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## WRITTEN SPEECH AS A TYPE OF SPEECH ACTIVITY WHEN LEARNING A LANGUAGE

**Abstract:** This article reveals the main methods of mastering the Russian language. The characteristic of the main types of speech activity is given: oral speech and writing. The lexical, grammatical and compositional skills in mastering Russian speech are indicated.

**Key words:** means, communication, skills, written, oral speech, construction, formation, communication, activity, exposition, schooling, normative, lexis, type of activities, continuity, content.

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### Introduction

Mastery of the language as a means of communication means possession of all types of speech activity, including writing. The role of written communication, along with oral, is extremely important. Writing is secondary to oral. She arose from the need to communicate at a distance and in time. Writing, unlike oral, is often prepared. She is more normative. It is characterized by a strict selection of language tools, complex syntactic constructions, and complete sentences. The skill of expressing one's thoughts in writing is a more complex speech skill that requires special training.[1-97]

The advantage of writing as an object of learning is its static, fixed nature, which makes it possible to re-access it for analysis, transformation, memorization for reproduction purposes. Written speech can be of one or another functional-semantic type (narration, description or reasoning), which, as we already know, can be distinguished in oral monologue speech of a particular genre (story, letter,

note in a newspaper) and this or that style (colloquial, journalistic, business, fiction style).

Like speaking, writing is a productive type of speech activity. In the process of generating a letter, the student performs the following algorithm of actions: selects information for communicative purposes (to communicate something, inform about something, influence someone, discuss something, etc.); forms in the internal speech the corresponding language text; transforms (transfers) it into graphic text. The above algorithm shows that written communication is easier, the higher the oral speech. Although oral and written speech exist in unity and support each other in the formation of speech communication skills, they have their own specific features (psycholinguistic and linguistic) that determine the specifics of the written teaching methodology.

Learning written language at different stages has its own distinctive features. Let us dwell on some of them. Writing (written speech) can be both a means of forming lexical, grammatical, speech and other skills,

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and the purpose of forming the skills and abilities of written writing itself (compilation of written speech works - letters, annotations, abstracts, etc.). Accordingly, the goals need to differentiate and the strategy of teaching writing. The implementation of both the first and second functions of writing is carried out on the basis of a number of skills: 1) calligraphy skills (image of letters of letters and letters); 2) spelling skills; 3) lexical and grammatical skills (knowledge of vocabulary and grammar); 4) compositional skills (the ability to structure text).

The first two groups of skills form the writing technique (they are very important in the lower grades). Lexical, grammar and compositional skills are important in the formation of the actual written language.[2-116]

The correlation of different types of work and functional styles can be arbitrarily represented as follows: 1) Official business style Statement, announcement, business letter, minutes of the meeting, biography, characteristics, written message. 2) Conversational style Personal letter, invitation and congratulatory letters, telegram. 3) Style of fiction. Presentation, composition, dictation, description-description. 4) Newspaper-journalistic style. Article in a newspaper, in a wall newspaper, review. 5) Scientific style, abstract, abstract, report, written message. These types of work should be carried out on the basis of different information, with varying degrees of preliminary preparation, planning succession in advance in terms of the content and forms of written work.

The following writing and writing skills should be formed for the trainers: recording a speech plan, report, story; detailed article in a newspaper; characterization of characters from works of fiction; essays on life experiences; essays with elements of reasoning on a given topic or visual clarity; presentation, creative work; annotation, review of the book, film, performance, radio and television broadcasts; drawing up business papers. The development of writing skills poses the following multifaceted tasks for the teacher: to constantly enrich speech with new words, to form a sense of lexical compatibility in them; to form the ability to stylistically differentiate speech; work on the structure of the text and the construction of a monological utterance for various purposes; work on speech etiquette of written works of various kinds; to form spelling, grammar, syntactic normativeness of speech. When choosing a methodology for teaching written speech, it is necessary first of all to proceed from the training stage, which determines the nomenclature and scope of work, as well as the system of functioning of written skills.

Work on the content of the text begins with the opening conversation of the teacher. It is carried out with the aim of preparing students for the best perception of the text. After reading the source text,

the work continues. Vocabulary work is being carried out (language analysis of words and phrases). The type of speech (reasoning) is determined, the style of speech is indicated. Such work is carried out in order to prepare for the best perception of the text. Questions on the content of the text make students think, understand his idea. The main way to prepare for writing the presentation is through the oral retelling of the read sample. A conversation on issues prepares students for a plan. Sometimes a teacher offers a ready-made plan if the text is large and difficult. The presentation should be preceded by a series of exercises. The exercises that precede the presentation can include:

1. Written answers to questions.
2. Answers to questions excerpts from the text.
3. Exercises related to the conversion of some types of proposals into others
4. Exercises that activate the emotional-evaluative vocabulary of students.
5. Exercises that develop the skill of logical division of the text.
6. Exercises that develop grammar and stylistic skills of students.

Free dictations are an effective way to prepare for a teaching presentation. They help to prevent such errors in student statements as incompleteness and inconsistency in the transfer of content, learn to highlight the main thing, establish a logical connection between parts of the text, find the right form of language design. The presentation occupies a large place in educational activity, being for students a means of assimilation, and for a teacher - one of the means of verifying the assimilation of educational material.

Types of statements. By the method (form) of transmitting the source text, the statements are divided into oral and written.

Written statements are more often carried out orally. Control statements are carried out relatively rarely (3-5 times in the school year). When conducting a checklist, students begin independent work immediately after the teacher reads the text again.

The presentation is a work in which there is reproduction at the copy level, and creativity. Reproduction of the plot, composition does not require creative efforts from students. However, the search for a linguistic form cannot be based on memory alone — it requires creativity. Precisely because the main purpose of the presentation is to solve a language problem, we have the right to call the presentation creative. So, an exposition close to the text is a kind of exposition in which students give a detailed, consistent retelling of the contents of the listened or read text, expressing in it all the events, phenomena, facts and relations between them. The task of a detailed presentation is to reproduce as much as possible the contents of the source text. The task of a concise statement is to convey this content briefly,

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summarized. This requires the ability to select in the source text the main (relative to the parts of the source text) and the essential, most important (inside each main part), the ability to exclude, generalize, find the appropriate speech means and the ability to build a compressed text. The degree of compression of the text may be different. Depending on the specific speech task, the source text can be compressed in half, three quarters, etc. In a selective presentation, students logically sequentially transmit content on one of the proposed issues highlighted in the text. Thus, one of the subtopics is reproduced, as a rule, located in different parts of the source text (for example, a description of the onset of dawn in winter, if this description is given and the corresponding material must be selected). In statements with an additional assignment, the source text is slightly changed, processed, or supplemented in meaning with the original, but independent text created by the author of the statement. Various additional tasks may be offered: 1) to convey the content with a change in the narrator's face; 2) transfer content with a change in the time of the story; 3) transmit the content with the inclusion of dialogue; 4) to convey the content of the text, preserving certain lexical and grammatical means of the author's language. An additional task is a logical continuation, completion or completion of the text.[3-71]

Free dictation is one of the varieties of presentation. The text is read in paragraphs. Students

write down the main content of each piece they read. All of these types of statements justify themselves only with skillful stimulation of student activity in the process of speech generation and skillful methodological guidance in mastering coherent writing skills. A great help in the development of students' creative abilities is the wall newspaper. The next issue of the wall newspaper can be used for group discussions. So, in the first section you can include statements about the language being studied, information about related languages; about languages functioning in the republic, about the interaction of languages, about dictionaries; entertaining material on grammar, word formation, spelling, spelling, contributing to the prevention of the most common mistakes. Here are proverbs and sayings, verses.

The second section contains articles telling about life at the institute and beyond: about interesting trips, excursions, competitions, participation in socially useful affairs.

The third section is devoted to entertaining grammar materials: here are given descriptions of games, tongue twisters, puzzles, puzzles, stories. The newspaper should be completely correctly designed, so the teacher must carefully edit all the material. So, according to the above, we can conclude that not only oral speech, but also written language helps competent language acquisition.

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