

The Influence of Teacher's Pedagogic and Professional Competences on Students' Writing Proficiency

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Annotation: The purpose of teaching writing is to develop students' written communicative competence, which includes the possession of written signs, the content and form of a written work of speech. The ability to write in English is becoming increasingly important for a number of reasons. At present, there is an opportunity to travel, work in foreign companies, participate in international conferences and exchange programs, and communicate via the Internet. All this requires the ability to fill out questionnaires and declarations, conduct business correspondence, writing resumes, write essays and reports. In other words, it is necessary to be able to express thoughts and ideas in writing, knowing the basics of composition, knowing style features and following certain rules for organizing a written text. In this article described issues based on analyzing the influence of teacher's pedagogic and professional competences on students' writing proficiency. In this article we analyzed issues related to the influence of teacher's pedagogic and professional competences on students' writing proficiency.

Keywords: writing, speech, communicative competence, professional competence, written text.

INTRODUCTION

Writing is the most complex and slowly developing set of competencies, therefore, each of the sections of rhetoric and composition involves the use of pedagogical approaches, methods and technologies that allow you to effectively and gradually develop the relevant competencies. In order to learn how to write an independent research text, you need to master the methods of putting forward and substantiating your own ideas and hypotheses, non-linear construction of the text, searching and selecting the necessary information - i.e. metalinguistic (supralinguistic) competencies; methods of scientific argumentation, discussion of intermediate versions of the text (research results) with colleagues (peers and teachers) and proof of the viability of one's position - i.e. communication skills; and also to present these results in a targeted way, in the form of a compelling, logically ordered text - written discursive competencies. Thus, in teaching academic writing, three sets of active competencies develop simultaneously, therefore, didactic approaches to teaching writing are aimed at motivating personal work on one's own text and creating a discussion environment in which the ability to convince, accept criticism and defend their own rightness by methods of scientific argumentation.

DISCUSSIONS

The priority of student-centered and personal approaches to learning, the use of facilitation methods, in which the teacher and students become equal participants in the educational process.

Nowadays, when the knowledge of a foreign language is becoming the norm, and we are talking about English as the language of international communication, the goal of learning a language is the formation of communicative competence. At its core, it is integrative and includes several main components:

- communication skills in speaking, listening, reading and writing;
- language knowledge and skills of mastering language material for creating and recognizing information;
- linguistic and regional knowledge to ensure socio-cultural education, without which the full formation of communicative competence is impossible.

Since today the learning process is aimed at the practical knowledge of a foreign language, I would like to note the great importance of such a speech activity as writing or writing. Recently, this type of activity began to pay well-deserved attention. Possession of written language allows you to really use the knowledge of a foreign language, being outside the language environment, communicating with native speakers using modern means of communication: internet, e-mail, sms, etc. The ability to write personal and official letters, the need to fill out questionnaires, forms of documents motivate students to actively master written communication in the target language.

In linguistic literature, writing is understood as a graphic system, as one of the forms of expression, a means of representing language with the help of signs, and, finally, an addition to sound speech; a means of communication with the help of a system of graphic signs, which makes it possible to fix speech in order to preserve its works in time and to transmit it at a distance.

If we consider writing as a productive activity, then, like speaking, it is characterized by a tripartite structure: motivational-motivational, analytical-synthetic and executive. In other words, motivating, formative and productive. In the motivational part, a motive appears, a need or desire to communicate in order to convey some information in writing, an idea of the statement arises. In the analytic-synthetic part, the statement itself is formed and implemented, the selection of words necessary for a particular text, the distribution of subject features in a group of sentences, the allocation of a predicate or core part in the semantic organization of a sentence, and the organization of links between sentences.

The executive part of written speech as an activity is realized in fixing the product of written speech with the help of graphic means of the language - written text.

We are interested in written speech as an object of mastering the graphic and spelling systems of a foreign language for fixing linguistic and speech material. Writing helps, promotes the development of oral and reading skills and abilities, as it is closely related to them.

Psychological data suggests that the basis of written speech is oral speech. Oral speech, and in particular speaking, is connected by writing by the very mechanisms of generating an utterance. This can be traced from the idea (what to say) to the selection of the necessary means of language (how to express it, what words are needed and how to combine them in the statement) and to the implementation of the plan by means of the language orally - in speaking or in writing - in writing.

Writing is closely related to reading. They are based on the same graphic system of the language. When writing, as well as when reading, grapheme-phoneme correspondences are established. They only have a different orientation: when reading from letters to sounds, and when writing from sounds to letters. In other words, when writing, thoughts are encoded or encrypted using graphic symbols.

Thus, it seems to me that writing is ideal for systematizing the knowledge and skills of students, their self-control and self-correction. Writing is of great importance and influences the way we

think and learn, as well as our individual development and our relationships with other people. There are 5 reasons for the need for training in this type of activity:

Writing affects the way people think. It helps us to be organized, promotes logic in mental activity.

Writing contributes to our learning. It helps us to select, sort, information and highlight the main thing, concretize. Writing helps us remember what we learn.

Writing ensures success because it teaches us to think and learn.

Writing promotes personal development. Through writing, we learn to reflect, to reflect more deeply our personal experience.

Writing is a means of communication with the world.

But if you're learning to write, you need to know 3 things: how to learn to write, how and what happens during the writing process, and how to critically evaluate your work.

Writing should be considered both as a means of teaching a foreign language and as an end. Writing needs to be taught specifically.

An indicator of the professional preparedness of students of a language university for foreign-language written communication is the mastery of communicative competence in foreign-language written speech. Teaching written speech is connected with the solution of a practically significant issue: how to transform a written language into a full-fledged means of professional communication. Systematic and regular assessment and correction of the development of communicative competence in the foreign language written speech of students when they create a foreign language written text has significant potential.

The requirement of the State Standard for the professional training of students in the practical course of the main foreign language is knowledge of the spelling, lexical and grammatical norms of the language being studied and their implementation in all types of speech activity, therefore, in written speech activity in particular.

According to the new educational paradigm, any specialist, regardless of the chosen specialty, must have fundamental knowledge, professional skills in the activities of his profile, experience in creative and research activities to solve new problems, and experience in social evaluation activities.

The task of forming a creative personality is most acute for pedagogical universities that prepare students for their future pedagogical work. Pedagogical work is the work of a creative person who is able to generate and implement new ideas, solve creative problems, so one of the most important requirements for students of pedagogical universities should be the development of creative abilities and their use in educational and future teaching activities. This determines the relevance of this study, since creativity plays a significant role in the generation of written speech.

The problem of teaching written speech activity is devoted to many studies conducted by both domestic and foreign linguists, psychologists and methodologists.

The practice of preparing graduates of a language university shows that, having studied a practical course in a foreign language, they are not fully prepared for the implementation of written professional communication in a foreign language, do not meet the requirements of domestic and foreign (Council of Europe) foreign language standards. Written speech includes two types of speech activity: writing (a productive type of speech activity) and reading (a receptive type of

speech activity). Foreign language written speech of students is characterized by a satisfactory mastery of graphics and spelling, assimilation of structural models of the sentence, but not sufficient for the level of professional knowledge of the formation of a productive type of speech activity (assuming the mastery of writing as a means of communication). There is a need to develop such a model for the development of communicative competence in the foreign language written speech of students of a language university, which would be based on taking into account the specifics of foreign language written communication, systematic evaluation and correction of the components of the developed competence in the process of phased work with a foreign language text, taking into account the language / speech needs of students, practical and professional orientation of training. Compliance with these requirements led to an appeal to the competence-based paradigm of education in domestic and foreign theory and practice.

In this regard, particular principles for assessing the level of development of communicative competence in the foreign-language written speech of students of a language university are highlighted, the implementation of which allows for systematic assessment and correction when creating a foreign-language written text:

Continuousness of assessment (implementation of assessment in the process of teaching foreign language writing, taking into account the stages of creating a foreign language written text and the correspondence of types of assessment to these stages);

2) the leading orientation towards creativity in teaching, cognition and professional activity (correspondence of the types, methods, methods of assessment with the language, professional needs of students of a language university);

3) reflexivity (ensures the focus of the subjects of the educational process - the teacher and students - on the operational assessment of the progress and results of the development of competence according to criteria known to both parties, the identification of emerging gaps in educational, social and professional training and their subsequent correction);

4) variability, flexibility and dynamism of assessment when creating a foreign-language written text, depending on the goals set, the student population, internal learning conditions, or external factors.

Unlike the works of Russian (V.I. Baidenko, A.G. Bermus, N.A. Grishakhova, E.F. Zeer, I.A. Zimnyaya, Yu.G. Tatur, A.B. Khutorskoy) and foreign researchers (L. Bachman, M. Canale, D. Hymes, RW White), which discusses the formation of individual competencies of students in the study of a foreign language, in this study, the task of developing communicative competence in relation to the foreign language written speech of students of a language university is posed and solved.

The content of the concept of communicative competence in the foreign-language written speech of students of a language university is clarified in the formulation "the ability and willingness of students to carry out foreign-language written communication in the field of personal and professional communication, applying knowledge, skills, strategies and experience in working with a foreign-language text, taking into account the peculiarities of constructing written statements in the culture of the language being studied.

The popular idea that you can learn to write by reading is deeply mistaken, as well as the idea that you can learn to write by imitating other people's texts. The ability to work with sources, critically evaluate and highlight the necessary information is an important analytical skill, but this is only one

of the components of working on a text that is not directly related to the writing process itself. The student's task is to learn to express their own thoughts in their own language, which will gradually become truly scientific, while remaining their own, but will acquire features characteristic of the language of scientific, and then specific disciplinary discourse. For this reason, the main task of the teacher of academic writing is to motivate students to carefully work on the text from putting forward a hypothesis and building a non-linear logical structure of the text to repeatedly improving each element, paragraph, sentence and word. To solve this pedagogical task, assessment methods are used that encourage the student to write, rather than passing a verdict: such an assessment helps the author to improve, and each individual text or its draft is considered as the next step on the way to becoming an academically competent researcher.

The competency-based approach means a gradual reorientation of the dominant educational paradigm with a predominant transmission of knowledge, the formation of skills to create conditions for mastering a set of competencies, meaning potential, the ability of a graduate to survive and sustainable life in the conditions of a modern multifactorial socio-political, market-economic, information and communication saturated space .

Currently, in pedagogical theory there is no single definition of the concept of "competence" The concept of competence is more often used to denote: the educational result, which is expressed in the readiness of the graduate, in the real possession of methods, means of activity, in the ability to cope with the tasks set; this form of combination of knowledge, skills and abilities, which allows you to set and achieve goals for the transformation of the environment. Competence is the mastery of the corresponding competence by a person. Competence is more often understood as an integral quality of a person, manifested in its general ability and readiness for activity, based on knowledge and experience acquired in the process of learning and socialization, and focused on independent and successful participation in activities.

Thus, competence, in comparison with the concepts of "knowledge, skills, skills", is considered as a more complex social and didactic personal structure based on values, orientation, knowledge, experience acquired by a person both in the learning process and outside it. It is expressed in the mobilization by the individual of the acquired knowledge, experience, behavioral relations in a particular situation to solve various problems. The structure of competence includes the formation of a person's internal motivation, psychological and practical readiness to achieve better results in their professional activities, social life. The sphere of student motivation for writing is very extensive. An integral part of it is an increased interest in communicating on the network. It is impossible to imagine a modern world without high technology. Young people spending several hours a day on the Internet are not uncommon, but the realities of today. Skillful use of Internet resources can be very productive. We conducted a series of experimental lessons using the Internet, which were based on the principles of interaction between different types of taxiways and a communicative approach. It is obvious that such lessons in the routine of the educational process aroused genuine interest, attendance increased, and many sought to fulfill the proposed tasks with desire and interest. Search for professional information on the Internet, further discussion of the data obtained, the presentation of information in the form of notes, articles, term papers are the type of written work that can interest future specialists in technical and managerial specialties.

CONCLUSION

Based on the foregoing, we can conclude that communication-based learning should be considered the leading factor contributing to increased motivation, since it is modeling of natural situations of communication when teaching written speech that leads to an increase in the level of motivation

and quality of knowledge in teaching writing. The interest in communication among university students has always been and remains high. On the other hand, the motivation to study written language is very insignificant. While creating a model of teaching writing, it is necessary to take into account the fact that training should contribute to the formation of such skills and abilities that may be needed in further professional activities. Combining all of the above facts, we can confidently say that in order to increase the motivation for learning written language, it is necessary to maintain its main function - communicative.

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