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## Writing as a Type of Speech Activity in the Chinese Audience

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**Abstract.** Written speech is the ability to convey thoughts in writing using graphic signs. To learn how to write in your native or foreign language, you must first master the ability to write letters and words correctly. When foreigners are taught Russian language abroad, the technique of writing plays a pivotal role of the means of teaching the language.

**Key words:** writing, speech, learning, language, technology.

### INTRODUCTION

Work on the letter “gives the student an opportunity to more fully realize the process of speaking. During writing, the student has the opportunity to think over the logic of the statement, more precisely determine its intention, select the means and ways of expressing thought that are adequate to the task of the statement. Accordingly, visual control during writing contributes to the fixation of speech patterns in memory” [2:32].

### MATERIALS AND METHODS

The problems of teaching written speech were considered by A.N. Barykina, V.P. Burgomistrova, T.A. Vishnyakova, L.S. Vygotsky, V.V. Dobrovolskaya, N.I. Zhinkin, I.A. Zimnyaya, T.I. Kapitonova, I.I. Kirillova, A.A. Leontiev, E.I. Motina, L.V. Moskovkin, N.S. Petrova, A.N. Shchukin and others.

Written speech, like speaking, is a productive type of speech activity. But there are significant psychological and linguistic differences between speaking and writing. “First of all, it should be noted that the absence of a direct recipient and intermediate feedback. The speaker sees the listener's direct reaction to each phrase, this regulates his speech; the writer can only predict this reaction, therefore his speech is more substantiated, expanded.

### RESULTS AND DISCUSSION

Often the writer must first introduce the recipient into the appropriate situation, and then express his judgments. This also forces him to describe more and more fully, otherwise he will be misunderstood.

The writer is deprived of the opportunity to expressively intonate his speech. Therefore, he must syntactically build the phrase more carefully, select more adequate means” [3:211].

Chinese students with great diligence, purposefulness and perseverance overcome the

difficulties of mastering the Russian language as a foreign language. All types of speech activity (writing, reading, speaking, listening) are important for them. However, during the period of the exchange of the latest information technologies, the role of written speech especially increases, since it is a source of fixation and transmission of information in written form in accordance with the situation of communication.

The process of teaching written speech of Chinese students is influenced not only by age and their psychological characteristics, but also by taking into account the specifics of the language, since Chinese writing, like any hieroglyphic writing, consists of a large number [8].

As you know, the goal of teaching written language is the formation of intercultural skills of perception and recognition of the phenomena of another culture in writing, intercultural comparison, application of new knowledge in writing texts of different genres. So, in China, at the Hefei Polytechnic University, at the initial stage, students copied mini-tests from a textbook or literally wrote down texts under the dictation of the teacher. This is the simplest form of writing, which Chinese students master already in their first classes in China.

The formation of writing skills in the Chinese audience is facilitated by the implementation of language and speech exercises. It is advisable to use the following as language exercises: answer the questions in writing; find answers to questions on the Internet; open the brackets in the sentence; insert the missing words, parts of the word into the sentence; transform the affirmative sentence into a negative, active sentence form into a passive one; write out sentences from the text with keywords that reveal the topic of the text. And from speech exercises, you can use the following: while reading the text, write out key words, definitions, interpretations of concepts, phrases with characteristics of characters from it; find in the text information that says o ... (justify the choice).

By the end of the academic year at the initial stage, Chinese students can express their thoughts in writing, but it is more difficult for them to voice their thoughts aloud. They retell the text in written form, write summaries, email/telephone messages, but they do not know how to write creative works, for example, when students write down the beginning of the text from the dictation of the teacher, and then they try to practice speech.

It should be noted that the acquired skills of independent work of Chinese students outside the classroom. In Chinese universities, self-study takes 50% of study time outside of school hours. Therefore, various generalizing tables, diagrams, samples and other supports play the role of "guides" in their independent activities.

The process of teaching written speech to foreign students at an advanced stage is focused on their reproductive activity in the educational and professional sphere. Chinese students from I - V courses learn to draw up different types of plans, highlight the necessary information and write down what they heard briefly in the form of abstracts, abstracts, annotations, reports, summaries; further - to state complete and brief information adequate to the topic, to be able to build your own written text such as an abstract, report, term paper, draw up business correspondence.

Annotation and abstracting are practically not used when teaching writing in universities in China, and this is very important for students, as they activate their creative abilities and increase the level of language and speech competence.

## **CONCLUSION**

Currently, more and more Chinese students are coming to graduate school after the preparatory faculty, having received a bachelor's degree in their country. It is very difficult for them to study in the magistracy, because they have a small stock of terminological

vocabulary, text compression skills and lexical and grammatical knowledge. Thus, written language is a reliable basis and means for teaching oral professional communication. It is necessary to increase the effectiveness of written work in the classroom by using the creative potential of the teacher.

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