METHODS FOR TEACHING WRITTEN PRODUCTION

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Annotatsiya *:   Ushbu maqolada fransuz tilini o'qitishda talabalarning matnlar yaratish uchun yozma nutq ko'nikmalarini rivojlantirish usullarini o'rganish va metallingvistik vositalardan foydalanish haqidagi muammolar muhokama qilinadi.*

Kalit so'zlar : *yozish ko'nikmasi, yozish, yozishning foydaliligini tushunish, maqsad, bilim*

Abstract: *This article discusses the problems of studying methods of developing students' written speech skills and using metalinguistic tools to create texts in French language teaching.*

Key words*: writing skills, writing, understanding the usefulness of writing, purpose, knowledge*

The precision of the definition allows a certain number of explanations which further explore or problematize the place of writing in learning. To say that it is a social practice is, for example, to free one's learning from the acquisition of rudimentary and cumulative techniques to insist on the contrary on the relationships of writing with the student's history, their relationship to the world. and to all the practices that link him to others. Talking about socio-institutional spheres amounts to emphasizing the difference between writing in school (or for school) and writing for oneself, and also to noting the rules, often implicit, which govern school writing practices: we write to show that we know how to do it (a composed text, a text in the past tense, an argument for an indifferent cause, etc.), we write to be evaluated, etc.

Thus, learning to write cannot be conceived without taking into account elements sometimes considered as accessories or peripherals, the supports and tools, the purposes, the enunciative contexts, etc.

Scriptural competence.

A definition of scriptural competence necessarily associates the description of necessary knowledge (mainly linguistic for tradition, but not only), mental operations (the presentation of which was the main contribution of psycholinguistics in the 1980s) and representations (of oneself, the task, the educational institution, etc.). The exercise of this skill takes place within a framework structured by tensions: between fascination and repulsion, personal inscription and acceptance of a common rule, knowing how to say and wanting to say... By presenting writing as "a social practice , assuming a skill that is never perfect or completed, necessarily syncretic but constantly crossed by tensions" [1]", Reuter favors the integration of a certain number of key propositions in pedagogy that we will discuss here very quickly:

-the "proximal zone of development" which goes against a construction transmissive of writing by imposed models, and which presupposes the search for situations or frameworks, favorable to learning and progress.

- "Scaffolding" which more precisely defines the ways in which an adult can help a child to learn.

-the "socio-cognitive conflict" which associates learning with collective problem solving.

-the metacognitive dimension, here, requested in relation to the authentic doing of the learner (writing) and not in its place.

Tracks.

The end of the work lists essential proposals for a writing pedagogy which would not consider error as a deficit but as the mark of an activity, a moment in the process of building a skill: working on representations of writing, building a favorable classroom climate, making people understand the usefulness of writing, diversifying writing learning situations. For each of these propositions, the author gives batteries of examples which can facilitate the teacher's work. We will note here the evocation

of some major tensions sometimes forgotten in the routine of editorial activities: between writing in I and writing in the third person, between fiction and non-fiction, between personal investment and distancing.

[1]Kadi Latifa, "For an improvement in written production among students enrolled in a French degree: another relationship to the draft". - Constantine: Constantine University, 2004-p24

The question of teaching written comprehension is very important and complex, the application of knowledge in a poorly structured domain presents particular difficulties and requires a flexible representation of knowledge, which can be easily arranged or rearranged to meet the requirements of the situation. If written comprehension is, as we have claimed, a poorly structured field, each writing situation is an almost unique case and requires a very particular solution that the writer must be able to construct or develop taking into account these features. An organization of knowledge that is too rigid and whose relationships cannot be modified would risk leading to failure. In all cases, we require the use of a subset (or a particular representation) of knowledge according to an assembly which must correspond to the requirements of the situation. From a teaching point of view, we will not facilitate the learning of production if we provide the learner, to represent this complex knowledge, with simple and rigid organizations reflecting an ideal structure to remember. For knowledge to be organized flexibly, it must be learned or mentally represented at the time of its construction in different ways and accessible for other groupings in order to meet the needs of particular situations that the writer may encounter. Compartmentalized, linear, perspective-free, hierarchical or rigidly organized teaching will lead to moral representations that are difficult to use in contexts other than those in which they were acquired and will therefore be non-transferable. It is then necessary to create flexible environments allowing the presentation of information from different points of view and to meet different goals.[2] These environments allow the reinterpretation of the same content at different times, contexts, for various objectives and perspectives. It is not a question of simply repeating the same content, but of modifying the organization of the information

presented by finding different meanings illustrating the extent of their application to make it understood that there are several ways of approaching the same thing. reality.

[2]Jalolov J.J. "Methodology of foreign language teaching": a textbook for students of higher educational institutions(faculties) of foreign languages. -T.: Teacher, 1996. -368 p.

We can thus construct representations at several levels or containing multiple and varied interrelations or several representations of the same knowledge. The complexity of written production is the fact that it is described as the implementation of different recursive processes partially overlapping, often leading teachers to divide writing tasks into small learning units to promote their acquisition. This does not seem to be the best way to do this, as it reduces a moving process into rules or principles that learners try to memorize.

Rather, writing tasks must be approached as a whole, in a real or authentic situation stimulating the entire process.

In written production activities (writing, or written expression) the language user as writer produces a written text which is received by one or more readers. Among the written activities we find, for example:

- fill out forms and questionnaires.

- write articles for magazines, newspapers, newsletters, etc.

– produce posters.

- write reports, memos, etc.

- take notes for reference.

– take messages under dictation, etc.

– write free texts.

- write personal or business letters, etc.

Teaching written comprehension in relation to reading. The conclusions of several studies suggest that the fact of combining reading and writing leads to greater curiosity to learn, and facilitates the acquisition and refinement of knowledge. In terms of mental activity of reasoning, written production promotes a complex and coordinated constellation of reasoning operations which varies according to the

learner's goals, his style, and the various uses of reading and writing. Writing to learn is an effective activity when combined with reading, it allows the construction of broader and more precise knowledge. It is therefore recognized quite easily that if the readers manipulate the content of their reading thanks to the activities of writing, they will improve their understanding of the material and make it easier to recover later.

Knowledge transfer would be achieved more easily following an activity such as producing an essay. Research does not show that the test allows the acquisition of key concepts, which is not the case for taking notes or answering questions.

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