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6.7 Инновационные технологии в системе иноязычного образования

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USING TEMPLATES TO IMPROVE WRITING SKILLS IN ENGLISH LESSONS

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Writing as a type of speech activity arose in the history of mankind to record the accumulated experience and for a long time played a secondary role in teaching a foreign language.

Currently, writing along with other types of speech activity is necessary in connection with the development of communicative activity.

For a long time, learning to write was given secondary importance. Writing was used as a means of teaching other types of speech activity, as a means of allowing students to better assimilate the program language material, and as a means of controlling the formation of speech skills and abilities.

Indeed, in this regard, the importance of the letter is difficult to overestimate. But today it seems necessary to rehabilitate writing and return it to its rightful place among such types of speech activities as speaking, listening and reading. At present, the attitude towards writing and teaching students the ability to express their thoughts in writing has changed dramatically. Writing as a learning goal is present in programs for all types of educational institutions, at all stages of learning a foreign language.

Writing in a second language is one of the main productive capabilities in the personal lives of people in response to the demands of daily work life and academia. It can be argued that writing has to be learned as a talent or a practice, but it can also be too late for second-speaking students. The choice of best tactics, practices and strategies for use in classes is certainly a great challenge.

Writing professors have a twofold challenge: they must not only support reticent and timid scholars transcend a perhaps paralyzing phobia of writing, they must also build the confidence they need to convert their insights into right and appropriate English. While the result of writing represents a representation of one’s identity and individuality, it is important to note that writing is also a means to connect with, to persuade, reassure and debate with others. As a practice, it is recommended that writing templates in classrooms be an efficient way to teach how to write. Models can be described as

templates in the simplest way. In specific, skeletal syntactic structures with phrases or paragraphs of blanks are used for writing templates to fill in the terms that students select [1. 56].

Written speech helps to preserve language and factual knowledge, serves as a reliable tool for thinking, and encourages speaking, listening, and reading in a foreign language.

If you correctly define the goals of teaching writing and writing, take into account the role of writing in the development of other skills, use exercises that fully correspond to the goals, perform these exercises at a suitable stage of training, then oral speech gradually becomes richer and more logical.

Writing plays an auxiliary role in the development of grammatical skills, when performing written tasks from simple copying to tasks that require a creative approach, which creates the necessary conditions for memorization. Without relying on writing, it is difficult for students to keep lexical and grammatical material in their memory.

Written speech is considered as a creative communicative skill, understood as the ability to express one's thoughts in writing. To do this, you need to possess spelling and calligraphy skills, the ability to compositionally construct and formalize a speech work composed in internal speech, as well as the ability to choose adequate lexical and grammatical units.

The study was structured to expose the results of an experimental study using written templates to develop English lesson class writing abilities and to examine the definitions of "Writing skills," "Second Writing Language" and "Writing templates."

Since templates enable imaginative expressions to be expressed when providing a writer the tools to produce a good document, the question arose in the mind of the researchers whether they have this remarkable impact. They aimed at analyzing the utility of these models and disclosing their written contributions to EFL. Despite the frequent use of nearly every type of writing related content, Writing, a challenging field for language students and teachers, is the primary focus of a broad range of studies, however, the literature concerned lacks research reference to writing templates which makes the current study significantly remarkable. This research is also considered to be the first scientific study that mentions written models and their use in English lesson environments, although a few blog posts and comments, recommendations and tips can be found on different websites for the instructor of the English lesson [2. 129].

Writing, which is a challenging area for both language learners and teachers, has been the focus of a wide range of research, however, there is a lack of research related to writing patterns in the relevant literature, despite their frequent use in almost all materials related to writing that significantly makes the present study noteworthy.

Simply put, templates are models. In other words, they are tools to help you with all of your different kinds of writing tasks. More specifically, letter templates are skeletal syntactic structures – parts of sentences or paragraphs with spaces to fill in words of your choice. King (2007) finds templates valuable because they are very helpful for the reader to better understand what you are trying to say. They help you, the writer, organize, and they help you develop the types of sentences, paragraphs, and paper structures that strong writers showcase. Using letter templates is one of the best ways to deal with the difficulties of professional writing. According to Sumerset (2008), the writing process starts with a blank document, then gets harder as students try to find a starting point. Whether it's a short memo or a text of a professional correspondence, any letter is a tough task in the first few lines. As Sumerset (2008) points out, writing patterns help overcome the initial frustration of not having advanced writing skills. In addition to their time-saving function, writing templates provide a basic outline and help students complete various writing assignments with fewer mistakes.

You can also find templates for writing reports, term papers, research papers, or even essays for college admission. The literature on the development and use of written templates is very limited. Supatranont suggested using templates for annotating research papers. Using a corpus-based method,

she developed a writing template that can be used by scientists to write research article annotations [4. 66].

For individual and community pupils, writing has several benefits. Writing strengthens the logical thought of the students and they can store their thoughts. It helps you to restore your emotions by getting back your old and almost lost memories. It would also simplify your mind and make you feel the need to lose your eyes and talk to you to get your point out. It also lets students consider and see things from a particular perspective and helps them find comparisons between imaginary and real-life scenarios and incidents. The students also develop their oral and written skills and use the best vocabulary and grammatical form attentively when writing. In addition to their individual speech, students would be more sophisticated, articulate and eloquent since they have plenty of time to think and choose the right language and grammar structure. The benefits of skills written for students are as follows:

- the active and passive language in the writing of students can be used;
- to encourage students to better use speech numbers, languages and phrases;
- to monitor words and grammatical constructs;
- to help students learn how to write letters individually and officially;
- to allow students to begin writing a paragraph's subject sentence;
- to inspire students in their writing to use language expressions;
- to encourage students to develop their writing in different contexts;

It is understood that teaching skills in writing is one of the difficult practices for teachers of the English language. Moreover, because of the difficulty of writing, the grammatical form, use, coherence, organization and the like, it is often difficult for the learners to regulate writing skills. Teachers need to consider the students' standard and continue to use appropriate coaching methods to improve their writing skills. The students also must be familiar with the activities they chose for this reason and must build excitement among the students. Teachers should also constantly inquire of alternative strategies, tactics and practices in the classes so that students can grasp the skills correctly. To this end, the teachers should often use easy, usable and necessary resources to encourage learners to become more interested. In addition, teachers should clarify and address complex subjects in their classes. Teachers can use certain strategies in this process which improve the students' abilities to write [5. 70].

Writing based on template strategies is the process by which students look at samples of text, where teachers use someone or something as a model of a different term. This is used to make the structure of the text easier for students to understand. Students should mimic the teacher illustration so that the text material can be changed by the teacher only. To support the written speech of students by the teacher, special platforms in the form of written templates can be used. This technique creates a bridge between the collaborative design phase and free writing.

This approach of this writing strategy is to allow students to clearly grasp the form of the text. Since pupils should follow the instructions of their professors, but they must modify the text.

The templates are models most clearly defined. In other words, they are instruments that can support you with all the various forms of activities. Skeletalsyntaxis structures of sentences or paragraphs of blanks for filling in words of your choosing are written templates. Zack (2009) finds models to be worthwhile because they are helpful for the reader to better grasp what you try to convey. They are encouraging you, the artist, to learn the kind of word, paragraph and structure of paper that are seen by influential authors [6. 119].

One of the easiest ways of dealing with the problems of writing well is to use models for writing. Writing begins with a blank paper and the job becomes more complicated as students begin to locate the point of departure. Regardless of whether it is a casual or serious letter, any kind of writing in the first few lines is an arduous process. Reading models contribute to eliminating the initial dissatisfaction

generated by the lack of expertise in writing. In addition to their time-saving functionality, writing templates provide a simple roadmap and help students complete different write assignments in less error. Some of the most widely used models are:

- Reports
- Articles
- Legal writing
- Business letter writing
- Screenwriting

Templates for writing reports, term papers, academic documents or even essays on college admissions can also be used. It is very minimal in the literature on the creation and usage of models. Use models to compose abstract research papers. She has developed a written template using a corpus-based approach that academics are able to use to compose abstract analysis paper [7. 338].

In general, written templates are an effective tool for developing their Scientific English skills, but strong learners need more support through the use of other CLIL techniques throughout their lessons. For further exploration, it is necessary to plan the use of the various CLIL techniques in each lesson. In addition, it is necessary to pay more attention in the lesson to the skills of using a scientific language, giving them priority over other skills usually developed by students.

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FORMATIVE ASSESSMENT IN DISTANCE LEARNING

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A diagnostic assessment of knowledge in distance learning can determine what a student should know or learn before distance learning, and the final one measures the acquisition of knowledge after distance learning course. Distance learning most adequately implements the principle of lifelong education. The preference is currently given to internet technologies. There are up to a dozen