

ДОСВІД З ОРГАНІЗАЦІЇ НАВЧАЛЬНОЇ РОБОТИ

УДК 003.2:81''243

DOI 10.11603/me.2414-5998.2019.1.9595

M. O. Sokol, O. M. Tsaryk, N. M. Rybina

*I. Horbachevsky Ternopil State Medical University,
Ternopil National Economic University*

BASIC WRITING STRATEGIES IN FOREIGN LANGUAGES

M. O. Сокол, О. М. Царик, Н. М. Рибіна

*ДВНЗ “Тернопільський державний медичний університет
імені І. Я. Горбачевського МОЗ України”,
Тернопільський національний економічний університет*

ОСНОВНІ СТРАТЕГІЇ ПИСЬМА В ІНОЗЕМНИХ МОВАХ

The aim of the work – to study foreign experience (German and English) i.e. theoretical aspects of their written speech, its main spheres of functioning and types.

The main body. It has been proved that speech culture should be studied at different levels; the tendency of researching the oral speech in practice gains priority as well. Taking into account the technical innovations of modern communication, it has been suggested that the end of letter-writing culture and even the culture of writing at all. Actuality of investigating the writing is stipulated by subjective consciousness of writing that is manifested in fundamental writers' motion.

Based on the foreign scientific resources, the main spheres of writing have been analyzed. The necessity of studying the main tendencies of developing the culture of writing to form the communicative competence is substantiated. Nowadays different types of writing (writing in school, literature, every day writing, and written fixed private communication) are developing based on special principles. However, in times of changing the forms of communication, it is necessary to study the writing properly, in particular the culture of writing.

Conclusions. The reduced need for writing is caused by increasing the mechanization of communication: verbal communication through telephone is increasingly replacing the individual private correspondence; on the other hand, there is less need for private writing because of a broad range of modern communication options. It has been researched the main models of writing i.e. spontaneous writing, epic writing, conceptual writing, journalistic writing, scientific writing, and literary translation.

Key words: writing; model of writing; communicative competence.

Мета роботи – вивчення зарубіжного досвіду (німецького та англійського), власне теоретичних аспектів їхнього писемного мовлення, його основних сфер функціонування та видів.

Основна частина. Доведено, що писемна мова будь-якої культури має бути вивчена на різних рівнях; тенденція до вивчення усної мови на практиці також набуває пріоритету. Враховуючи технічні нововведення сучасного спілкування, було припущено, що можна передбачати відсутність культури писемного мовлення на побутовому рівні та навіть культури написання взагалі. Актуальність дослідження авторами обумовлена суб'єктивною свідомістю письма, що проявляється у загальних тенденціях в іноземних мовах.

На основі зарубіжних наукових ресурсів проаналізовано основні сфери письма. Обґрунтовано необхідність вивчення основних тенденцій розвитку культури письма для формування комунікативної компетенції. Було визначено певні типи письма (написання в школі, література, щоденне письмо та фіксоване приватне спілкування) й основні принципи їх диференціювання.

Висновки. Зменшена потреба у написанні зумовлена збільшенням механізації зв'язку: словесна комунікація через телефон дедалі частіше замінює індивідуальну приватну кореспонденцію; з іншого боку, менша потреба у приватному письменстві через широкий спектр сучасних засобів зв'язку. Досліджені основні моделі написання, тобто спонтанне письмо, епічне написання, концептуальне письмо, публіцистичне письмо, наукове письмо та літературний переклад, дали можливість припустити занепад культури письма в майбутньому.

Ключові слова: письмо; модель письма; комунікативна компетенція.

Introduction. Increasing the amount of information and modern requirements for the organization of the educational process makes the role of self-education more important. The problem of improving the learning process is facilitated by a system of learning aimed at developing communicative competences, in particular the development of the written speech culture. The

study of the written speech culture takes place at different levels, and the tendency of the priority of practical studies of oral speech is traced too. However, it is worth to mention that written speech from the beginning of its existence was a subject to change completely from time to time.

Scientific discussion on the subject of research on written speech acquired a new sound. The works of

© M. O. Sokol, O. M. Tsaryk, N. M. Rybina

Josef Wacek and Bogusław Hawránek in this field have found their continuation in studies on the theory of writing and writing (R. Erdorf, V. Gesmann, M. Grimberg, V. Knopop, K. Myuller, H. G. Munch, E. Shereer). Many scientific studies of the last decades show the domination of verbal speech only, but new trends require a new look at the problem of writing, in particular the theoretical aspects of written speech.

The aim of the work – to study foreign experience (German and English) i.e. theoretical aspects of their written speech, its main spheres of functioning and types.

The main body. Martin Grimberg, in the paper “The Study of the Loss of Written Speech,” notes that in the twentieth century there is the greatest manifestation of written speech, at the same time, this phenomenon requires the differentiation of “written speech” to establish the typology of the concept. Different types of written speech (letter in school, literature, daily writing, written private communication) develop on separate principles. However, in terms of communication patterns, a particular study needs written translation, i.e. the culture of written speech. The reduced need for written speech is due to the growing technicalization of communication: oral communication over the telephone is increasingly supplanting individual private correspondence; on the other hand, there is a growing need for private written communication through a wide range of modern communication alternatives. Only for a small part of people – writers, journalists and scholars – a letter is necessary for professional activity [4].

In the book “The Theory and Practice of Writing: The Ways to a New Writing Culture” Wilhelm Gößmann mentions the tendency for a loss of written culture and notes that a large proportion of humanity could avoid writing using audiovisual media. The writing process became immaterial, ethereal, since paper was not used for writing. The process of writing is separated from the process of expression, as well as the ability to change pieces of writing does not allow talking about the completion of the presentation of opinions. Wilhelm Hessmann compares the changes in writing with the development of printing. Technical relief in the process of writing and all external programs for the formulation and correction of the written does not deny that the letter requires mental skills, thinking and development of the linguistic sense.

According to Christian G. Munch, writing was rather new subject of research in the German scientists, they turned to oral speech – the correctness, relevance of the use of linguistic means. Sociolinguistics gave preference to the study of oral speech and linguistic norms

in society, the transitional forms between speech and writing, and between oral and written speech rarely interested in scholars. In the study of writing in Germany, written competence and the elimination of illiteracy as a factor in the development of society were taken into account. In the works of Jack Goody (Goody Jack) it is highlighted the historical effects of writing and the alphabet in particular, there are parallels between written culture and the level of development in the society. Socio-cultural analysis of the letter serves as an axiom for determining the cultural progress of society [7].

Prospects for the study of written speech include the cognitive research of writing, which is considered to be a social phenomenon. A scientific study of the cognitive aspect of writing was recently conducted. Several generations of scientists investigate the products of the writing, mainly texts, as well as all possible forms of writing. The study of the cognitive aspect of the letter was started in the 70’s of the twentieth century, and is closely linked to the social problems of the United States. Already in the early 1960s, statistical information provided information on the reduction of writing skills, which aroused concern in the context of the growing importance of written communication for American society. To refer to this concept, the term “writing crisis” is used, hence the need to study written speech in the system of language policy, which subsequently also led to cognitive research of the writing.

Despite the study of the psychological characteristics of written speech, scientists focused on the definition of cognitive aspects that occur when solving problems in the process of written speech. This fundamental change in the perspectives and results of numerous studies was reflected in the cognitive patterns of the written speech process, which are necessary for the formation of the bases of language competence. For the theoretical substantiation of the letter, the study of communicative models, creativity, rhetoric and main types of texts is proposed.

Modern psycholinguistic studies of oral and written language indicate that the writing and oral speech are of different origin. Also, the study of the brain suggests that the letter and speech are localized in different centers of the brain [3]. In an effort to cover the common competences of oral and written speech production G. Lukaks went on to study the spheres of language use. The center and the starting point of the language is the language of everyday use, including oral speech in everyday life situations. An important role in the emergence of the writing played the sacred language, which was relatively early recorded in writing.

Over time, there was a need for literary language, scientific language and public language, which are still the most important spheres of writing. The language of the public language is the language of the media, while the professional language belongs to the sphere of scientific language.

In the old didactic textbooks of the German education system, the focus is made on the writing, most exercises are particularly aimed at developing literacy skills. At the current stage of using the language, oral communication becomes more important than written language. The scientist V. Gessmann believes that the main educational goal should be not subordination of oral speech to written, but vice versa. Written speech serves to concentrate thoughts and develop linguistic competence in general [3].

In this way, writing is used not only as a prerequisite for further use of the written language in society, but also encourages more accurate and reasoned use of spoken language. The ability to read is important for learning the spelling, but doesn't play the most important role. The process of reading involves internalizing the structure of the language contained in the written texts. However, external perception is not enough, only the transition of the linguistic structure into its own internal language and internal awareness leads to the creation of the next linguistic competence, even imitation may be appropriate as the previous stage, it should not be rejected the process of rewriting the text.

For a detailed study of written speech we consider the main areas of writing, which can not always be clearly distinguished, since written speech is subject only to the first glance the syntactic structure of a particular language. But stylists deny the widespread assertion that "anyone who has the grammatical rules of a certain language, can use written speech in all spheres, provided that they achieve significant relevant competence" [3].

Since written speech is used in different spheres, each sphere, in particular considering the method and the presentation process, has a different language relation. To determine the scope of the written broadcast, it is necessary first to find out the intention of the letter. Proceeding from the literary language-psychological concept, the process of written speech is coordinated as follows: an unsigned internal speech originates first, which is caused by the need for spontaneous writing. Greater objectification requires a spoken word, which is differentiated primarily by different narrative perspectives. The new technical capabilities of working

on the text allow you to cover the broad spheres of writing, to free up memory and to facilitate the efforts to formulate. Purposeful and functional writing becomes accessible and easy to use. However, there is a danger that important spheres of written culture, which are indispensable for understanding the culture of mankind, are neglected or denied. Nowadays, it is necessary to create new conditions for a proper written culture. Under the writing it is understood not only the fixation of oral speech or reflection, it serves to cognize and determine the emotional state. The basis of written practice can be the theory of writing, which combines both the experience of contemporary writers and the psychology of language, where writing is considered and perceived as an internal process of mental activity.

Let's look at the basic patterns of written speech: spontaneous written speech, epic written speech, conceptual writing, journalistic writing, scientific writing, literary translation.

1. Spontaneous Writing Speech. The spontaneous literary writing can be described as follows: spontaneity of written speech is characterized by an internal impulse, fixing of unexpected thoughts. This also includes the response to texts and linguistic expressions in general. V. Gessmann notes that spontaneous written speech can not be equated with associative logging. The addition of the literary aspect of spontaneous written speech indicates that it is guided by unconscious, half conscious and even conscious intentions. Spontaneous writing does not require strict syntax compliance, allows for hopping of thought, repetition.

2. Epic writing. The transition from spontaneous writing to epic writing is almost imperceptible. As soon as memories, observations, facts and events are given in a timely manner, we can talk about the story. In contrast to spontaneous literary writing, an epic letter takes on objective forms, in a certain way, an invisible distance, but it is in the subjectivity of emotions caused by internal embarrassment. The content of the stories is filled with epic significance. Didactic problems, creative development, personal internalization, written forms are the main characteristics of epic writing. In the upper classes of the school, in the lessons of literature, epic written speech is central and of particular importance for the formation of the linguistic consciousness of the individual, in particular, the analysis, interpretation, methodological forms of work determine the ideological, historical, aesthetic objectives of the class, and thus affect the forms of written speech.

3. Conceptual Writing Speech. An end-to-end version of the written broadcast often requires preliminary

developmental stages, a blueprint, and drafting, which are extremely important for written practice. Conceptual letter can be constantly enriched with information, changed during thematic reflection. Internal understanding and substantive information are intertwined and lead to the starting point of thinking activity.

Conceptual letter can perform various functions. The draft allows you to make corrections, reflect spontaneity and refresh the expression process. At schools of different levels, the draft is an auxiliary tool that positively influences the formation of the culture of written speech; first, students in this case can express their thoughts more easily and freely; secondly, the stage of conceptual writing implies further correction and improvement, therefore the processes of thinking and writing can happen smoothly and quickly. Conceptual writing is often used during the preparation for oral speech: the previous versions of the wording are recorded, improved and processed. In particular, when it comes to professional issues or public speaking, it is first necessary to prepare conceptual pieces of work in order to structure the spoken language better.

V. Gesmann notes that written speech does not belong directly to the profession of a politician, the oral word is more important for the purpose of creating affection and recruitment. For a successful performance it is not enough to gesture and speak loudly, it is important to know what you want to say and how to justify your ideas. A decisive aspect is the orderly thinking and form of speech. The best way to achieve a successful performance is to use a conceptual letter that disciplines and enlightens your thoughts and helps you find the right form. An average person without preparation in public speaking often faces difficulties due to excitement, and therefore it is important to record the conceptual points of speech, to record figures, data and other details, which facilitates the perception and understanding of listeners [3]. Conceptual written broadcasting is also used in the formulation of problems of a political, economic or managerial nature, which ultimately should be set out in writing.

4. Journalistic writing. Such a form of written speech arose with the development of the press and is distinguished by a combination of narrative and spontaneous expression. Freedom of speech in the press guarantees political freedom, while censorship on either side paralyzes the formation of public opinion. In the absence of censorship by the state, the journalist has a wide personal space for activities, subjecting to the use of criticism and analysis of the Charter of Free Journalism only. For journalistic writing it is neces-

sary to have a linguistic talent of quick and accurate wording, a sense of relevant informative presentation of news and events.

Involving journalistic writing at school classes allows us to form a modern communicative culture. The analysis of newspaper articles contributes to the development of critical political consciousness, and the tasks associated with writing their own message on the basis of analyzed materials are aimed at forming a culture of written speech.

5. Scientific Writing Speech. With the increase in the volume of information, the process of education becomes scientific. The prerequisite for such education is the scientific use of language, abstract thinking, conceptual formulation and the application of theoretically sound methods. Do not expect the use of scientific writing at school, but the focus on the formation of science should be the purpose of each class. Scientific consciousness should be formed during the educational process, influence the improvement of spontaneity in thinking and writing, up to an independent form of knowledge and judgment. In this way, the cognitive competence associated with written speech development, with scientific research of issues and topics develops.

The slow and difficult path to scientific methodically sound consciousness is combined with an internal sequence. Already the first steps or even phases in this process are the development of conceptual thinking and linguistic expression. Spontaneity, epic speech and journalistic statement are needed for the development of scientific writing.

The use of scientific writing is still the prerogative of higher education institutions and scientific institutions, but with the growing importance of science, it is necessary to look for such forms of work that would be favorable to students and lead to the formation of scientific thinking. The appropriate forms of writing can take into account certain scientific bases: students are aware of methodological actions, systematic consideration replaces the randomness of ideas and observations.

Understanding texts in the written world is a base for acquiring knowledge. In the process of reading, texts can be learned, but only written notes lead to refinement and to the ability to check the level of understanding of the content. Reading texts causes one's own reaction, requires expression of one's own position, leaves an enthusiasm or even a protest, because work on tests is not identical. To understand the text, you need to make some efforts, the reader needs additional

information without which comprehension of the text is incomplete and insufficient. Once the text has been processed, historical knowledge is needed, an explanation from the comments, and sometimes also texts for comparison. Further, mental work on the text is necessary i.e. to find out the process of development of opinions, to draw conclusions, to analyze language formulation.

There are various ways and methods for interpreting texts, but the extent they can be used as a basis for written work depends on the level of education of students, the form of organizing the process of education at school and the purpose of the lesson. Literary texts through the functional structure are easier to interpret than purely substantive texts. For the development of subjective texts, professional competence is often required, which can be achieved using additional information. Interpreting text at school promotes the process of semantic understanding of the language, which ultimately translates into each text.

An important role in the development of scientific writing is played by a piece of writing focused on a given topic or solving a particular problem. The work-reflection that has been practiced in Germany as an examination on the maturity certificate in gymnasium education is increasingly replaced by a scientific work that requires additional information and materials, as well as phases in preparation (problem statement, material collection, material processing, writing of structured work, summaries and conclusions). In scientific writing, there must be reasonableness and evidence, weight and consistency of reasoning, but the most important thing is the development of thought, the promotion of the problem, systematic and logical presentation of thoughts. Since the structure of internal speech differs from the structure of the written speech, it is important for the purpose of clarity for others to consider the correctness of the syntactic structure of

expression. However, the main goal of the tasks for the development of scientific writing is to stimulate the thinking process.

6. Literary translation. In order to study the written speech in the past, the translation from a foreign language into a native language played an important role. From the proclamation of one language at foreign language classes in German schools, an important form of work was lost i.e. a translation into the native language, which positively influenced the stylistic improvement of the first language of schoolchildren. Educational goals were relocated to the development of speech, listening, writing in a foreign language.

Literary creative translation, unlike ordinary translation, is aimed at finding language tools in their native language. Almost all well-known writers practiced literary translation and thus experienced a writer's ability. Exercises for literary translation require a high level of linguistic consciousness, especially valuable translation with the addition of basic texts of reflections and explanations, correct and accurate translations.

Conclusions. Based on the analysis of German and English scientific literature on the problem of written speech, one can draw conclusions about the methodology of forming the language competence of a person. Spontaneous literary writing is characterized by an internal impulse, fixing of unexpected thoughts. Conceptual written broadcasting requires thematic orientation, the search for linguistic means in accordance with the linguistic situation. Writing in the field of journalism is characterized by laconic reproduction of the information process for the public. Scientific written broadcasting requires the greatest objectivity and methodological awareness of the correct use of linguistic means. An important model of written speech remains the literary translation of original texts.

List of literature

1. Alves A. R. Process Writing. – 2018. – Mode access : <https://www.birmingham.ac.uk/Documents/college-artslaw/cels/essays/ languageteaching/ AReisAlvesProcessWritingLTM.pdf>.
2. Erdorf R. Kreatives Schreiben im Deutschunterricht der Oberstufe. Theorie und Praxis des Schreibens: Wege zu einer neuen Schreibkultur / R. Erdorf ; In W. Goessmann ed. – Düsseldorf : Schwann, 1987. – P. 23–26.
3. Gössmann W. Theorie und Praxis des Schreibens: Wege zu einer neuen Schreibkultur / W. Gössmann. – Düsseldorf : Schwann, 1987.
4. Grimberg M. Untersuchungen zum Verlust der Schriftsprachlichkeit: Entstehungsgeschichte, -bedingungen

und Einflussfaktoren einer allgemeinen Literalität unter besonderer Berücksichtigung der schriftlich fixierten privaten Kommunikation / M. Grimberg. – Frankfurt am Main ; New York ; Paris : Lang, 1988.

5. Knoop U. Zum Status der Schriftlichkeit in der Sprache der Neuzeit / U. Knoop ; In K. B. Günther, H. Günther ed. Schrift, Schreiben, Schriftlichkeit: Arbeiten zur Struktur, Funktion und Entwicklung schriftl. Sprache. – Tübingen : Niemeyer, 1983. – S. 159–168.

6. Müller K. "Schreibe, wie du sprichst!": eine Maximale im Spannungsfeld von Mündlichkeit und Schriftlichkeit; eine historische und systematische Untersuchung / K. Müller. – Frankfurt am Main ; Bern ; New York ; Paris : Lang, 1990.

7. Münch C. H. Sprachpolitik und gesellschaftliche Alphabetisierung. Zur Entwicklung der Schreibkompetenz in Katalonien seit 1975 / C. H. Münch. – Frankfurt am Main : Peter Lang GmbH, 2006.

8. Scheerer E. Mündlichkeit und Schriftlichkeit – Implikationen für Modellierung kognitiver Prozesse / E. Schee-

rer ; In J. Baumann ed. Homo Scribens: Perspektiven der Schriftlichkeitsforschung. – Tübingen : Niemeyer, 1993. – P. 141–176.

9. Writing Strategies. Mode access : <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/Writing.pdf>. – 2017.

References

1. Alves, A.R. (2018). *Process writing*. Retrieved from: <https://www.birmingham.ac.uk/Documents/college-artslaw/cels/essays/ languageteaching/ AReisAlvesProcess WritingLTM.pdf>.

2. Erdorf, R. (1987). *Kreatives Schreiben im Deutschunterricht der Oberstufe*. Goessmann, W. (Ed.). Theorie und Praxis des Schreibens: Wege zu einer neuen Schreibkultur, Düsseldorf: Schwann.

3. Gössmann, W. (1987). *Theorie und Praxis des Schreibens: Wege zu einer neuen Schreibkultur*. Düsseldorf: Schwann.

4. Grimberg, M. (1988). *Untersuchungen zum Verlust der Schriftsprachlichkeit: Entstehungsgeschichte, -bedingungen und Einflussfaktoren einer allgemeinen Literalität unter besonderer Berücksichtigung der schriftlich fixierten privaten Kommunikation*. Frankfurt am Main; New York; Paris: Lang.

5. Knoop, U. (1983). Zum Status der Schriftlichkeit in der Sprache der Neuzeit. Günther, K.B., & Günther, H. (Ed.).

Schrift, Schreiben, Schriftlichkeit: Arbeiten zur Struktur, Funktion und Entwicklung schriftl. Sprache. Tübingen: Niemeyer.

6. Müller, K. (1990). “Schreibe, wie du sprichst!”: eine Maximale im Spannungsfeld von Mündlichkeit und Schriftlichkeit; eine historische und systematische Untersuchung. Frankfurt am Main; Bern; New York; Paris: Lang.

7. Münch, C.H. (2006). *Sprachpolitik und gesellschaftliche Alphabetisierung. Zur Entwicklung der Schreibkompetenz in Katalonien seit 1975*. Frankfurt am Main: Peter Lang GmbH.

8. Scheerer, E. (1993). Mündlichkeit und Schriftlichkeit – Implikationen für Modellierung kognitiver Prozesse. Baumann, J. (Ed.). Homo Scribens: Perspektiven der Schriftlichkeitsforschung, Tübingen: Niemeyer.

9. Writing Strategies. (2017). Retrieved from: <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/Writing.pdf>.

Received 15.11.18

E-mail address for correspondence: sokol@tdmu.edu.ua