

CONTENT AND ORGANIZATION OF TEACHING ORTHOGRAPHY AS ONE OF THE COMPONENTS OF WRITTEN SPEECH (ON THE EXAMPLE OF ENGLISH)

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Abstract

Purpose of the study: This article proposes a system for teaching English spelling as one of the aspects of mastering a word, i.e. mastering the acoustic, semantic, functional, and graphic-orthographic sides of a word. The task of the given research is considering the operational content of the process of re-encrypting audio signals into alphabetic, i.e. act of writing itself, as one of the components of writing.

Methodology: The analysis of the process of replacing acoustic signals with letters in the act of writing in order to identify its structure is based on scientific ideas about the patterns of functioning of the speech mechanism, of which the act of writing itself is a part. The content of learning activities in mastering English spelling includes sets of actions for both teachers and students. The approximate stage in the activity of mastering English spelling begins with the presentation of a visual image of previously orally worked out words.

Results: After identifying signs of learning difficulties in a graphic orthographic form of the words being acquired, a kind of problem situation is created, i.e. there is a need to choose actions that would most effectively overcome difficulties. The teacher helps and guides this choice. Teaching orientation in educational material, training individual actions and inclusion of acquired words in written speech activity are recognized as the main stages in such training. The authors actualize the need for specially organized didactic processes - learning steps that together form a learning activity, which is a way to form the mechanisms on which the act of writing is based.

Applications of this study: This research can be used for the universities, teachers, and students.

Novelty/Originality of this study: In this research, the model of the Content and Organization of Teaching Orthography as one of the Components of Written Speech is presented in a comprehensive and complete manner.

Keywords: *university, education, English language teaching, spelling, writing, methodology, foreign language, student, learning activities.*

INTRODUCTION

The solution to the question of content and organization of teaching English spelling at the initial stage is impossible without taking into account some of the psychological and pedagogical provisions of the general theory of teaching and the theory of teaching foreign languages in the modern scientific interpretation. From the point of view of the problem to be solved in the theory of teaching, it is important for us to state that as a central part of teaching and the main condition for mastering and managing this process, the activity of students is currently being considered. A.I. Leontiev defines the activity as "...a complex set of processes united by a common focus on achieving a common result, which, at the same time, is an objective stimulator of this activity, those in which this or that need of the subject is concretized" ([Leontiev & Panov, 1962, p. 45](#)). One of the distinguishing features of the activity is its structure, i.e. any activity is a system of certain actions and operations that constitute the content of this activity.

From these positions, the development of speech in a foreign language is considered by modern methodology and psychology of teaching foreign languages as a process of familiarizing oneself with activities in the field of language.

Each act of speech activity is qualified as an action on expressing some specific content in a symbolic form or on the perception of the content of a sign expression. For each type of speech activity, a complex of certain actions constitutes the content of this activity and it is the object of assimilation. Therefore, it justifies the importance of the development of this problem in teaching foreign languages.

METHODS

In solving the above problems we used the following research methods: studying and analysis of the theoretical and practical work in the fields of methodology, linguistics, psychology, psycholinguistics; analysis of textbooks and manuals in the English language used for teaching English as a foreign language; studying and generalization of experience of teachers on teaching the English language; method of description.

The methodological basis was the literature research on psychology and psychophysiology of writing: D.N. [Bogoyavlensky \(1966\)](#), P.Ya. [Galperin & N.F. Talyzina \(1968\)](#), A.N. [Leontiev \(1962\)](#), A.R. [Luria \(2002\)](#), V.Ya. [Lyaudis & I.P. Negure \(1994\)](#), L.S. [Tsvetkova \(2015\)](#), D.B. [Elkonin \(1950\)](#), C. [Chomsky \(1970\)](#) and on methods of teaching a

written speech: R. [Milrud \(1999\)](#), E. [Carney \(2012\)](#), N. [Chomsky & M. Halle \(1968\)](#), A. [Rollins \(2004\)](#), J. [Stirling \(2011\)](#), K. [Albrow \(1972\)](#), M. [Bell \(2014\)](#), F. [Bregelman \(1970\)](#), R. [Emerson \(1997\)](#), G. [Sampson \(1985\)](#), D. [Steinberg \(1973\)](#), A.V. [Fakhrudinova \(2016\)](#), R.N. [Gubaidullina \(2015\)](#), A.M. [Ilyasova \(2016\)](#) and many others.

RESULTS

Psychology refers to the process of writing with good reason for the most complex conscious forms of speech activity with a certain structure. ([Elkonin, 195](#)). The task of this article is limited to considering only the operational content of the process of re-encrypting audio signals into alphabetic, i.e. act of writing itself, as one of the components of writing.

Analysis of the process of replacing acoustic signals with letters in the act of writing in order to identify its structure is based on scientific ideas about the patterns of functioning of the speech mechanism, of which the act of writing itself is a part ([Akkuzova, et al. 2018](#)).

According to physiology and neurophysiology ([Luria, 2002](#)), ([Tsvetkova, 2015](#)), complex forms of mental activity are provided by a specific physiological mechanism, which is a complex interaction of links located at different levels of the nervous system. The understanding of the functional organization as a polynomial and multi-level system is based in modern science on the proposed by N.A. Bernstein theory of neurological levels of the construction of psychophysiological processes.

According to the model of the functioning of the speech mechanism at the level of word production, developed by N.I. Zhinkin ([Lyaudis & Negure, 1994](#)), the search and selection of elements for the construction of a word begins with sound elements and is carried out in a certain sequence: signals of the first type, i.e. nerve impulses from the nucleus of the motor analyzer cause signals of the second type - the muscular movements of speech effectors. On this basis, signals of the third type appear – acoustic ones. The sound form of the word is, according to N.I. Zhinkin, the natural form of the existence of the word and in another way the word cannot be formed. For the selection of the sound elements of the word, analysis and synthesis of the signs of sound must be performed.

As soon as the sound signals have formed into a word with meaning, all its sound elements can be replaced by other signals (for example, alphabetic). When transcoding audio signals into alphabetic characters, the sound composition of a word is again divided into its constituent phonemes, the search for the necessary characters of the alphabetic code, comparison and differentiation, and finally, the collection and compilation of the whole visual image of the word. When the graphic scheme of the reproduced word is re-encoded into the “kinetic melodies” of the motor movement act of writing, decomposing of now the graphic scheme of the word occurs again. The writer reads what is written - again, synthesis occurs ([Bahremand, 2015- Mambile & Machuve, 2018](#)).

To ensure the correct operation of the transcoding of audio signals into alphabetic, i.e. to master the art of writing in a foreign language, the tasks of training should include:

1. Creation of clear and durable visual-motor-graphic images of the words being acquired, their preservation in memory and correct reproduction in forms of written communication;
2. Mastering mnemonic actions that ensure transference.

Long-term observations and especially carried out verification work allow us to conclude that with the current state of teaching spelling, students do not cope with the above tasks, as evidenced by numerous spelling errors. To solve these problems, specially organized didactic processes are needed - learning steps, in the complex making up the learning activity. The educational activity is considered as a way of forming mechanisms on the basis of which the act of writing is carried out.

Educational activity, like any other, has a certain structure. To determine the composition and sequence of actions that make up the content of this activity, the psychological “theory of the course of the process of forming mental actions” is of interest ([Ilyasova, et al. 2016](#)). However, based on this theory in solving a number of issues related to learning a foreign language, it is necessary to bear in mind that foreign language activity has its own specifics. Therefore, sharing the general concept of the sequence of the learning process, we believe that the substantive side of this process should be determined by the specifics of the type of speech activity.

The theory of the gradual formation of mental actions considers any activity as a holistic act, always implying the existence of a specific goal, for which it is accomplished. Separate actions are also aimed at the realization of this goal, each of which has its intermediate goal subordinated to the common goal of the activity. The purpose and objectives of activity determine its content, i.e. the composition of its actions. The content of learning activities for mastering English spelling should, therefore, include actions conducive to the implementation of two tasks: a) mastering the spelling of English words and b) mastering the techniques of mental activity to achieve this result.

According to the concept of P. Ya. Galperin there should be two necessary components in the process of learning in any system: 1) understanding of the essential elements and characteristics of new educational material and 2) its own assimilation. The first component is an orientation in the material, as a result of which those properties of the object that

are necessary for reproduction are examined and highlighted. The orientation phase in the material being acquired is absolutely necessary since any cognitive act begins with an orientation-exploratory reaction. (Galperin & Talyzina, 1968).

Psychological literature describes several possible ways of organizing orientation in educational material (Luria, 2002).

1. Students can be given an image of the product or the result of an action and a sample of an action without any further explanation of an action.
2. An indication of the correct way to carry it out can be given along with a sample action.
3. You can systematically teach students to analyze educational material, highlight the essential features and characteristics of this material, find the conditions for the correct implementation of actions; then follow these instructions to form actions.

The third method seems to be the most rational and most relevant to the problem of teaching spelling in English. This way of organizing the orientation in the material being acquired assumes the systematic training not only at the orientation stage but also at the subsequent stages of the assimilation process. Education in didactics is understood as a two-way process - the activity of students directed by these actions. Therefore, the content of learning activities in mastering English spelling includes sets of actions for both teachers and students.

The approximate stage in the activity of mastering English spelling begins with the presentation of a visual image of previously orally worked out words. In order to provide students with the opportunity to purposefully embrace the perception of graphic and spelling features of words and "look at this phenomenon from a spelling point of view" (Luria, 2002), the teacher's actions are primarily aimed at enhancing student receptors. To do this, the teacher explains the purpose of the survey of educational material, what the desired characteristics are and how to approach their detection.

After identifying signs of learning difficulties in a graphic orthographic form of the words being acquired, a kind of problem situation is created, i.e. there is a need to choose actions that would most effectively overcome difficulties. The teacher helps and guides this choice.

Thus, the teacher's actions at the first stage of the spelling learning process are reduced to show, explaining the ways of orientation in the educational material and isolating the signs of learning difficulties, justifying (explaining) the choice of actions necessary to overcome the learning difficulties.

DISCUSSION

The complex of actions of the first stage of the process of teaching English spelling includes not only perceptual and mental actions but also the actions of a motor-graphic type. The students' monographic activity can be expressed in the fact that after (or at the moment) the spelling orientation in the material, the students write the words in their vocabulary notebooks, using various ways of identifying signs of learning difficulties.

The second stage of the process of teaching English spelling in accordance with the psychological theory of the phased formation of mental actions that we use contains instructional actions of an executive nature. The actions of this stage are directed directly at the formation of relations, on the basis of which the act of writing itself is carried out.

It is known from psychology that memorization is first formed as an action relying on external objects, and only then turns into an internal action. But before actions begin to perform a mnemonic function, first in the external, and then in the internal plan, they must be formed as cognitive. A certain degree of formation of cognitive action is a necessary condition for the formation of mnemonic action.

The ratio of the actions of the teacher and students at this stage can be represented as follows:

Teacher Actions	Student Actions
1. Brief explanations of the accomplished individual actions.	1. The action of the approach based on similarities or identities of graphical elements.
2. Showing.	2. The action of differentiation.
3. Control and assessment of the correctness of actions and sample reproduction.	3. The action of opposition.
	4. The grouping action by the principle of similarity, analogy or opposites.
	5. The action of copying.
	6. The action of comparison.

In the process of mastering these actions, they are gradually released from direct communication with specific objects and transformed into mental operations. Thus, the specific actions of approaching or opposing words by any signs are replaced by their mental reflection - mental connection or opposition. Teachers fall out of the complex of actions or acquire the value of periodic actions of explanation and display. The action of monitoring and evaluating the performance of actions by students continues to play a very significant role since the focus and controllability of actions create the most favorable

conditions for the formation and fixation of neural connections in the cerebral cortex. Achieving the goal of action acts as the most effective reinforcement.

The listed actions can be called using the term of E.V. Guryanova "private actions". (Leontiev & Panov, 1962). These actions in the process of their formation are the goal of the students' activities. All attention is focused on this activity. The task of mastering the English spelling is not only mastering the activities that contribute to creating a strong visual-motor-graphic image of the words to be learned and their correct reproduction, but also the orthographically correct use of these words in the forms of written communication. Written communication in a foreign language (meaning writing) is carried out in the form of a recording of one's speech, perceived by ear and in the form of a recording of one's own utterance. In both cases, the problem of the correct use of words is joined by others. When recording someone else's speech, the problem of understanding speech arises. In the case of an independently written statement, the task becomes even more complicated: it is necessary to ponder the semantic side of the statement, select the language means stored in the long-term memory and formulate the statement. There is, therefore, a "combination of tasks". (Leontiev & Panov, 1962).

To perform a new and more complex activity, private action, according to D.N. Bogoyavlensky, should "...from the main action go to the rank of auxiliary and gradually stop distracting the attention of students from the new goal, i.e. to automate." (Bogoyavlensky, 1966). There is a need to teach students the ability to solve combined tasks.

The stage of combining from the point of view of the tasks of mastering the English spelling is the inclusion of the words to be learned in speech activity. P.I. Galperin, N.A. Menchinskaya, E.N. Kobanova-Möller, and others, who pay great attention to the process of mastering actions in their works, consider possible types of human activity as a certain hierarchy of levels characterizing the measure and sequence of acquiring experience. From the point of view of this concept, recording someone else's speech, as one of the forms of written communication, can be attributed to the level of reproductive activity. Own written statement is carried out already at the level of productive speech activity. Observing the planned hierarchy of levels in speech activity, the acquired word is included in the learning process, first in reproductive and then in productive speech activity.

The composition of the actions of this stage is determined by its tasks - to form students' primary skills of spelling literally using the words being acquired in written speech activity.

Teacher Actions	Student Actions
1. Presentation of the text for recording someone else's speech.	1. Perception and judgment of speech.
2. Control of understanding of the presented speech.	2. Reproduction of the words being acquired surrounded by already acquired material.
3. Presentation of pictures, situation or stories for stimulating students' own statements.	3. Use of words in an own trial statement.
4. Monitoring and assessment of the correct reproduction	

CONCLUSIONS

The proposed system of teaching English spelling as a component of writing can be organized in the following sequence:

1. Teaching orientation in educational material.
2. Teaching individual actions.
3. Inclusion of the words being acquired in written speech activity:
 - a) Teaching to the orthographically correct use of the words being acquired in reproductive speech activity;
 - b) Teaching to the orthographically correct use of the words being acquired in productive speech activity.

In teaching foreign language methodology, mastering spelling is considered as one of the sides of the concept of "mastering a word", i.e. mastering the acoustic, semantic, functional, and graphic-orthographic sides of a word. Vocabulary is usually introduced in connection with the topic being studied in certain "portions" and practiced within the framework of the system of lessons on this topic. Therefore, the proposed system of teaching English spelling is related to mastering the spelling of a certain "portion" of words and should be carried out within the same system of lessons.

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