thinking, helps to identify correct and explain errors, and contributes to stronger memorization.

Of all forms of oral and written communication, writing and speaking are the most interdependent. The close relationship between them is manifested not only in proximity models of generation, but in the correlation of psychological mechanisms of speech hearing, prediction, memory, attention, and the use of analyzers such as visual, auditory recidivating and, as we write under the dictation of his own voice, then scan and mentally spoken written, listening to the rhythm and intonation.

The speaker sees the immediate reaction of the listener to each phrase, this regulates his speech; the writer can only anticipate this reaction, so his speech is more justified, expanded. The writer must often first introduce the recipient to the appropriate situation, and then Express their opinions. This also forces it to describe everything more fully, otherwise it will be misunderstood.

The writer is deprived of the ability to expressively intonate his speech, so he must more carefully syntactically construct a phrase, choose more appropriate means.

The speaker is most often in an acute time deficit; the writer is almost unlimited in time. Therefore, his attention is directed not only to the content, but also to the form of speech. Re-reading what we have written, we always check how well the form used conveys the given content and meaning. The writer often uses, so to speak, long-term planning

of his speech, which makes it more logical. He can choose the exact word, diversify the lexical composition of his speech.

The writer cannot use gestures, facial expressions, cannot omit phrases, so his speech is always grammatically framed more strictly.

All the conditions for the functioning of written communication and the quality of written speech determine not only a certain difficulty or ease, but also the specifics of the work of teaching writing.

Written speech activity is purposeful and creative execution of thought in a written word, and written speech is a way of forming and formulating thought in written language signs (L. S. Vygotsky, I. A. Zimnaya). It is the productive side of writing that is not yet taught much in foreign language lessons. The written skills of students often lag far behind the level of training in other types of speech activity.

Written speech is also related to reading, because the psychophysiological mechanism of reading and writing has common elements: visual-graphic and auditory-speech images of language phenomena. Therefore, these two types of speech-motor activity mutually support each other: writing is the encoding of thought with graphic signs, reading is the transcoding of graphic signs into the auditory-speech code of internal speech (when reading to oneself) or into external speech - when reading aloud.

Writing is a complex type of speech activity. The difficulty of mastering writing is explained by the fact that it reflects not only the most complex – external written-way of forming and formulating thoughts, but also by the fact that it involves the assimilation of a new way of fixing the results of reflecting reality, that is, its graphical representation. This type of speech activity implements written communication mediated by time and distance. It is obvious that teaching this type of activity in a foreign language is an independent, rather complex task of training. From the point of view of the theory of speech activity developed in the works of I.A.Zimnaya, A.A.Leontiev, and A.N.Leontiev, written speech is a particular way of implementing speech activity, its productive form, in the process of which the idea is formulated and transmitted to the reader in writing.

Therefore, written speech is not just speech that is translated into graphic symbols. This is an independent process with its own rules of grammar and construction of written text-a written process in which we are interested in the product. In the framework of the communicative approach, written speech is perceived as a social action. The written process acts as a way to mediate information: one person communicates something to another, in the center of this linear process as a product is information: the writer (sender), the text (information), the reader (recipient, addressee).

This aspect of writing productivity is very important for teaching writing students. According to

psychologists (L. S. Vygotsky, I. A. winter, A. A. Leontiev), any type of speech activity is characterized by three parts, so written speech as one of the types of speech communication is three parts. It is characterized by an incentive-motivational motivating, analytical-synthetic formative and Executive resultant parts.

The motivational part is based on a person's General need for verbal communication. It is based on a whole system of extra-verbal factors that form motivation. The motive of writing is communication, the goal is to transmit information, and create a mental task for others. The need for communication, that is, the communicative need identified in the text, is realized in the goal of written communication. In written speech, as in all human activities, motives are considered as the determining principle. Where these impulses are not present, there is no activity that they can cause. Motivations cause a speech act both under the influence of the external environment, and as a result of the internal need of the subject to report some event, explain some phenomenon, prove their point of view. As a result of triggering the impulse, the intent of the utterance is created.

In the analytical-synthetic part, the statement itself is formed and implemented. In written speech, this part of the activity is presented in the form of collapsed, internal mental actions for the preparation of a written speech text and is an instrument for the implementation of thought. This part consists of an operating mechanism for the internal design of the written text. The main active factor in the preparation of the text is "pre-emptive synthesis", which is manifested at all stages of the text, since only a distant and fairly extensive prediction of all that is to be made in the text, is a powerful incentive for sequential fractional analysis of individual parts of the text.

It should be emphasized that the mechanism of pre-emptive synthesis is the main driving force in the preparation of written text. First, thanks to the action of this mechanism, the writer:

a) pronounces in internal speech every word that is going to be written, with its characteristic articulation movements and intonation design;

b) pronouncing the word, "anticipates" the following words and forms of communication between them;

C) imagines further disclosure of the idea, not only within a single sentence, but also in large segments of the statement, as well as in General.

Secondly, when generating a written speech utterance, there is a need to use a new speech-engine code for switching to spelling full words.

Third, at this stage of generating written speech, internal auditory control must operate based on the representation of words in the internal utterance before recording them.

The Executive part of writing as an activity the implementation of the plan has a pronounced external

character and is implemented in fixing the product of writing - the written text-in a graphical way.

The goal of the 1st year of study at a language University (training in actions that ensure the use of writing for communicative purposes, the implementation of thoughts in writing, i.e. writing an essay), which is implemented by exercises of a speech nature – is to form actions that ensure the expression of thoughts in writing. The main feature of this type of exercise is to switch the students ' arbitrary attention from the formal to the semantic side of the statement.

For example, students are offered a text that is deformed in terms of its logical utterance, which must be transformed by logically sequentially stating its content.

To form actions that ensure the deployment (expansion) of a written statement, we can recommend such exercises as composing a story similar to the one listened to or read, according to the plan, in connection with this situation; inventing the beginning or end of the text, and others.

The analysis of modern approaches to the genre allowed us to consider the essay genre from the position of discourse in its communicative aspect, as a method of communication in a discursive community, including an extra linguistic context, and having a communicative goal. For a common communicative purpose, genres are combined into types of discourse. The essay, therefore, is not a separate genre, but a type of discourse, that is, a whole class of genres United for a communicative purpose.

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