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***DEVELOPING WRITING SKILLS IN TEACHING ENGLISH FOR STUDENTS
OF NON-LINGUISTIC SPECIALTIES***

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Abstract: *The article describes the process of developing writing skills in students-managers on the example of Krasnoyarsk SAU.*

Key words: *education, foreign language, non-linguistic university, writing skills, globalization, international exchange programs.*

***РАЗВИТИЕ НАВЫКОВ ПИСЬМА ПРИ ОБУЧЕНИИ ИНОСТРАННОМУ
ЯЗЫКУ СТУДЕНТОВ НЕЯЗЫКОВЫХ СПЕЦИАЛЬНОСТЕЙ***

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Аннотация: *В статье рассмотрен процесс развития навыков письма у студентов-менеджеров на примере Красноярского ГАУ.*

Ключевые слова: *обучение, иностранный язык, неязыковой вуз, навыки письма, глобализация, программы международного обмена.*

Nowadays all the institutions of higher education observe the expansion of international cooperation offers for students and graduates of Russian universities. They are sure to be the great prospects in terms of internships abroad, providing the opportunity to participate in international exchange programs and creating the base for the development of academic mobility of students. Krasnoyarsk state agrarian university received ECBE accreditation in 2014 for the programs in Management that proves the competitiveness of its students on the international market. The accreditation received by the University is the means for education quality achieving according to Antonova N.V. [1, p. 215]

The students that took part in the conversation with the representatives of ECBE commission showed the developed English speaking skills and a very high communicative efficiency.

The presence of the formed academic skills is necessary for the effective use of a foreign language outside of the educational system in the course of continuous professional self-development, including, the academic environment while fulfilling the tasks of the problem-exploratory nature, the research in the field of professional interests that involve reading foreign materials.

In connection with the increasing role of the written communication in receiving and transmitting information, teaching writing as a kind of speech activity is becoming increasingly important. The necessity of developing writing skills in students as a part of foreign language competency is mentioned by S.A. Kapsargina

[2, p.187]. It is impossible not to take into account the practical relevance and prevalence of written speech communication as a result of extensive use of such modern communication tools as electronic mail and the Internet. In modern conditions the future professionals require not just the possession of skills to express the thoughts in the written form correctly using the foreign language but also the ability of intercultural written communication in the suitable situation. The students must also be able to convincingly express their point of view, to analyze, to compare and evaluate facts and events, that is, to have logical thinking skills.

Writing is a productive form of foreign language speech activity that unfortunately occupies quite a modest place in the foreign language class. The analysis of the written works of students sometimes shows not a very high level of proficiency in the written language. The inability of some students, particularly junior students to formulate the main idea and to identify different aspects of the problem, to argue his/her point of view, to conclude on the basis of the text, to provide connectivity inside the written text, to place the text structurally and logically correct is revealed in their written works. In addition, some students experience difficulties in the revealing the topic, which leads to the fact that part of the information requested is either missing or inaccurately transmitted.

In our opinion it is to one extent connected with the English word order [3]. And also there is an obvious lack of awareness of students, especially freshmen, in relation to the nature of "written expression" of the kinds of writing that they will be doing in the learning process at the University, about the purpose of different types of work, the impact of the formation of skills of written speech communication on the acquisition of spoken language. Students underestimate the role of the expression of thoughts in written form as a means of communication; they do not realize the value of this kind of speech activity as an important aspect of learning. In addition to it, some students do not know sufficiently what the requirements for such written work as essays, annotation, abstract are.

It is known that teaching writing is closely related to learning of other kinds of speech activity. With its psychological and linguistic features, writing performs the same function of oral speech communication feature. Analyzing the mechanisms of the types of speech activity, psychologists and methodologists have come to the conclusion that there are similarities and differences between writing and speaking. In written and verbal statement the same transitions between externally expressed and internally spoken language forms are used. In written language, there is the transition from words spoken aloud or silently to the visible word. In speaking the transition is from the words spoken to you to the word, spoken aloud.

The way from thoughts to linguistic means is the same. The selection of lexical units, their organization in the grammatical feature of sentences, paragraphs and text are carried out through the stages of selection, comparison, combination and control. Thus one builds a chain of speech acts in accordance with the communicative intention of the author. You should also consider the correlation of the psychological mechanisms involved in the generation statements: speech hearing, memory, attention, and use these analyzers as visual, auditory and recidivating, because first,

we determine ourselves in the process of writing, then scan and mentally spoken written, listening to the rhythm and intonation.

On the one hand, we are not denying the similarities between writing and speaking but on the other hand we see a number of differences between them. Written statement is a monologue built adequately and completely. In the absence of direct communication writing deploys the utterance to avoid misunderstanding of the thoughts. In this regard, the letter contains more information, the definitions specifying the characteristics. Authors aim to present information consistently, clearly and concisely, because it will not be possible to change something, to repeat and to explain what was written. Therefore, writing is done carefully, perfected, reformulated in order to execute written speech properly. Usually there is time for doing it (at home or in class). The written text is clearly structured, because there is a possibility to check it out. One of the main characteristics of oral text is the spontaneity. Talking can be interrupted to improvise, sometimes losing logic statements. To create the letters we require more time. However, written communication can get information faster than verbal. Written texts are more demanding of the normativity of language. To learn to write, it is necessary to make efforts, special and prolonged exercises.

If we consider the letter at all as a productive communicative activity, we see it logical to conduct writing exercises with relevant objectives. For more effective learning of writing we use special texts-samples that demonstrate models of text structure, means of communication and the unification of its elements, and a set of typical phrases and expressions that are recommended for writing texts of various kinds.

Teaching the features of written language, it is necessary to consider lexical and stylistic requirements for the written texts of various types. The nature of the communicative situation largely influences the choice of language. For example, the official communication dictates the choice of means either stylistically neutral, or belonging to the business style. This requires better planning and execution of the written statements.

It should elaborate on the activity or subject-semantic approach to teaching writing. In this approach, the letter is regarded as a creative process, which is the formation of thoughts. The aim of the process is the production of texts based on individual creativity, students or study groups. The activity approach allows to organize the process of mastering a foreign language writing in accordance with the principles of student-active learning. Focus on the process, not the result of the activity, the autonomy of the learner in choice of content and language form their own creative written works (written statements with the elements of discourse, essays, reports, summaries, compositions, essays, stories, poems, etc.) distinguish training in the framework of this approach, focusing on personal motivation to learn a foreign language.

During the activity approach to learning a foreign written language, the role of the teacher is to motivate students to creative work, to familiarize them with different strategies and techniques work, and editing their own texts. Creative writing enables the participants to use the available lexical and grammatical skills, to express their

individuality, to recognize intercultural differences, to use their own written works for training the abilities of reading and speaking: for example mini-essays or essay on the chosen quote.

It is very useful to develop reading skills for the development of writing. It may be defined through tasks that require students writing based on reading of relevant texts. The latter can have various themes and focus. For writing the story it is necessary to observe the following steps: 1) monitoring – writing uses the original/initial text as a model, the model of his own future text, i.e. anticipates, assesses the expected result; 2) detailed design – writing integrates source-texts with pre-existing information on the topic of interest to create new ideas; 3) structuring – writing reorganizes the information from the source text to new text.

The first step in creating written texts for students is the reading of the text of a given genre and the analysis of its organizational structure and the used in this language. This is an exercise in memorizing verbal formulas, clichés, used in the letter. Students make the analysis of texts; analyze the means of expression of thoughts different in style and character of the texts, the means of transition from one thought to another, etc. Teaching writing should be based on the lines of the analysis of texts of different genres and create their own texts within a given genre that is fundamentally different from the usual ways of writing essays on a given topic.

In the second phase, you can offer to make a plan of writing or a story, using the sample phrases and key words. Forms of address and other cliché should correspond to the content, structure and style of writing or story. The text can serve as a support and basis for teaching writing is not in doubt. Considering all the features, challenges and benefits of written communication, it can be argued that for understanding and generation of text in a foreign language must be based on an authentic text sample, analyzing the expressed in this information and linguistic means used by the author for its actualization, thus, from the didactic point of view, transforming the text into a unit of writing.

Prevailing in the traditional system of higher professional education forms and methods of training of speech activity of students of language faculty of the University must be supplemented with organically fit into the holistic educational process of new forms of productive learning academic writing advanced English. As a result, full speech activities – reading, speaking, listening and writing are implemented, that improves the quality of training in English of future specialists.

Productive learning is a set of pedagogical techniques aimed at developing skills of creativity of students in expressing their thoughts in writing, based on their understanding of facts, phenomena, and event descriptions.

The technology of formation of skills of academic writing in English includes the following components: motivational-target (goal setting, formation of motives of achieving the goal); a substantial component (availability of training plans, curricula, handouts and didactic material, educational literature); and procedural-technological component (forms, methods, means and technologies of training); effective evaluation component criteria and evaluation of knowledge, levels of mastering of educational material).

The effectiveness of productive learning is supported by the implementation of the following pedagogical conditions:

- using the model of teaching academic writing in English in educational process of pedagogical higher education institution;
- establishing the structural-functional and meaningful relations between types of speech activity (reading, speaking, listening and writing), ensuring consistency and consistency of pedagogical influence;
- orientation of training of students of academic writing to creative speech activity;
- differentiation of students into groups according to their academic performance, quality of education and intercultural competence based on the developed criteria;
- forms, content and methods of teaching students in which English learning is a holistic process of speech activity (reading, speaking, listening and writing) aimed at training English language.

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