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Проблема обучения технике иноязычного письма в начальной школе

Данная статья посвящена проблеме обучения иноязычной технике письма в начальной школе. Автор выделяет роль письма, его значение в обучении иноязычной речи. Особое внимание обращается на трудности, возникающие в процессе обучения технике письма на начальном этапе обучения.

The problem of foreign language writing techniques' teaching in primary schools

Today the foreign language is one of the most important and relatively new subjects in the system of the primarily preparation of the modern pupil in the polycultural and polylingual world. Together with the Russian language and literature it comprises the list of subjects of philological cycle and forms the communicative cultural aspect of a pupil, generally liberalizing and developing his speaking skills and education.

The approximate programs of school subjects of primary education [1] underline that writing plays an important role at the beginning of the

English language learning process. Being one of the aims of English language learning at school from the practical point of view it is more often regarded as means of education that help better learning of grammatical and lexical material and also improving reading and speaking skills.

The role of written speech and writing is different at different stages of English language learning. Thus at the beginning the main aim is to teach the technical part of writing. During this period the calligraphical and orthographical skills connected with the sound-letter correspondence are being formed. The importance of the formation of technical writing skills which provide young learners with the basis of writing speech in the foreign language is highly underlined in the methodical literature [2].

It is important to add that at the beginning of learning the technical part of the writing is imperfect. At the same time according to Vygotsky L. S. [3] it is possible to get the writing skills only “in case if during the first school years the young learner worked out the ways that led him to the process of writing, prepared and improved his writing techniques”. I.e. on the one hand in the process of learning it is important to learn the technical part of this skill, on the other hand “learning how to write as a skill leads exactly not to natural writing but to fingers’ exercising regarding the cultural development of a child”.

As we may see the wrongly formed methods of teaching the writing process leads to complicated negative consequences. As a result we can get not only bad hand-writing and mistakes during the process of writing but also general writing speech development’s disorder which can become an obstacle in general development of a young learner.

While analyzing the main mechanisms of the writing formation it is important to pay attention to its complexity, multicomponent structure and also the possibility of different facts’ influence on the successful skill’s formation. The difficulties in writing may be connected to different reasons: insufficient readiness for school or delay of development of different functions (such as vision, hearing, etc.), delay of speaking skills development, problems with health, etc.

The problem of difficulties of teaching children in school is being discussed and worked on for years, but nevertheless the reasons and the origin of difficulties, methods of diagnosis and methods of correction are still unknown. As the reasons and the origin of difficulties are still not clarified we use the term “difficulties in teaching how to write”.

In Russian methodology the difficulties in teaching writing, the types, characteristics and appearance are neither differentiated nor singled out. The main method of correction is just to make young learners write more. But at the same time it's worth mentioning that the children who have difficulties in learning how to write are quite different. So the origin of difficulties, the reasons, appearance and character are different, too.

Thus M. M. Bezrukh [4] considers that the wrongly formed methods of teaching lead to complicated negative consequences. As a result we can get not only bad hand-writing and mistakes but also general disorder of the writing skills development, which blocks general child's development.

The author distinguishes three main conditions that help to avoid the difficulties in writing skills and negative results of such teaching. The main idea of these conditions is that methods of teaching of writing should be projected.

First of all, with taking into consideration the psycho-physiological mechanisms of skills' development during the process of learning.

Secondly, with taking into consideration the forming of cognitive functions and mechanisms of organization of child's activities of a definite age development.

Thirdly, by means of the writing skills' techniques that will not stop the writing skills development but help it.

Nevertheless the variants of today's existing methods of teaching of writing in primary school practically do not take into account these conditions. This lets us distinguish the problem of foreign language writing techniques' learning by primary school pupils as one of the most actual in modern methodology.

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