

Innovative methods in teaching writing in English

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DOI: 10.18355/XL.2023.16.02.19

Abstract

The study was undertaken with the help of the following methods of research: analysis of the theoretical and methodical literature, questionnaires, conversations with teachers, analysis of written works of students.

Students' written works contain the following shortcomings: incomplete disclosure of the topic; inability to formulate the main idea, to argue their thoughts, to ensure intra-textual coherence, to formalize the text structurally and logically correctly, to divide it into paragraphs, to self-edit the text; failure to comply with the required level of formality. The results of questionnaires, conversations with teachers, analysis of written works of students shows a low level of proficiency in written speech of the respondents.

Key words: Innovative, method, teaching, writing, experience, communication

Introduction

Writing is a productive analytical and synthetic activity associated with the generation and fixation of a written text. Writing is a productive type of speech activity, the object of which is written speech.

Written speech is the process of expressing thoughts in graphic form, the ability to use a written language system for communication. Based on the above, written speech is understood as a relatively independent type of speech activity (SA) aimed at expressing thoughts in writing (Assaly, 2015).

The spread of English as the language of international communication and the growing number of English language learners have led to the emergence of various methods of teaching and monitoring the effectiveness of the learning process. The use of such authentic materials as additional means of teaching foreign languages cinema, radio and television have long proved their effectiveness. The emergence of innovative information technologies has radically changed the nature of teaching, providing numerous opportunities to make the learning process more fascinating and productive. Technology is one of the most powerful engines of both social and linguistic change; it is part of the process of globalization, affects education and culture. Currently, English is the language of politics, business, education, industry, mass media, intercultural communication, as well as one of their main disciplines of educational programs.

English language proficiency is a determining factor for admission to well-known universities and subsequently obtaining a prestigious and highly paid job. Interest in its study is growing, and the user audience covers almost all age categories, nationalities, educational levels (Gal'skova, 2000).

Appeared Innovative multimedia technologies have provided a platform for transforming and improving the traditional model of teaching English. New technologies are developing in parallel with the growing use of the English language and changing the nature of intercultural communication. Today, knowledge of English opens up a window into the big global world with its colossal flow of information and innovations. In recent years, the question of the use of new information technologies in the educational process has been increasingly raised. Since the main purpose of teaching foreign languages is the formation and development of students' communicative culture, teaching practical mastery of a foreign language, the use of

computer technologies and Internet resources is the best approach in teaching (Kolker, 2001). Along with this, in order for students of a language university to achieve the required level of proficiency in writing in English, it is also necessary to create conditions for the effective organization of the educational process.

There are certain requirements for writing summaries, letters, or business proposals. We include writing excerpts from letters in the lessons. These exercises help the student to consolidate oral speech along with writing and correctly use grammatical material. The provision of grammatical materials to the student in the lesson is accompanied by vocabulary in colloquial speech. The main nail of the lesson is the practice of colloquial speech. Mastering words, grammar, developing understanding through listening in words, reading and listening to various materials – this is a platform for the development of spoken language. Only practical classes will help the student to speak fluently.

Methods of teaching a foreign language should be developed for any science. Comparing modern teaching methods with previous ones, the shortcomings encountered in them play a huge role in order not to repeat. The comparative nature of the methods is also necessary for the work of the teacher. Among the various methods, it is difficult to make a choice without knowing the specifics and originality of the method. At the present stage, the choice of a method for teaching a foreign language depends on the specifics of the team that uses this method, determines the personal qualities of the student, their age, level of interest and training, the period of time taught and the educational building depending on the technical equipment. Therefore, a comparative description of teaching English is an urgent problem today. Currently, intensive English Language Teaching is being implemented in the system of newly created and existing methods. This is undoubtedly the multiplicity of the specific goal of teaching English to students of different contingents, as well as the multiplicity of the conditions of teaching (grid of hours of study, their number, the structure of the study group).

One of the most widespread types of modern teaching methods is distance learning. It is not only within our country that you can find external teachers for a student who is going to study. Distance learning – in this method, the student is away from the teacher. In our country, in the practice of teaching a foreign language, this method has not become widespread. Part - time English courses and training for those who willingly learn a foreign language used to be TV and radio programs. For a long time, effective ways of distance learning were sought. As a highlight, along with Press Media and television and video recordings, CD-ROMs have been widely used in recent years. However, due to the lack of feedback between the teacher and the student, this method was unsuccessful.

The analysis of textbooks on teaching English written speech to students showed that currently such teaching tools as a printed manual and a computer program have not been developed in a language university.

The theoretical significance lies in the scientific substantiation of the methodology of teaching writing at a language university using teaching tools.

The practical value of the research is determined by the development of a system of tasks and exercises; the creation of a printed manual and a computer program that can be used to teach writing to students of a language university studying English both as a first and second specialty. The research materials can be used to develop a program for the practice of oral and written speech in the junior courses of a language university, as well as in the framework of a basic course of foreign language teaching methods for students of a language university (Kolker, 2002).

The purpose of the work is to create a scientifically based methodology for teaching writing in English.

The purpose of teaching written language at a language university is the formation of written communicative competence, which is a system of interrelated competencies: linguistic, discursive, socio-cultural, strategic, educational and cognitive.

The content of teaching written speech includes the topics of written communication, texts of different types and genres, knowledge, skills, abilities aimed at the gradual construction of a text-discourse with ensuring its semantic, communicative and structural integrity.

Currently, there are many types of methods of teaching English in higher educational institutions. Each method has its own characteristics, some methods are widespread, and some are rarely used. Knowledge of English is in great demand in the world today. Since this language is the language of international communication, the peoples of the whole world know English. There are many methods of teaching English, and new methods are emerging, and each teacher has the opportunity to choose the optimal method of work for himself. Most often, classical methods are used to teach English in higher educational institutions.

In this article, we will focus on the methods that are found to be effective in teaching English. One of the most used methods is the design method. The essence of this method is that you apply the materials you have learned in practice. For example, the topic of your lesson is "contacting the supplier of the order by e-mail". How to learn this? To do this, each student or group of students receives the task of learning a template for writing a letter to a firm. To write a correct letter, work is carried out on the necessary new words, after which a letter is written to the firm (detailed information about the firm is provided by the teacher). Thus, you will create a ready-made draft of a business letter in English. The effectiveness of this method is that you work with a task that you will face in life. In addition, the quality of fast language learning is higher than in other ways. A student who has mastered design, learns to think creatively, independently plans his actions, implements the tools and methods of work that he has mastered predicts possible options, solves the tasks facing you. Design culture is introduced in the field of many educational practices in the form of design methods and the design method of teaching. Another method of teaching a foreign language used by methodologists - training (training) approach.

If you have already attended trainings in the past, you know this approach well. In the lesson, you will learn a little theory, and then practice it. Then you will learn more new information and use what you have learned again. The key to training is that ready – made information is not provided, the essence of which you will find yourself in search. That is, you yourself can use your language you show interest in learning. Showing activity at a high level ensures the assimilation of new material and its consolidation in the course of practice.

Therefore, I use this approach in teaching English.

Great importance should be given to the active participation of students in classes and active work at home in English. The main task of the teacher is to find out the weaknesses and strengths of the student. Let the student himself know it. For example, if a student stops understanding audio materials after or before a minute while listening, this is his weak point. To eliminate this weakness, it is recommended to listen to melodies in English, audio lectures every day, increasing them from five minutes to an hour. Homework, allows you to consolidate the material passed in the lesson or simply prepare for the next lesson. The task must be designed to consolidate the past topic. According to the rules, homework will be similar to tasks in the lesson, therefore, it will not take more than thirty minutes to perform it. If there are points that the student did not understand on homework, and the answer was not found in the book, you should oblige him to mark it for questioning in the next lesson. Learn new words. For example, in class or outside of Class, A student wanted to talk to a man, and he does not have enough vocabulary. Unfortunately, this situation is quite

common in English. To help him, it is necessary to make a list of words necessary for communication on certain topics. A list of new words should be given to the student before passing the new topic. To the lesson it is known that if a student memorizes some of the words and utterances, it speeds up the course of the lesson. In the lesson, games should be organized on the practical use of these new words (to improve the quality of word memorization).

There are usually four language learning skills. They are: listening, pronunciation, writing, reading skills. They are of importance to the student's language learning.

Understanding and accepting English by listening is the most necessary skill. You need to understand the words of the interlocutor, because communication between people is two - way, right? Interviews and texts, radio programs and films, series fragments of listening, viewing, etc. must be considered in each lesson and in homework.

Reading. It is very useful for students to read aloud in English lessons. The goal is one-to correct pronunciation and intonation. Since the pronunciation and spelling of words in English are two different, visual and auditory memory must be combined.

Pronunciation. Intonation should be correct in pronunciation. A correctly pronounced word is a guarantee of correct understanding, and intonation expresses emotions. For example, on the IELTS exam, The Examiner scores 25% if the pronunciation is incorrect. Therefore, it is a task to train the student to pronounce the word correctly.

Step-by-step mastering by students of the complex of knowledge, skills, and abilities necessary to create texts functioning in creative written communication is considered as a process of formation of written communicative competence, which includes three stages: the stage of mastering the combinatorics of individual sentences, the stage of mastering the necessary techniques of combining individual sentences into a paragraph and the stage of mastering the communicative skills of creating a written text. In accordance with the gradual mastery of the communicative skills of writing a text, three levels of written communicative competence are distinguished: communicative-limited, communicative-sufficient, communicative-creative (Rogova, 1998).

Universities in different countries drew attention to the possibility of using computer telecommunications technology for the purpose of distance learning. On the basis of computer telecommunications, the following capabilities can be achieved:

- fast transmission of any information from a distance;
- store and recycle this information for the required period, etc.
- show interactivity with the help of special tools for this purpose;
- multimedia information and instant feedback between the teacher and the student;
- access to various sources of information, as well as remote and established databases, numerous conferences around the world via the Internet.
- organization of joint telecommunications projects and international, electronic conferences, computer audio, video conferences.

Any type of distance learning depends on four factors:

1. when the teacher and student perform effective self-actions regardless of their distance;
2. as well as when using pedagogical technologies;
3. the developed method determines the efficiency of materials and their delivery methods;
4. when there is effective feedback.

In other words, the effectiveness of distance learning depends on the quality of the organization and materials used, as well as the skill of the teacher involved in this process.

For the effectiveness of distance learning, there will be the following characteristics:

The key concept of the distance learning educational program is interactivity.

Distance learning courses provide maximum interactivity between the student and the teacher, students and students in addition to providing feedback between materials, as well as the ability to train with a group. It is very important that the feedback is high, the student must be confident in the correctness of his actions. Feedback operational, operational, as well as deadlines extended external evaluations should be of the same type (Solovova, 2012).

An important element of any course is motivation; it is necessary to use various tools and techniques.

Any learning system provides a quantization of all learning processes (goals, tools, materials, etc.). Without quantization, the goal will not be straight, the materials will be incomplete, the conditions will not be optimized, and the tools will be irrational.

Regularity of training is necessary not only for a foreign language learner, but also for parents and teachers of other disciplines. Interdisciplinary connections are used as an additional motivational tool for those who are not interested in a foreign language (Solovova, 2003).

The systematic organization of the educational process includes various levels of educational processes:

1. level of training stage (Primary, Secondary, Higher);
2. levels of training stages, determined between stages;
3. level of stages (stage of formation of lexical, grammatical skills, stage of improvement of skills, stage of development of mastered);
4. the level of the learning stage (imitation (imitation), substitution, modification, copying, fitting), which is determined within the stages and sub-stages.

In consistency, language learning skills (pronunciation, listening, reading, writing) are evenly developed in relation to each other.

The best factor is that it arouses additional interest using interdisciplinary connections.

The basis of the entire method is the principle of active communication. It is based on situations of a different nature (from social and household situations to problem situations). Situations are realized when working with a group (collective work), as well as when these principles are in a positive psychological atmosphere, when everyone feels comfortable, in an atmosphere of mutual understanding, and when active interaction is carried out, sharing not only information, but also emotions. Another one important point of the methodologist is the creation of additional motivations that increase the student's interest in the educational process. It should also be noted that in modern methods, the student's self-awareness actions play a huge role. They should do more work on their own than give the student ready-made materials, which also affects their memory. The main idea of all songs is one: the most powerful way of learning is communication. Most modern methods are counter-orientation. One of their main features is the creativity of the student. In particular, creative tasks are a sign of modernity today. They can do work not only with verbal expression, but also with other types of actions. Based on the examination conducted by scientists, it is possible to judge the process of development of the methodology of teaching the English language at the present stage:

Intensification of differentiation of methods, techniques and content of training depending on the purpose and level of Planned language proficiency, depending on the contingent of students and conditions of training;

The process of reducing translation methods;

Increased interaction and speech activity of students; use of mental state in the educational process;

Use of new technical means in training;

Combining elements of various methods in a modern training system.

It is more effective to combine the best of several methods according to the student than to use one method in general. At the moment, there is no universal method, the effectiveness of any method depends on many factors. At the stage of development of methods, the use of methods by combining them shows their effectiveness. It can be said that a set of methods has begun to be created, which have collected the best elements of different methods.

The process of formation of written communicative competence involves the creation of a system of exercises for teaching writing in a language university, including preparatory, structuring, communicative exercises. The system of exercises ensures the implementation of the basic requirements for the construction of a written text, such as structural and compositional rules for the organization of the text, ensuring its coherence, variability of the means used, compliance with the required level of formality, targeting a potential reader (Shchukin, 2010).

The developed strategies for the implementation of the entire system of exercises allow us to gradually form the written communicative competence of first-year students, while laying a solid foundation for spelling, literate writing; to form the communicative skills of independent, logical, coherent expression of thoughts in writing, taking into account the socio-cultural characteristics of the material.

The improvement of written communicative training provides for the creation of conditions for its effective organization with the use of teaching aids - a textbook and a computer program, the use of which allows you to form writing skills and abilities at all stages of assimilation, provides control and correction of students' activities, individualization and differentiation of learning (Shchukin, 2002).

The results of the training experiment showed that the proposed method of teaching written speech allows you to form a written communicative competence at the communicative and creative level, increase the effectiveness of the learning process, intensify it, activate the cognitive and speech activity of students, manage this activity, individualize the learning process, increase the motivation and interest of students in the subject.

Materials and methods

The active teaching methods used in higher education institutions include: brainstorming, solving problems by algorithm, discussing specific situations. Also widely used are such forms that put students in an active position: a problem lecture, a consultation lecture, a press conference lecture, a conversation lecture, a discussion lecture, a research lecture, a lecture using feedback elements.

The most diverse and promising modern educational technologies in education and science of the country are being introduced. If we determine the types of innovative technologies used in the methodology of teaching a foreign language, we can see in the work of a specialist in the methodology of teaching a foreign language A. N. Shchukin. A. N. Shchukin's work "modern intensive methods and technologies of training in foreign languages" notes the following types of innovative technologies in teaching a foreign language: joint learning, project technology, individual-oriented technology, distance learning, language portfolio, tandem method, Case Study Technology and computer technology (Aşık, 2022).

"Brainstorming" is a method of activating students' thinking abilities by jointly searching for solutions to complex problems (proposed by American psychologist A. Osborne). "Brainstorming" in the educational process takes place between groups of 5-6 students, united at the request of the students, without anyone's coercion. There will be no criticism, self-criticism, the most unexpected, even an unrealistic idea, is perceived and passes a group examination. The rating line selects a complex and relevant topic in the content of the discipline.

Digital storytelling can also be applicable in teaching writing. Writing a small work on the basis of an authentic video material not only increases students' ability to write, learn language, and speak, but also contributes to the formation of each student as an individual. It is quite possible to spend such works as a 5-minute recording without taking much time, or you can give them as a home task (Koryakoeva, 2002).

The student's ability to search develops. During the examination, it is important not to focus on the mistakes made by the student, but to pay more attention to his idea, the ability to describe his life experience, the structure of the text from independent work. It is effective to master various tasks and exercises, theoretical problems and principles using these methods. In addition, it is possible to organize various activities in the direction of developing students' conversational skills in English. In the subject of a foreign language, it is necessary that the student can consciously apply them in practice, rather than just memorize the definition of rules and concepts. You can hone your theoretical knowledge through various tasks and exercises. In conclusion, it can be noted that it is important to perform exercises using effective methods for the formation of students' written speech skills. Therefore, thorough education with an active organization of their business speech skills depends on the quickness of thought, skill, and communicative competence of the teacher (Liu, 2023).

Results

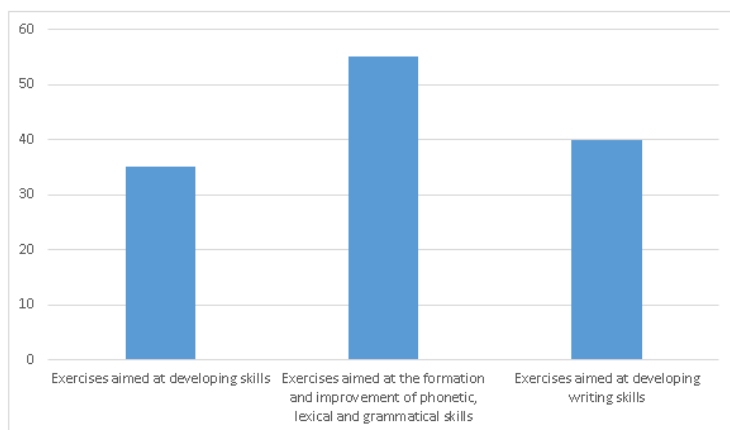
According to the results of the study, the total number of points was 133, out of 180 of the total amount, which was 74%. This amount is 47 points, i.e. 26% higher than the results at the first stage of the experiment.

In the context of personal results of students, the highest score is 16, which is 5 points more than the highest score at the ascertaining stage, the lowest indicator is 11 points, which amounted to a dynamics of +4 points. The average number of points is 13.3, 4.4 points more than the previous results.

At the first stage, in the context of students' skills, the highest indicator was for the technique of execution -19 points, however, students scored 25 points according to the criterion "essay structure" -25 points. According to the technique of execution, the total score was 24, which in dynamics amounted to +5 points.

The initial stage showed that the students had problems expressing the main idea of the text, the number of points was 10, at the final stage of the experiment this amount was 2 times more, 21 points.

Let us consider the exercises aimed at developing writing skills in the English textbook "Spotlight" for the 5th grade of general education institutions.



The diagram shows that the textbook contains the most exercises for the formation and improvement of phonetic, lexical and grammatical skills (53 exercises, compared with 41 exercises for the formation of written skills and 37 exercises aimed at developing skills in other types of speech activity).

As our comparative analysis of program documents, as well as textbooks of schools and universities shows, the main reasons for the poor preparation of students in writing are: lack of proper continuity in the selection of the content of teaching writing at school and university; incomplete compliance of university curricula for teaching writing to modern requirements. Writing instruction in the first year begins as if from scratch, the main focus is on the adjustment of language skills without relying on the positive experience of the formation of communicative writing skills acquired in high school. Analysis of textbooks for the first year (Vyborova, Makhmuryan, Melchina, 2003). He showed that in university teaching practice, the number of written exercises for practicing lexical and grammatical skills dominates over written exercises for developing writing skills, that is, the main emphasis is placed on teaching writing using written exercises as a means of teaching, and not as a communicative learning goal. Of the functional types of written texts in university textbooks, preference is mainly given to dictation, written retelling. However, already in school programs, textbooks on teaching writing, there are such types of written texts as writing (personal and business), filling out a questionnaire, instructions and other texts that meet modern requirements of programs.

Discussion

Communication in virtual reality is carried out using e-mail, which can be used as follows to master intercultural competence:

Establishing friendly correspondence. International exchange of letters is carried out in any class and at any level of language proficiency. In addition to the purposeful use of the studied language, establishing friendly contacts and thus studying culture, electronic correspondence has its advantages over paper: it is faster, more convenient and cheaper.

We find pen pals for our students as follows:

1. make an appropriate request to TESL-L (computer-assisted language learning sub-branch);

2. Contact the list server for cross-cultural relations, offering the establishment of correspondence with various purposes: for the implementation of joint projects, discussing pressing issues, conducting discussions between entire classes;

3. Visit the home page of E-mail for ESL/LINC that offers help and instructions on using e-mail, free access to e-mail, helps to find pen pals, offers participation in paired and group projects, and, in addition, offers links to all kinds of useful resources.

Learning through games. In the conditions of the modern world, the teacher needs methods that contribute to the optimization of the educational process, which indicates the need to find a means to create students' interest in the subject, as well as to activate their cognitive activity. Games act as such a means. The undeniable advantage of the game method is to increase the interest of students in the subject, the development of motivation for learning and their cognitive activity. All this gives students the opportunity to learn new things in their natural form and show good learning results. For this reason, the use of game teaching methods is necessary when students master a foreign language. Here are some examples of games in the English lesson.

Phonetic games. Tongue twister (imitation game). Students pronounce a tongue twister, a phrase, a rhyme for a certain sound behind the teacher. For example:

One-one was a race horse.

Two-two was one too.

One-one won one race.

Two-two won one too.

Six sleek swans swam swiftly southwards

Three grey geese

In a green field grazing,

Grey were the geese

And green was the grazing.

The teacher calls a chain of words in which the same sound occurs (a puzzle game). The first to guess gets the right to make his riddle. For example: two, too, swans, swam, grey, were. Spelling games.

Insert the letters. Two teams are formed. For each team, words are written on the board, in each of which a letter is omitted. Representatives of the teams take turns going to the board, insert the missing letter and read the word. For example: b...k, w...e, g...n, g ..y, p..k, y...ow, b...n.(black, white, green, grey, pink, yellow, brown). Words with certain letters. This teaching method can be used when introducing a new grammatical or lexical topic, for example: Adjectives. Students are asked to quickly view a list of words, and then name the words that have the given letters. The winner is the one who can name more words.

Text games. The most important part of any language is a dictionary. Understanding the meaning of words and using them in everyday life is a very difficult task, and games can help students overcome this difficulty. Games like "scrabble", "housie", etc. have been developed for this specific purpose. These games are based on words and help students develop their vocabulary. In addition to these, very simple games can be played to help improve the students' word database, such as simple dictation contests, synonym competitions, word puzzles, anagrams. All these games are very addictive to each other and help in improving our vocabulary. When each student hears a new word, the first question that arises is "what is its meaning?", and thus the vocabulary improves.

Competitions. In most cases, competitions such as debates and appeals also help students learn the language. This method develops abilities and forms the necessary skills for dialogue and discussion. First of all, the method of debate develops critical thinking, communicative culture, and public speaking skills. It also

contributes to the formation of research skills (the arguments given require proof and examples, which require working with information sources to find).

In my lessons, I use the method of debates in the form of an intellectual competition, which helps to actively defend my views and judgments, express debates, etc. For example, two teams take part in the game (one approves the thesis, and the other denies it). Teams, depending on the format of the debate, consist of three or four players (speakers). The essence of the game is to convince a neutral third party that your arguments are better (more convincing) than your opponent's arguments. We conducted debates on the following topics: Healthy lifestyle (Healthy lifestyle, Intermediate level), Food and meals (Beginner) and many others.

Multimedia. Multimedia sources, such as songs, movies, TV series, magazines, newspapers, play a very important role in improving our language. This method should be used in the final stages of training. In most cases, native speakers use English grammatically incorrectly, and it is very important that students understand this fact so that they do not use this form of language in their daily use.

For many students, the songs of modern English or American bands are of particular interest, so one of the activities in the classroom is working with a song. Often it comes down to reading the words of the song, translating them into their native language and writing a few new words in a notebook, listening to the song and performing it together under the soundtrack. But you should not limit yourself to this. You can come up with a series of exercises for understanding the content of the song, matching words and expressions (matching), lexico-grammatical exercises, as well as speaking exercises using the words of the song and the imagination of students. Such tasks will bring variety to the lesson, and will also be aimed at increasing the motivation of students in learning English. Traditional methods like reading newspapers and books, novels are also effective in teaching a foreign language. When traditional methods are modified together with some innovative ideas, learning and the learning process are enriched and guarantee success in learning.

New and different types of "out of the norm" activities can also have a positive impact on improving students' language skills. Here are some not very commonly used methods for adding this "new round" to English lessons. Providing students with something new does wonders in getting rid of boredom, awakens interest.

The use of modern educational technologies allows teachers to teach students all four types of speech activity (reading, listening, writing and speaking) qualitatively, at a new level. The use of innovative methods in the classroom helps the teacher to develop students' independence, responsibility, the ability to adapt to the current situation, the ability to work with dictionaries, as well as reference literature. Thus, modern pedagogical technologies combined with modern information technologies can significantly increase the efficiency of the educational process.

Conclusion

In order to implement the main priorities and tasks defined in the address of elbasy Nursultan Nazarbayev to the people of the Republic "Kazakhstan-2030", along with updating the content of education, the formation of its own new way of learning, modern pedagogical technology is a requirement of life.

At the present stage, the most important problem of the education system of the Republic is the approximation of the level of quality of education of a graduate of a Kazakh school to an international level. To do this, the introduction of modern state educational standards in the school, the provision of personnel with developed professional skills, the stimulation of civilization in the scientific and methodological direction, the transition to a new basic curriculum and textbooks of the new

generation, the informatization of secondary education, as well as systematic work in the field of education are the most important and urgent tasks in the country.

By the way, today's student is the new world of tomorrow. Therefore, the already established program and order are outdated and worn out for him. And now she has to adapt with all her personality to a new marriage, a new study, a new relationship. Therefore, he needs a school family that will provide him with systematic assistance, direct his enthusiasm, develop his abilities.

Currently, a new education system has been developed in the sovereign country and is moving towards integration into the world educational space. This is due to significant changes in the educational process. This is due to the fact that the educational paradigm has changed, the content of education is updated, a new approach, a new relationship is emerging (Zheltukhina, 2023).

Mastering the scientific and pedagogical foundations of innovative activities of teachers in the upbringing and education of the next generation in accordance with the requirements of society is one of the most important issues. So, since today's generation is a citizen of Tomorrow, which will contribute to the space development of Kazakhstan in the future, updating the educational process and improving the quality of education is a very responsible task for teachers (Guo, 2021).

In order to meet the needs of society in the XXI century, it is planned to solve the following tasks in the field of Education. These are: improving the quality of education computerization, the Internet, computer networks, electronic and telecommunications, the preparation of electronic textbooks. They have a great impact on the education of students in accordance with modern requirements, improving the quality of their skills. The birth of new electronic textbooks, the content of Education will certainly change. In the future, each student will enter the world of knowledge through the internet, electronic networks, e-mail through computer technology, where he will fully receive the knowledge that meets his needs, the necessary information data for science (Juan, 2021).

If we say that education is the power for the further development of society, it is up to teachers to educate the future owner – the young generation, who is conscious and educated.

The new generation of teachers should be much higher in terms of Education. It is necessary to have a teacher of the formation. Modern teacher:

1. able to work systematically in the pedagogical process;
2. Fast laying for pedagogical changes;
3. able to master a new way of thinking;
4. able to find a common language with the student;
5. be educated, skillful, businesslike.

One of the most important issues in the upbringing and education of the next generation in accordance with the requirements of society is the assimilation by teachers of the scientific and pedagogical foundations of innovative activities. And in the XXI century, when science and technology are rapidly developing, the flow of data is intensified, the formation of a comprehensively developed creative personality is considered the main task of the school.

In an age of rapid development of Science and technology, the flow of information data is intensified, the main task of educational institutions is to form mental abilities, develop human abilities and talents. It is the result of the tireless search and creativity of the teacher, which is necessary as the air in today's educational space. That is why it is necessary to take a great step towards mastering the updated pedagogical technology, which, depending on the abilities of each student, educates him in independence, curiosity, creativity. Because the organization of the educational process at the level of the state educational standard obliges to introduce new pedagogical technologies. So, in this article, the methods of teaching writing were investigated, including such a type of work as the development of

exercises, for which it is based on the requirements of native speakers to perform this type of work. After studying the theoretical materials devoted to the teaching of writing, it turned out that the teaching of writing is continuously connected with other types of SA training. Written speech helps to preserve linguistic and factual knowledge, serves as a reliable tool of thinking, stimulates speaking, listening and reading in a foreign language (Rababah, 2023).

Without the use of innovative technologies in the educational process, it is difficult to imagine modern English lessons. Their use expands the scope of the educational process, increases its practical orientation, as well as the use of innovative technologies and Internet resources in the English lesson allows the teacher to more fully implement the whole complex methodological, pedagogical and psychological principles. The use of computer educational programs in English lessons increases the effectiveness of the solution communication tasks, develops different types of speech activity of students, forms a stable motivation of foreign language activity of students in the classroom (Kanybekovna et al., 2020).

In the XXI century, society places ever higher demands on the practical command of English in everyday communication and professional sphere. The volume of information is growing, and often routine methods of its transmission, storage and processing are inefficient (Zhao, 2023).

The use of information technology reveals the enormous possibilities of the computer as learning tools. But at the same time, it must be remembered that the use of multimedia technologies cannot provide a significant pedagogical effect without a teacher, since these technologies are only ways of teaching. A computer in the educational process is a means that enhances and expands the possibilities of learning activities.

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Words: 7 126

Characters: 47 170 (26 standard pages)

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