

Z.N. Utegulova
F.Sh. Orazbaeva
S. Tleubay

Abai Kazakh National Pedagogical University Almaty, Kazakhstan
(E-mail: ziko_lady@mail.ru, f.oralbarva@mail.ru, sandugash.tleubai@mail.ru)

Effectiveness of using exercises in teaching writing

Abstract. *In the modern educational system, linguistics, which opened a new channel for the processes of exchange of thoughts, conversations and opinions of mankind, turned to a comprehensive study of linguistic communication under the influence of extralinguistic and intralinguistic factors. The phenomenon of language communication is not only a means of understanding and discussion of humanity, but also a tool of the social environment and worldview of a person. Such a complex process is expressed through language. The study's findings suggest the effectiveness of using exercises in teaching writing.*

Keywords: *linguistic communication, handwriting, typing, written language, written speech, writing exercises, speech activity.*

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Introduction

Linguistic communication is communication through language, communication between people through spoken language; understanding through public, national language; that is, human communication through language means linguistic communication» [1, p. 3].

Language communication is very important for all mankind, because with its help you can communicate, establish contacts with representatives of other nationalities, express your thoughts and opinions.

In the modern era of globalization, along with updating the content of education, the transformation of the Kazakh language into an instrument of interethnic communication is one of the urgent problems. Head of State Kassym-Jomart Tokayev stated to the people of Kazakhstan (2 September 2019): «I believe that the role of the Kazakh language as the state language

will increase, and it will become the language of interethnic relations. But to reach that level, we all need to work hard without making a fuss. It should also be remembered that language is an instrument of big politics» in his 189th Address entitled «Critical public dialogue is the basis of stability and prosperity of Kazakhstan» [1, p.5].

Methodology

How writers turn their ideas into text depends on their cognitive resources, such as attention and working memory and the mechanics of handwriting and typing. For all language learners, working memory is particularly relevant. Writing is a very complex and effortful cognitive task. Writers have to juggle ideas, content, language norms (spelling, grammar etc.), genre, the reader, motor skills like holding the pen or navigating the keyboard, etc. while simultaneously writing a text. As working

memory is limited, a strong focus on one of these aspects with result in less focus on other things. Language learners, for example, may not have automatized spelling and grammar, which means that a large amount of their working memory will be occupied with those aspects, at the expense of, for example, content or adaptation to the reader. Similarly, learners who have not yet automatized the mechanics of writing, like holding the pen, forming the letters or finding their way around the keyboard, are likely to use a substantial amount of their working memory resources for their mechanics. As a consequence, they would not be able to focus as much on form or content [3, p.17].

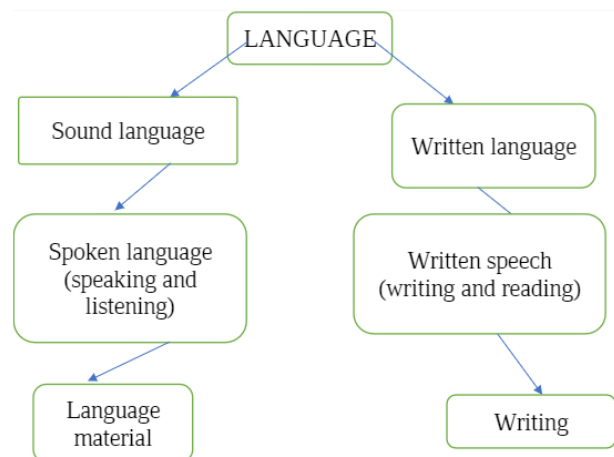
Literature review

The Russian scientist N. A. Pavlenko also emphasized in his work the role of writing in society. He wrote: "Writing plays an extremely important role in human society, it is a powerful engine of human culture," [4].

Russian and foreign methodologists mention the function of writing in communication and its significance in human life in many scientific studies. One of them, O. Lukotka, said about writing: «We wouldn't have culture without writing». We can not imagine civilization without writing at all. Man's thoughts and achievement are preserved for the future only through the writing» [5]. And L.R. Zinder in his work "Essays on the General Theory of Writing" said: "Writing arose from the need of a person to communicate something and a situation which can not be done using sounds and gestures," he said that writing appeared from a vital need, indicated the place of writing in the following table.

At the same time, it is necessary to define and delineate the relationship between the term «write» and the term «writing». Because these two words (write and writing) are closely related, but they don't always mean the same concept. Each of them has its own characteristics and differences. So, as the scientist A. Baitursynov said, «writing is a set of letters» [6, 6.362], writing is a systematized set of letters that have their own symbolic character and interconnected by

certain laws. And writing is a way for people to record their views and opinions and get feedback on them. Writing - requires the ability to fully, clearly and competently express your thoughts on paper from beginning to end in order to be understood by another person. Writing allows people to communicate widely in all areas of life, without being tied to time.



Picture 1 – The function of writing

There are many innovations in the modern economy and cultural life of our country, which is undergoing rapid development. Every reasonable person receives the daily news by reading the written things. In addition, with the acquisition of the state status by the Kazakh language, the entire system of documents in our republic is filled in the Kazakh language. That is, it refers to the place of writing in society. The use of writing as the main way of understanding teaching in the lessons of the Kazakh language forms the interest of the language learner in the Kazakh language. Because the language learner has the opportunity to read the written message, recognizing it through graphic symbols in the Kazakh language. Reading makes a person educated. Conversation teaches intelligence, and the habit of taking notes makes a person accurate.

Of course, exercises are considered the most basic work for teaching the Kazakh language through writing.

The exercise is a systematic repetition of the goal of mastering or improving the quality of certain actions, developing the skills of language learner's independent work, the

correct application of rules and facts in language communication, that is, the practical application of theoretical knowledge [7].

Exercise is a type of learning activity that creates cognitive activity of the student. With the help of exercises, the language learner confirms the acquired knowledge, carries out a search, and also performs a mental operation. Exercises contribute to the consolidation and development of acquired knowledge. Therefore, it is better to tell and explain the goals and objectives to the student before doing the exercise.

For effective language learning in the educational process, the teacher should pay attention to the practical orientation of teaching. This is due to the fact that the exercises conducted in the classroom should create complex communication and form competent writing skills. Exercises at different levels in the educational system develop the cognitive abilities and curiosity of primary school pupils.

According to the linguist-methodologist Shubina E.A., it is effective to teach speaking through a system of written exercises. He notes that many situations in the methodology of language teaching can be solved on the basis of the organization of educational work. «Systems of exercise and the development of the most effective technique for their application is the key to solving the whole problem of learning and writing, a problem that is still far from being solved by the method of teaching languages» [8, c.17]. The scientist groups the exercises according to their oral and written performance. «“Training and synthetic exercises are equally important components of teaching oral and written speech,” says the methodologist, emphasizing that training and synthetic exercises have a special function in the formation of speech activity, speaking and writing. The scientist-methodologist groups the exercises related to communicative activity as follows:

- 1) repeating
- 2) translating
- 3) pre-prepared exercise
- 4) distributed exercises [8, c.15].

The scientist grouped the above exercises and noted their effectiveness in mastering writing.

That is, the student practices literacy by doing these exercises.

I.A. Gruzinskaya was the first who conduct large-scale research on the theory of exercises in methodological science. According to her, the most important and most difficult thing in the process of learning a language is the formation of the ability to use the acquired knowledge in practice. According to the scientist, this goal can be realized with the help of a system of exercises. The scientist classifies exercises related to the formation of skills as: 1) supporting, 2) confirming, 3) imitation [9, c.30]. These exercises are effective for grouping linguistic material in accordance with the needs of the topic, for the conscious assimilation of communicative personalities, for consolidating linguistic personalities associated with the formation of speaking skills, for teaching grammatical material. The exercises should be based on the formation of spelling and oral skills, so basic exercises are important, repeated in each lesson or after several lessons.

The predominance of a practical, communicative orientation in the process of teaching a language increases the significance and function of exercises. The scientist B.A. Lapidus fully revealed the theoretical side of this idea. His work on the function of exercises is one of the main studies in the field of language teaching methodology. He points out that in language teaching, exercises are related to the learning goal, have a natural connection and continuation with language material and language skills. The scientist distinguishes exercises based on speech activity according to the linguistic aspect into phonetic, grammatical, lexical. At the same time, it is concluded that performing exercises using auxiliary tables in language learning improves language skills [10, c.55]. According to the scientist, one of the methods that contribute to the comprehensive development of the student, especially in mastering of writing, is the rational use of exercises. So, from the opinions of scientists it is clear that the activity of the system of exercises in mastering writing is enormous. He proved that it is necessary to divide the system of exercises into two groups when teaching pupils the Kazakh language through writing. They are:

- preparatory exercises related to the development of writing;
- exercises when learning writing.

These two large branches of exercises contribute to a comprehensive mastery of writing and are accompanied by speech exercises that contribute to the correct and competent expression of the pupil's thoughts both orally and in writing.

Results

Preparatory exercises related to mastery of writing may include sound writing, copywriting, slow writing, phonetic, lexical, imitative, expanding, compositional exercises. Writing exercises are easy at first and gradually become more difficult.

1. Preparatory exercises related to the development of writing:

Exercise-1. Put the desired sounds in the multipoint.

Ad...l, a...ash, zha...sy, to...ai, tab...at, zhem...s, m...nai, ar...p, k...na, om...r.

Exercise-2. Find a couple to the word and write it down.

Men - ...,	... - uki	kaz - ...,	... - tis
Ken- ...,	... - egu	tok - ...,	... - ush
Shyn- ...,	... - tigu	sok - ...,	... - sur

Exercise-3. Add plural endings to the words and read.

Emshi. Akku. Koi. Adam. Shyny. Kagaz. Zhemis. Zhuk. Oryndyk. Kense. Duken.

Aim of the exercise – Competent study of the native sounds of the Kazakh language, the correct understanding of the meaning of words, mastering the types of writing.

Effectiveness of the exercise – pupils learn to write words correctly, learn to pronounce them.

Importance of the exercise – helps to distinguish between types of writing.

Lexical exercises:

Exercise-1: Text «Tugan kun».

Find synonyms in the text.

Bugin menin tugan kunim. Menin tugan kunime tuystarym, dostarym keldi. Men olardy kiana karsy alamyn. Auyldagy dosym erten

keledi. Kelgen konaktarym konildi otyrды. Ozim de zhaksy demaldym. Zhakyndarym menin konilimnen shygatyn syilyktar azirleidi. Olardy ak peilmen, zhaksy ykylaspen kutemin. Olar magan en zkasy tilekterin tiledi.

Exercise-2. Find different meanings of the following homonyms and write sentences.

Үлгі: 1. Men ak at kordim. 2. Senin atyn kim? 3. Olar bir-birin karmen atty. 4. Bul Konaevatyndagy koshede turady

(Ana, zhas, aryk, zhaz, tus).

Exercise-3. Replace the pronoun with a noun.

Syrge meniki, asker bizdiki, audarma sizdiki, korme memlekettiki, kitap mugalimdiki

Aim of the exercise – to expand students' lexical vocabulary, to be able to use it in language communication.

Effectiveness of the exercise – teaching to be able to express the content of the text, to be able to clearly express their thoughts.

Importance of the exercise – good for expanding students' vocabulary.

Simulation exercises.

As experience shows, the lack of simulation exercises in the process of teaching students to write will lead to a decrease in the quality of work on the formation of oral and written speech skills.

Common types of simulation exercises include such language situations as: answering a question (taking into account the general question), agree with what you are told, confirm if it is true, confirm or refute the content of the sentence.

Exercise-1. Be able to clearly express your thoughts with the help of these words: ia, zhok, duris, duris emes, katelesesin, etc.

- Sizge kirige bolady ma?
- Ia, kiruge bolady.
- Zhok, kiruge bolmaidy.
- Menin aitkanym duris pa?
- Ia, aitkany duris.
- Zhok, aitkany duryz emes

Exercise-2. Ask a question about the given sentence.

- ?
- Menin atym Akzhan.
-?
- Is, menin uiim bar.
-?

- Menin paterim ush bolmeli.
-?
- Magan konak bolme unaidy.

Exercise-3. Answer these questions

Kazaksha

a) Siz soileseziz be?

Oryssha

Men uide soilei

ә) Siz mektepte soileisiz be?

agylishinsha

Men

б) Siz koshede kazaksha soileisiz ba?

Men koshede (ostissha, turikshe, kytaiasha)

Aim of the exercise – teach the student to speak fluently during a conversation.

Effectiveness of the exercise– the student learns to behave in front of an audience, clearly express his thoughts.

Importance of the exercise – helps students communicate with each other.

A big conclusion is made about the process of teaching the writing of the Kazakh language and its types to primary school pupils studying in a comprehensive school.

Aim of the experiment – to determine the effectiveness of the proposed system of exercises related to the study of writing in the Kazakh language and its types for pupils studying in secondary schools.

The experiments were carried out in the 2020-2021 academic year with 4th grade pupils of 178 secondary schools in Almaty.

The experiment consisted of 3 stages. These are an experiment to determine the level of a student's knowledge, a learning experiment, and a control experiment to see if the students have mastered writing after the learning experiment.

At the first stage, exercises were given to master the letter. Because primary school students had difficulty doing the preparatory exercises. Therefore, during the experiment, for the first time, students were offered light exercises. Some students could not understand the purpose of the letter. For example, easy exercises and tasks for understanding were given, such as putting the right letters instead of a dot, writing words with understanding, adding plural endings to words, writing examples of native sounds of the Kazakh language, finding homonyms, synonyms and antonyms of words.

Exercise-1. Find the homonyms of the underlined words and write them according to the example.

Example: Alma- zhemis turi, adam aty, bir narseni alma (don't take).

Men bazardan alma satyp aldym. Dosyn yige zhai kelip pe? Men zooparkten ak at kordim. Zhaz aiy magan unaidy. Onyn dosy aryk, ademi.

Exercise-2. Write a new sentence with synonyms.

a) ademi, sulu, asem, aibat, korkem.

ә) katal, meirimsiz, tas bauyr, kairymsyz.

б) semis, tolyk.

Table 1

The indicator of the degree of experiment group pupils' mastery of writing preparatory exercises

№	Primary school pupils	Preparatory exercises related to mastering writing				
1	2	3	4	5	6	7
	Experiment group	жоғары	жақсы	орташа	қанағат-лық	төмен
1	Pupil 1	-	4			
2	Pupil 2	-				1
3	Pupil 3	-		3		
4	Pupil 4	-	4			
5	Pupil 5	-		3		
6	Pupil 6	-			2	

Table 2

The indicator of the degree of control group pupils' mastery of writing exercises

№	Primary school pupils	Preparatory exercises related to mastering writing				
1	2	3	4	5	6	7
	Control group	high	good	middle	satisfactorily	low
1	Pupil 1	-		3		
2	Pupil 2	-		3		
3	Pupil 3	-	4			
4	Pupil 4	-				1
5	Pupil 5	-		3		
6	Pupil 6	-			2	

в) moldir, taza, tunik.

г) tuzu, tura.

Exercise-3. Write the antonyms in pairs.

Uzyn, tun, zhaksy, ulken, kun, zhaman, kyska, zhigit, kishi, kyz, aryk, ata, onai, kiyn, azhe, semiz, kiyn.pupils

The level of writing proficiency of primary school pupils in the identification experiment can be seen in the following table.

At the second stage of the experiment, in order not to repeat the shortcomings of the experiment on teaching writing and its types, special and thorough work was carried out with younger students through systematic exercises. Emphasis was placed on the written literacy of students, and it is also planned to comprehensively master other types of speech activity.

In the pedagogical experiment, exercises are given on a comprehensive, meaningful and cognitive basis, organized to increase the interest and cognitive activity of primary school pupils in the Kazakh language by mastering the letter and its types. The pedagogical experiment showed the importance of writing and its types in teaching pupils the Kazakh language.

Discussion

According to the results of the above experiment, at the second stage of the experiment, when mastering writing and its types, in order to increase the ability of pupils to speak the Kazakh language, complex organized work was carried

out at various levels. Therefore, in the training experiment, the system of exercises offered to pupils was given in a complicated form from simple to complex according to their abilities. They are: work with proverbs; expand the meaning of the word; game training; related to the endings; related to part of speech, crossword puzzles; build sentences correctly, etc.

Exercise-1. Continue the dialogue adding the ending.

- Ok kimnin balasy?
- Ok Seriik... balasy.
- Balasynyn aty kim?
- Balasy... aty Berik.
- Berik kazir dosy... uinde turady.
- Berik kaidan keldi.
- Berik Taraz kalasy... keldi.

Exercise-2. Complete the sentences adding the appropriate endings to nouns.

Ol Umit... inisi bolatyn. Үміт ауыл... kaitty. Ol ata-anasy... katty sagyndy. Ata-anasy mektep... zhumys isteidi. Inisi mektep... okidy. Umit... otbasy onsha ulken emes.

Exercise-3. Write sentences adding the appropriate ending.

- A. Murat mashinasy ... ----- otyrды.
- Ә. Agasy divan ... ----- zhatyr.
- Б. Ata-anasy ... ----- hat keldi.
- В. Parkte tuie ... ----- minip kydyrды.

Table 3

The indicator of the degree of primary school pupils' mastery of writing exercises in the teaching experiment

№	Primary school pupils	Preparatory exercises related to mastering writing				
1	2	3	4	5	6	7
		high	good	middle	satisfactorily	low
1	Experiment group 4a class pupils	43%	49%	27%	13%	10,5%
2	Control group 4b class pupils	40%	39%	25%	11,3%	9,8%

The degree of primary school pupils' mastery of the exercises when learning writing can be seen in the following table.

The pedagogical experiment showed the importance of writing and its types in teaching the Kazakh language. At the same time, it was noted that texts of different levels, which have a high educational value, are effective for improving the mental abilities and knowledge of foreign students when mastering other types of writing and speaking.

Conclusion

In conclusion, writing is a type of speech activity that ensures the reception and disclosure of certain information messages, being associated with the external form and internal content of linguistic and communicative personalities. A language learner who has mastered writing can clearly express his words, thoughts and wishes in written form. The student can receive and use various messages through writing. The news and information needed by all mankind is distributed through writing.

In connection with teaching pupils to writing, the following conclusion can be drawn:

- type of speech activity - teaching writing is a source of high-quality teaching of pupils the Kazakh language;
- writing opens the written literacy of pupils, allows them to clearly express their thoughts to someone else, that is, to the addressee in writing;
- every language learner can receive news and information necessary for him in life through writing, and accordingly replenish his knowledge;
- writing and its types help pupils to work independently, increase their interest in learning the Kazakh language;
- a system of exercises for teaching writing to pupils in research work increases their activity, helps them understand the content of the material they need, helps them get a quality education;
- the use of exercises based on learning writing in language communication increases the cognitive activity of pupils;
- the structure of exercises for mastering writing affects the correct use by pupils of the learned words in life and language communication.

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З.Н. Утегулова, Ф.Ш. Оразбаева, С. Тлеубай

Абай атындағы Қазақ ұлттық педагогикалық университеті, Алматы, Қазақстан

Жазылым әрекетін меңгертуде жаттығу жұмыстарын қолданудың тиімділігі

Аңдатпа. Қазіргі білім жүйесінде адамзаттың ой бөлісу, сөйлесу, пікір алмасу процестерін жаңа арнаға салған лингвистика тілдік коммуникацияны экстралингвистикалық және интралингвистикалық факторлардың әсерінен жан-жақты зерттеп-тануға бет бұрды. Тілдік коммуникация құбылысы адамзаттың түсінісу, пікірлесу амалы ғана емес, қоғамдық-әлеуметтік ортаның, адамның дүниетанымының да құралы болып табылады. Мұндай күрделі үдеріс тіл арқылы көрініс табады. Мақалада жазылым әрекетін меңгертуде жаттығу жұмыстарын қолданудың тиімділігі қарастырылады.

Түйін сөздер: тілдік қатынас, қолжазба, теру сауаттылығы, жазбаша тіл, жазылым, жазу жаттығулары, тіл белсенділіктері.

З.Н. Утегулова, Ф.Ш. Оразбаева, С. Тлеубай

Казахский национальный педагогический университет им. Абая, Алматы, Казахстан

**Эффективность использования упражнений
в изучении навыков письма**

Аннотация. В современной системе образования лингвистика, заложившая новое русло в процессах обмена мыслями, разговорами и мнениями человечества, обратилась к комплексному изучению языкового общения под влиянием экстралингвистических и внутриязыковых факторов. Феномен языкового общения является не только средством понимания и обсуждения человечества, но и инструментом социальной и общественной среды, мировоззрения человека. Такой сложный процесс выражается посредством языка. В статье рассматривается эффективность использования упражнений в освоении навыков письма.

Ключевые слова: языковое общение, почерк, печатная грамотность, письменная речь, письмо, письменные упражнения, языковая деятельность.

Information about authors:

Utegulova Z.N. – Ph.D., Abai Kazakh National Pedagogical University, Almaty, Kazakhstan.

Orazbaeva F.Sh. – Doctor of Pedagogical Sciences, Professor, Abai Kazakh National Pedagogical University, Almaty, Kazakhstan.

Tleubay S. – **Corresponding author**, Ph.D, Abai Kazakh National Pedagogical University, Almaty, Kazakhstan.

Утегулова З.Н. – докторант, Абай атындағы Қазақ ұлттық педагогикалық университеті, Алматы, Қазақстан.

Оразбаева Ф.Ш. – педагогика ғылымдарының докторы, профессор, Абай атындағы Қазақ ұлттық педагогикалық университеті, Алматы, Қазақстан.

Тлеубай С. – **корреспонденция үшін автор**, PhD, Абай атындағы Қазақ ұлттық педагогикалық университеті, Алматы, Қазақстан.