

КЫРГЫЗ РЕСПУБЛИКАСЫНЫН
БИЛИМ ЖАНА МАДАНИЯТ МИНИСТРЛИГИ

ОШ МАМЛЕКЕТТИК УНИВЕРСИТЕТИ

МАМЛЕКЕТТИК ТИЛ
ОКУТУЛУШУ ЖАНА
ИЗИЛДЕНИШИ

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белгилерди жетерлик билбей, аны өздөштүрүүдө же бироого окутууда бир катар кемчиликтерди кетириши толук ыктымал. Мындый көрүнүшөр айрым лекторлорго гана эмес, окуу китептерди жазып жүргөн кээ бир авторлорго да мүнөздүү экендигин акыркы кезде жарык көргөн окуу куралдар менен окуу китептерден көрүнүп турат.

Ушул фактыларга жана фразеологизмдерди жогорку окуу жайларында окутуудагы өз тажрыйбасына таянып, фразеологизмдерди жогорку окуу жайларында окутуу иши мамлекеттик тилди изилдөө жана окутуу иштеринин эң негизги маселелеринин бири экендигине коомчулуктуу көңүлү бурууну ылайык көрдүк.

Эскертүү претинде: Фразеологизмдерди окутууда көңүл бурулуучу бардык маселелерге мисалдарды келтирип, аларга талдоо жүргүзүп отурууна макулданган көлөмүнө коюлган талаш жооп бербеди. Ошондуктан көптөгөн проблемаларга тиешелүү маселелерди филолог адистер жакшы билет деген ишенимде мисалдар келтирилбестен ага байланышкан теориялык ойлорду, пикирлерди, сунуштарды айтуу менен гана чектелдик.

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WRITING IS ALSO LEARNING

The aim of this report is to share with other teachers about the importance of developing writing skill. We'll try to exchange our opinions.
The report is concerned with some kinds of writing processes, - that teachers can use in their own classes.

The writing process gives students a chance to think and get their ideas down on paper. By working together with classmates, students practice social skills and learn to organize, revise and edit their writing for themselves.

As we know, while writing students will talk and read. At the end, students take pride in their work when they have feeling of a real opportunity to express themselves. Besides, writing is also speaking, listening and reading. Because while

writing our inner voice will dictate. We'll write, then we read the written word or sentence.

That's why we should give our students more opportunity to write.

In his definition of writing, Bryne (1979) mentioned: «Writing is transforming our thoughts into language. It's a very complex skill that requires both physical and mental activity on the part of the writer».

We join to those, who consider writing to be one of the most difficult skills. It's considered difficult even for native speakers.

In his article « Integrating Grammar into the Teaching of Paragraph-Level Composition» Nurdan Ozbek from Nottingham writes: « In addition to the other difficulties in learning how to write, there is a specific point that's of great importance in designing a new writing for our students». In this case, the difficulty of teaching writing stems from the following 3 factors:

1. The difficulty nature of the writing skill itself.
2. The difficulty of teaching writing to foreign language learners.
3. The difficulty of teaching writing to prospective teachers of English.

We prefer to teach the students to write from the very beginning, as most of the students are the beginners. For beginning level students some grammar structures should be simplified, for example, the Past Tense should be changed into Present. Through writing students acquire cultural literacy of their language learning. We should choose stories or texts with a simple structure and with positive values. Texts should express joy, humor, interesting subject matter, strong emotional content, and other positive aspects of human nature.

In our report we'll share with other colleagues some of the ideas generated from our own teaching experience and gathered from other literature. The following kind of mixed exercises will help students develop their writing and critical thinking activities, for example: «Rewrite the story about 3 friends; 3 different stories:

Her name is Diana. He's a boy of 14. He is a student and doesn't live with his parents. Sam is going to be an engineer. Her hobbies are dancing and reading books on History. She is a school girl. His name is John. John likes boxing and computer games. She is a girl of 12. His name is Sam. Sam is from Australia. His favorite subjects at school are Math and Literature. John speaks French very well, because his mother is French. He is the best student in his group. John is going to be a doctor like his father. She likes to go to the swimming-pool. His hobby is collecting stamps. She is kind but what she doesn't like are mice. He has a big collection of them. Diana lives in Washington, the USA. John lives with his parents in London, the UK. He is tall and strong.

Students like to write about themselves. If we give them an opportunity to write the autobiographical writing sample can take many forms, depending on the proficiency level and style preferences in our class.

For example, if we request an autobiographical letter from our students, first we should read them a short autobiographical letter that we have written to somebody.

We motivate the students by suggesting the following possible topics like

- Think of five people that are very important to you. Write at least one sentence for each.
- Write me a letter telling me about your life and your plans for the future.
- Write a letter with some suggestions that will help me to improve this class.
- **Imagine that it is five years from now.** Where do you want to be? What would you like to be doing? etc.

Writing dictations is one of the most important tasks in language teaching. Dictation is a traditional method that will practice all four skills. There are many ways of writing dictations. Dictations are student-centred when two students dictate different texts to each other, then they can correct each other, or a student dictates to the whole class.

The following types of dictations are suggested. For example:

Dictation-translation: It is another form of teaching writing and learning vocabulary: words, phrases or sentences are read out in the native language and written down in English.

Question-answer dictation: The teacher asks questions, students answer them and one of them writes on the board. For example for beginning level students: What is your name?

Where are you from?

Where do you study?

What is your hobby?

What subjects do you study? etc.

Opposite-dictation: The teacher reads out some statements and students will write the opposite. For example:

1. Don't come to our classes = come to our classes.
2. Go home = Don't go home.
3. Go out = Come in.
4. Ask questions = Answer the questions.
5. Stop reading = Start reading. etc.

Running dictation: Pair is used here. The teacher puts the cards with written sentences in different places of the class. May be one is on the table, the second is on the window sill, or on the board. One student will go to the card and read the sentence then returns to his pair and dictate it, the other student will write. At the end all together can correct the mistakes.

Mutual dictation: A text is duplicated; the students work in pairs. Two copies of the text are handed out to each pair. Each copy is the reflection of the other. The words missing in one are in the other, and vice-versa. Student A dictates the missing words to student B and vice-versa. When each member of the pair has finished in their gaps. They compare their work and correct any mistakes. For example:

Dictation of student A.

Captain Smith _____ the sailors to prepare _____. Then he asks the radio _____ to ask for help from other _____. There are not enough _____ for all the passengers.

After midnight on _____, the sailors _____ the first class _____ to come to the lifeboats. The passengers _____ their life jackets. The sailors put the first _____ into the ocean. Slowly the ship _____ to sink. The front of the _____ goes into the water and the _____ part of the ship begins _____. On the ship a band is playing, _____ to keep the passengers _____. But all of the _____ know that the _____ is sinking.

Student B's dictation:

Captain Smith orders the _____ to prepare the lifeboats. Then he _____ the radio operators to ask for _____ from other ships. There are not enough lifeboats for all the _____. After _____ on April 15, the sailors call for the _____ passengers to come to the _____. The _____ put on their life jackets. The _____ put the first lifeboat into the _____. Slowly the _____ begins to sink. The front of the ship _____ into the _____ and the back part of the _____ begins to rise. On the _____ a band is _____, trying _____ the passengers quiet. But all of the passengers _____ that the Titanic is _____.

We have been using some of these student-centred dictations. We paid attention to that, these dictations have great fun in doing this and become more independent learners in the process of teaching writing. And we hope these recommendations will help teachers appreciate the importance of writing process in learning English.

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ТӨМӨНДӨН ЖОГОРУ, ЖОГОРТОН ТӨМӨН КАРАЙ ЖЕ ТАРБИЯДАН ТАРБИЯГА КЕТКЕН ЖОЛ

Элдин тарыхын, маданиятын, руханий дүйнөсүн жалпы эле өсүп-өнүгүү жолун, бүгүнкү учурун, келечегин таалим-тарбия илиминен элестетүүгө мүмкүн эмес.

Тарбия - таалим илими - адамзат коомунун башталышың негиздеген адамзат акыл-эсиндеги баштапкы илим жана ошону менен бирге акыл -