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## **PROBLEMS OF TEACHING VOCABULARY FOR THE FORMATION OF WRITING SKILLS FOR FOREIGN STUDENTS, STUDYING THE KAZAKH AND RUSSIAN LANGUAGES**

This article discusses the problems of learning vocabulary for the formation of writing skills in foreign students learning Kazakh and Russian languages. This article provides various guidelines, corresponding to different stages of training. For the formation of various writing skills offered interactive forms. The system of exercises presented in this article contributes to the development of writing communication. Teaching – a complex and multi-pronged process. The activities of the teacher should be aimed to maximize the learning process. Accounting for these moments allows the teacher to build a class methodically competently, to adjust their pace, alternate forms of work, that means to intensify the activities of the students. Communicative principle, which became the base for most of didactic concepts and successfully implemented in almost all stages of education, largely strengthened ties methodology and linguistics, increased interest in teaching communicative process parameters. In the article, various methodic recommendations are provided, which correspond to various stages of education. It is given attention not only to linguistic form of expression, but to informal form. Interactive forms of teaching are proposed for speaking. System of exercises, provided in the article, contributes to development of writing communicative.

**Key words:** writing, method, teaching Kazakh and Russian, innovative technologies, skills.

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### **Қазақ және орыс тілдерін үйренетін шетелдік студенттердің жазылым дағдысын қалыптастыру үшін лексиканы оқытудың мәселелері**

Бұл мақалада қазақ және орыс тілдерін шет тілдері ретінде оқитын шетелдік студенттердің жазылым дағдысын қалыптастырудағы лексиканы оқытудың мәселелері қарастырылады. Бұл мақалада оқытудың әртүрлі кезеңдеріне қатысты түрлі ұсыныстар берілген. Әр түрлі жазылым дағдыларын қалыптастыру үшін оқытудың интерактивті формалары ұсынылады. Осы мақалада ұсынылған жаттығулар жүйесі жазбаша қарым-қатынасты дамытуға ықпал етеді. Оқыту күрделі және көп мақсатты үдеріс. Оқытушының қызметі оқу үдерісін барынша арттыруға бағытталуы керек. Осы сәттерді ескеру оқытушыға аудиторияны сауатты ұйымдастыруға, жылдам, балама жұмыс түрлерін түзетуге мүмкіндік береді, бұл студенттердің белсенділігін арттыру болып табылады. Көптеген дидактикалық ұғымдардың негізіне айналған және білім берудің барлық сатыларында ойдағыдай жүзеге асырылатын коммуникативтік принцип байланыспен лингвистика әдіснамасын күшейтіп, коммуникативтік үрдістің параметрлерін оқытуға қызығушылықты арттырады. Мақалада оқытудың әртүрлі сатыларына сәйкес келетін әртүрлі әдістемелік ұсыныстар ұсынылған. Ол тек тілдік формаға ғана емес, бейресми нысанға да назар

аударарды. Оқытудың интерактивті формалары ұсынылады. Мақалада берілген жаттығулар жүйесі жазылымды дамытуға ықпал етеді.

**Түйін сөздер:** жазылым, әдіс, қазақ және орыс тілдерін оқыту, инновациялық технологиялар, дағды.

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### **Проблемы обучения лексике для формирования навыков письменной речи у иностранных студентов, изучающих казахский и русский языки**

В этой статье рассматриваются проблемы обучения лексике для формирования навыков письменной речи у иностранных студентов, изучающих казахский и русский языки. В этой статье представлены различные рекомендации, соответствующие различным этапам обучения. Для формирования различных навыков письменного речевого обучения предлагаются интерактивные формы. Система упражнений, представленных в этой статье, способствует развитию письменного общения. Обучение – сложный и многоцелевой процесс. Деятельность преподавателя должна быть направлена на максимизацию процесса обучения. Учет этих моментов позволяет преподавателю грамотно организовать аудиторию, корректировать темпы, альтернативные формы работы, что означает активизировать деятельность учащихся. Коммуникативный принцип, ставший основой большинства дидактических концепций и успешно реализованный практически на всех этапах образования, в значительной степени укрепил методологию связей и лингвистику, повышенный интерес к преподаванию параметров коммуникативного процесса. В статье предлагаются различные методические рекомендации, которые соответствуют различным этапам обучения. Ему уделяется внимание не только лингвистической форме выражения, но и неформальной форме. Предлагаются интерактивные формы обучения. Система упражнений, предусмотренная в статье, способствует развитию письменной коммуникации.

**Ключевые слова:** письменный, метод, преподавание казахского и русского языков, инновационные технологии, навык.

#### **Introduction**

Recently the most discussed topic is the problem of the transition of written Kazakh speech to Latin, President of Kazakhstan N.A. Nazarbayev believes that Kazakhstan will transit to Latin by 2025.

The initiative of the President N.A. Nazarbayev is associated with the policy of trilingualism: Kazakh, Russian, English. The Latin, according to the president, should help Kazakhstanis to integrate into the world community. For foreign students who use the Latin alphabet in their native language, learning to write will be simpler, now this problem is being studied and considered by scientists from all sides. Many experts believe that the transition to the Latin alphabet allows Kazakhstan to get closer to the Turkic world, in which the Latin alphabet is widely used (Turkey, Azerbaijan, Uzbekistan and other countries).

In his article «Looking into the Future: Modernizing Public Consciousness» the President N.A. Nazarbayev says that it is necessary to adopt a single standard of Latin graphics, but also to prepare specialists, to create new textbooks of the Kazakh language.

Currently Latin dominates in the information space. The transition of the Kazakh language to the Latin alphabet will be carried out in stages.

#### **Experiment**

Written speech is a two-way process of reading-writing and writing-reading. At the same time, writing and speaking are most interdependent. There is a transition from the word, pronounced out loud or to himself/herself, to the writing this word (Musinskaya E.V., 1983: 63).

The alphabet is only a tool that allows to interpret oral speech in written, in order to save the pronunciation of words. The use of Latin in the Kazakh language is not an easy process, which should provide for all the difficulties of preserving Kazakh spoken language. In addition to the alphabet, written speech has its own peculiarities, which teachers of the Kazakh language should well represent.

The writing person uses language means for expressing thoughts, arising in the form of inner speech. There is a transition from a word, spoken out loud or silently, to writing this word, no matter what alphabet is used in written speech at writing

text material, a more careful selection of lexical and grammatical means takes place. The writing forms the most correct speech, as the writing person can return to the written, change the content, add or reduce the information. Also he or she can check and correct written.

Teaching writing for foreign students, studying the Kazakh and Russian languages has its own characteristics. A large place in the process of forming writing skills is given to vocabulary (Mil'rud R.P., 1997: 29).

Vocabulary allows to form verbal and written speech learning. The method distinguishes between active and passive vocabulary, which is necessary for the perception of information in the oral or written form.

The expression of thoughts in written form allows students to use a large vocabulary stock, as it doesn't require quick using. Written communication allows foreign students, studying the Kazakh and Russian languages to more carefully select the necessary vocabulary.

Words are introduced in a specific context. It creates associative links, improves memorization of words.

All educational topics, studied by foreign students at the Kazakh and Russian language classes, can be divided as follows: «Man and his surroundings», «Nature», «Countries and travelling», «Books», «Memo», «Economics», etc.

The study of these topics prepares students for a more difficult stage – taking education in Kazakhstan, where the Kazakh language is the state language, and the Russian language is the language of interethnic communication.

The formation of lexical skills is associated with the strength of learning lexical material. To consolidate vocabulary, students should be offered exercises that develop the ability to use lexical material in the various types of speech activity.

Teaching the vocabulary of the Kazakh and Russian languages for foreign students allows them to allocate the necessary vocabulary for expressing thoughts and understanding.

Vocabulary combines all types of speech activity. Teaching vocabulary is a very interesting process, forcing foreigners to analyze speech, to group words, to learn the Kazakh and Russian languages (Musinskaya E.V., 1999: 2).

Writing, like reading, refers to the means of written communication. Writing is a means of transmitting thoughts, which are fixed in the form of graphic signs. Writing is «a means of communication, additional to sound speech, using a system of

graphic signs that allow it to be formed to transmit it over a distance, to save its works in time» (Rogova G.V., 2004: 56).

Writing is closely related to other types of speech activity (speaking-writing; writing-reading). From the point of view of psychophysiology, writing is a complex process in which all analyzers (visual, auditory, motor speech, motor) are functioned, which makes it possible to speak about writing as «a universal fixer» (Musinskaya E.V., 1999: 4).

In the methodology of teaching Russian as a foreign language, there are such concepts as «writing», «a written speech». The writing refers to the use of the graphic or orphographic system of the studied language. Written speech means the ability to express thoughts in written form. According to the RFL and KazFL program, writing and a written speech are not only a means of learning, but also a goal (Ignatova E.R., Tolmacheva D.S., 2015: 100-104). On the material of simple texts and sentences students of the beginning level should learn:

- to congratulate on holidays, birthday;
- to write name, addressee name, date and address correctly;
- to start and finish a letter;
- to use the printed text as a basis for drawing up a plan, questions, etc.

The content of studying at the intermediate level should be more informative and should be based mainly on authentic material:

- a written description of the picture on the topic or based on the motifs of the topic;
- a written reproduction of the main content of the read text;
- writing an essay;
- preparation of theses or message plan;
- writing a letter to a foreign friend;
- filling out the form, hotel form;
- writing a greeting card.

Exercises, aimed at teaching writing, have communicative value from the above-mentioned exercises. This is the easiest form of work. But, nevertheless, in writing we combine all forms of the expression of thought: presentation, description, narration, reasoning, etc (Koryakovtseva N.F., 2002:12).

Varieties of epistolary written speech are: texts of congratulations, invitations, notes to friends, announcements (for example: about the time and place of a club or group meeting, holding a group meeting, texts of various statements, etc.).

It is necessary to start teaching writing from simple forms, for example: drawing up the text of a note to a fellow student, to a friend, to a girls friend with

a request to bring a book, to call, to go to the movies, to go to the theater, etc. It is necessary to explain to the students the specifics of writing a letter, that it is customary in letters to adhere to a certain sequence: after the greeting, we refer to the information concerning the addressee, then we report what concerns others and, finally, the letter's author himself.

The final part of the letter is composed depending on who it is addressed to and for what purpose. For this written work, the student must be proficient in:

- etiquette formulas for informal and business letters (greeting, farewell, request for information, thanks, etc.);
- rules for organizing a foreign language written text, including the ability to fill in the address on an envelope;
- compliance with the rules of spelling and punctuation.

At the advanced stage of writing, the student needs to use a letter as a more effective means of carrying out educational, professionally oriented and self-educational activities. The main written types of work at this stage will be:

- personal and official letter of the expanded type;
- extracts from the text;
- message;
- theses;
- essay;
- abstracts;
- reports for students' conferences;
- description;
- review;
- reproduction;
- annotation.

Students should be able to:

- describe events, facts and phenomena;
- report, request information of a detailed plan;
- express own judgment, opinion;
- comment on events and facts;
- make a detailed plan or theses for oral communication;
- create secondary texts (abstracts, annotations);
- fix factual information in the perception of oral or typed text.

At all stages of learning written speech, students develop strategic skills, the main of which include the following:

- to use sample text as an information and language support;
- to check written with the sample;
- to refer to reference books and dictionaries;
- to simplify a written text;

- to use word descriptions of common concepts;
- to use synonymous substitutions.

Learning to express a thought in the written form is done through preparatory (training) and speech exercises. These exercises teach the above skills and abilities. These exercises include tasks: to expand the proposals. When shortening students are learnt to exclude non-essential, redundant elements (adverbs, adjectives, subordinate clauses, etc.). When expanding, on the contrary, they are learnt to develop the idea, contained in the sentence and not to violate the logic of presentation.

Filling gaps with missing words has two options: semi-mechanical, when you need to insert the words, given in brackets, and more creative, when there is no hint. In the first case, knowledge of the grammatical forms of the word is required, and in the second, the ability to choose the words that match to the specific context, to correctly combine them, to differentiate the volume of meanings of the word, etc.

The construction of sentences is a rather valuable exercise, because when we do it, further understanding and memorization of the material take place. The construction includes the following types of exercises:

- compilation of compound or complex sentences from two simple;
- description of a simple situation with the help of specified words and word combinations;
- formation of a brief dialogue when relying on the indicated etiquette formulas and speech intentions (for example, presentation, greeting, farewell, etc.).

Question-answer exercises of a preparatory character are usually associated with specific sentences of the text and are a reconstruction of sentences from the narrative form to the interrogative one. The alternative questions, that contain a kind of hint for both positive and negative answers, have the particular importance.

More complex exercises are associated with the own definition of the content of the statement, with the absence of formal or meaningful supports. The same type of exercise, such as a reproduction or an essay, may vary depending on the level of language training and the complexity of the topic.

To illustrate the differences let us turn to a more detailed analysis of separate types of the above-mentioned exercises. Compliance the plan to read or listened text is associated with the ability of students to divide the text into the semantic segments, to reduce and rephrase it.



Easier from the point of view of mental tasks is to draw up a plan in the form of nominative sentences. It is more difficult to make a plan in the form of key word combinations, since students must define predicates of judgments very precisely and be able to distinguish them from the text.

Depending on the degree of modification of the text, reproductions are divided into three types: expanded, compressed and free. Expanded, or close to the text, the reproduction is one of the effective means of developing writing, although it is less creative in comparison with other types of reproduction. Using words and phrases, given in the text, in the reproduction, students reinforce already familiar words and learn new lexical and phraseological units, and this, in turn, creates the basis for the further development of speech skills.

Compressed reproduction is linked with the ability to highlight the main thing in the text and to exclude the minor, which requires a simultaneous focus on the content of the text (original) and its form. In a generalized form of transfer of content, a student performs complex logical operations, associated with analysis, synthesis, abstraction, and comparison.

A student works creatively, shortening a text. He/she seeks to find synonymous substitutions, sometimes modifies the structure and composition of a text, without departing from the theme and main idea of the primary text.

Free reproduction is connected not only with the transformation of the language side of a text, but also with a certain modification of the content. Working on this type of reproduction, a student may resort to reasoning, to a brief assessment (in the form of a summary, comparison, characteristics of one of the people, etc.), to the modification of the end of the story or description of what might have preceded the event, to the selective retelling of individual parts of a text (for example, a detailed, somewhat extended summary of the main points, due to the shortening of minor ones, etc.).

For successful learning of written abstracting and annotation, it is necessary to take into account the specific features of the referat and annotation as texts of the informative genre. The main functions of the referat are search, communicative and partially evaluative.

In the structure of the referat, it is customary to define three main parts: the heading, the actual abstract, and the reference. The heading consists of the title of the referat (title of the article); surnames of an author; place, time and conditions of work or research.

The abstract part is the main one. This is the result of the analytical and synthetic activities of the referent, reflecting the main content of the primary text. The reference part contains additional information: description of illustrations, charts and tables, pretext bibliography, references to additional literature, etc.

A critical analysis, in the opinion of many authors, is not included in the task of the referent; a brief assessment is not excluded. Referat and annotation belong to the genre of scientific literature and have similar communicative functions. To complete a written essay successfully, you must:

- be able to convert text;
- understand the terminology of the relevant science;
- correctly form references to the literature;
- to summarize facts, stated in the primary text;
- use abbreviations.

The annotation performs three main functions: informative-cognitive, evaluative and incentive-recommendatory. Knowledge of the basic features of referencing and annotation, as well as the properties of the referat and annotation as specific texts with a uniform form and consistency of structure, is essential for learning to write a secondary text.

Essay belongs to the most difficult type of written works, since it implies an independent selection of facts or events, related to the expression of others and own thoughts in written form. Unlike the reproduction, in which an event or description is revealed according to a plan followed by the author, an essay requires an independent compilation of a plan that corresponds to a given topic, and the ability to give an elementary evaluation of the events and by types of characters.

According to the method of presentation, essays can be descriptive, narrative, essay-reasoning. Descriptive essay is a text in which the subject, landscape, atmosphere, etc. are verbally characterized. For descriptive essay, more words are required than for an oral narrative, since in the description much attention is paid to the features and properties of the described object or phenomenon. The time sequence of what is happening determines the location of the material, and thus eliminates one and all the attention focuses on the word.

A narrative essay is a development of an action or event in time. In the narrative, it is necessary to capture the cause-time sequence in the change of actions, which is most often associated with the correct use of time. The peculiarities of the narration as a story about an event should include its composition, which can have two options: the

beginning of the event, the development of the event, the end; an introduction, a plot, a key moment, a denouement, a conclusion.

As for the supports on which the essay is written, this problem is connected with the difficulty of the topic and the language preparation of students. With a text as a support, the work is greatly facilitated, and the composition itself approaches in form to the reproduction. To write such an essay it is necessary to transform the text and make an assessment based on the presented facts.

Essay-reasoning is the unfolding of parts of a whole in their logical sequence, and the unfolding of thought takes place according to a certain pattern. This type of exercise assumes not only the description of the object or event, but also the motivation of the basis on which this description is given. Essay-reasoning is associated with a large preparatory preparation of students: the compilation of an essay plan; the formulation of theses; selection of speech formulas for argumentation, substantiation of one's point of view or evaluation of the described events; drawing up the final part in the form of a brief conclusion. Essay-reasoning can be written in the genre of letter, newspaper articles, comments, or reviews.

So, from the above-mentioned, we can conclude that written speech (being a part of speech activity), unlike speaking or listening, is a slower process, because when we generate a text, the writer person can change the original idea, correct the content, add or modify it.

Because of the possibility of returning to the text in order to control and correct writing, many authors consider writing as simpler activity and in some cases it is recommended to switch from hearing and speaking not to reading, but to writing, seeing in the latter a reliable means to improve forms of oral training.

The connection of writing with reading is explained by the fact that both forms of communication are based on a graphic communicative code, although they pursue different goals.

Learning experience shows that writing is not only a way to control the reading, but also a means of learning to read. Automating sound-letter correspondences, consolidating material written at different levels of the language with the help of written exercises improves the reading technique and contributes to the successful development of the ability to extract and fix information from the typed text.

## Results and discussion

To learn to listen, speak and read in Kazakh, you must simultaneously learn to write, mastering all kinds of speech activity, students master the language. Written speech allows students to get higher education in Kazakhstan, to conduct a scientific work, to participate in the further in various areas of economic, scientific and cultural life of Kazakhstan, in joint projects with other countries.

Thus, the further improvement of students' oral and written skills, the formation of their ability to think in a foreign language, the development of a deeper sense of the studied language are one of the main tasks today.

The unrelenting interest in learning a foreign language makes us take a new approach to solving some of the actual problems of its teaching. The study of a foreign language for special purposes involves the further development of speech skills in various situations of communication, considering the peculiarities of the national mentality.

## Conclusion

The use of new technologies makes changes to the learning system: a student is in the center of learning. This contributes to the creation of a creative atmosphere in the classroom, creates a condition for the development of individual abilities of students, the development of independent creative thinking. It enables the teacher to differentiate approach to each student in the learning process.

Thus, the main goal of teaching foreign languages is learning free orientation in a foreign language environment and the ability to respond adequately in the different situations, that is, to communicate.

Each language reflects the culture of the people who speak it. Consequently, mastering a foreign language is not separated from students' acquaintance with the facts of history, culture, social phenomena, and social conditions in the country of the studied language. The consideration of these factors is supplemented by the fact that the development of a language and the motives for its study are largely determined by the economic and social development of society.

At present, it is extremely relevant to talk about the search for new pedagogical technologies, methods and means of teaching, that would meet to the updated content and standards of education.

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