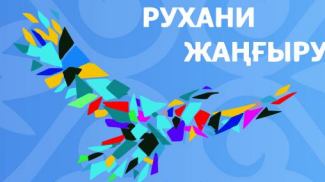




**KOZYBAYEV
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ҚАЗАҚСТАН РЕСПУБЛИКАСЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ
М. ҚОЗЫБАЕВ АТЫНДАҒЫ СОЛТҮСТІК ҚАЗАҚСТАН УНИВЕРСИТЕТІ

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МАТЕРИАЛДАРЫ

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Международной научно-практической
конференции

«Молодежь и наука-2022»

посвященной 85-летию Северо-Казахстанского
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how to use it. At the beginning, explanations should be detailed and often repeated. But as the student progresses, they may become less verbose and contain only basic hints.

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THE INFLUENCE OF T. DREISER'S LITERARY WORKS ON THE DEVELOPMENT OF WRITTEN EXPRESSIVENESS

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In many cases, high school students face difficulties in writing process. Writing is one of the most rewarding yet one of the most challenging skills for English language learners, especially when it comes to liveliness and expressiveness of speech. It includes a huge range of skills and abilities that the student must interact with. B.A. Zhetpisbayeva state: "Writing is such a difficult skill to master, students often experience a lack of motivation, which is a notable characteristic of some second language learners" [1, p.2]. In addition to the lack of motivation, students realize the versatility and complexity of this work. Also according to B.A. Zhetpisbayeva: "Writing is an accuracy focused activity as well as an act of communication where one can practice their skills of using grammar, vocabulary and also put their ideas together in a coherent standards. Through writing, students can express themselves. Writing involves processing, editing, and while writing, there is more time available to the students for thinking and accessing familiar language" [1, p.1]. In other words, this process covers many skills and abilities that students must show in their work.

The expressiveness of written speech is understood as such features of its structure that make it possible to enhance the impression of what is written, to arouse and maintain the attention and interest of the addressee, to influence not only his mind, but also feelings, imagination. Much attention is paid to the impact on sensations, emotions and perception of a person when reading a text. One of the main conditions for the expressiveness of speech can be singled out – the independence of thinking of the author of the speech, which implies a deep and comprehensive knowledge and understanding of the subject of the message. Knowledge obtained from any sources or personal experience must be mastered, processed and carefully analyzed. This gives the writer confidence in what he puts on paper, makes his speech convincing. If the author does not properly think over the content of his text, does not comprehend the problems and theses that he will convey to people, this will lead to the fact that his thinking cannot become independent, and his speech cannot be expressive.

Many well-known researchers and scientists spoke about the importance of using fiction and literature in a whole. For example, in some works you can see the term “living word”, which replaces the main essence of the word “expressiveness of speech”. The term “living word” is also used by Russian writers and teachers: E.I. Tikheeva, E.A. Flerina, S.Ya. Marshak. So, S.Ya. Marshak wrote: “The living word is rich and generous. It has many shades, while the word-term has only one single meaning and no shades” [2]. Due to the wealth of means of expression and the many stylistic devices in the works, that we read, they are perceived so vividly and dramatically. The reader builds a whole chain of images and reproduces in his head a number of pictures that makes feel the creation completely.

In addition to previous scientist, E.A. Flerina also uses another term – “artistic word” – to characterize the emotionality and expressiveness of speech on the basis of fiction, the use of which is the main a means of developing the artistic speech of school children. From her point of view, it is not only that reading literature enriches the student’s vocabulary and helps him learn grammar rules language, its structure. Artistic works activate the imagination and perception of children, make them reproduce images and events in their heads, see imaginary objects and phenomena [3].

Only literature forces a person to be in the role of a speaker, which was noticed by M.M. Bakhtin: “The main feature of literature is that language is not only a means of communication and expression-images, but also an object of the image. The scientist believed that “literature is not just the use of language, but its artistic knowledge” and also “the main problem of its study” is “the problem of the relationship between depicting and depicted speech” [4]. The development of written expression is one of the main tasks of comprehensive education within the school. In order to solve it, it is necessary to create a unified system of continuous education, develop a system of comprehensive measures that ensure the consistent literary development of schoolchildren, the formation of the artistic aspect of their speech. No less important is the creation of prerequisites for independent artistic activity of students, which develops on the basis of the works of fiction mastered by them. Thus, pedagogical practice has proved that for the full development of the liveliness of written speech among students, it is required to form in them the skills of understanding the ideological and emotional basis of a literary work and its verbal and artistic images.

The development of expressive speech is one of the main tasks of training inschool. It should include the following types of work:

1. familiarization with various genres of fiction;
2. development of expressiveness and imagery of speech;
3. retelling and storytelling;
4. tasks for the presentation of their thoughts or written analysis of works;
5. writing essays, stories, letters.

In the process of this work, students need to develop the following artistic and speech skills:

- the ability to listen to works of art, emotionally respond to them;
- the ability to perceive the content of the work in unity with the form, to understand functional connection between them, motivatedly evaluate, understand the genre diversity of works, features of visual and expressive means;
- the ability to present works on paper emotionally, logically, consistently, appropriately using figurative means and stylistic devices appropriately, in a particular genre, expressively perform the work.

In this article, we take into consideration a specific writer –Theodore Dreiser. Theodore Dreiser made a significant contribution to the development of American literature, expanding the horizons of realistic art and giving readers objectively strong and incredible stories written in no less incredible language. His works are full of philosophy and reflections on every vital

topics. The famous American critic and publicist Henry Mencken wrote: “He was a great artist, no other American of his generation left such a strong and beautiful mark on our national literature...

He was a man of great originality, deep responsiveness and unshakable courage.” Why is the significance of his literature revealed in this work? The works of this writer have a huge number of stylistic devices and expressive means that make the writing language alive. In each of his works, it can be noticed the great work done by the author, in order to give a person reading a book a baggage of knowledge of stylistic means, such as: metaphor, epithet, oxymoron, irony, pun and much more. Therefore, his works have a strong emotional coloring, expressiveness, which is necessary for solving the problem of the development of written expressiveness.

As for the introduction of his works into the educational process, we can single out several stages. The main work on the artistic and speech development of senior classes based on the works of T. Dreiser includes three stages:

Stage I – *a cycle of classes to familiarize schoolchildren with a variety of the writer’s works.* The main objectives:

- introduce children to highly artistic literature, form a stock of artistic impressions in them;
- continue to cultivate respect and love for the book, fiction;
- to develop poetic hearing (the ability to capture sonority, musicality, rhythm of poetic speech), intonational expressiveness of speech, the ability to feel an artistic image;
- encourage children to emotionally and expressively convey the content of works on paper.

In addition to solving general problems, each lesson sets specific goals related to the theme of the work. Thematic lesson planning has been developed, containing a list of basic and additional literary works recommended for reading. Much attention should be paid to the preliminary acquaintance of children with the content of the work. This approach is necessary so as not to take up most of the time classes, and spend it on a dialogue with students, getting to know the author’s style of the writer and his techniques, and analyzing the text for the presence of linguistic expressive means in it.

Stage II – *a cycle of integrated classes to increase the effectiveness of the development of written expression, the purpose of which is to help students express their impressions of works of fiction through writing.*

The objectives of the second stage:

- to increase the effectiveness of the development of written expressiveness in high school students;
- arouse interest in creativity, the ability to express one’s thoughts competently and consistently on paper;
- to form the ability to use the accumulated literary experience for action in a certain situation.

To implement the tasks set, a long-term plan of integrated classes has been developed. It included well-known works of the writer, the subject matter of which is close in content and is logically interconnected with the first cycle of classes. Integrated classes are held once a month in three areas: reading a work, its analysis, writing works essay or short story. The methodology for conducting such classes is two-stage: at first, children were provided with a full perception of works of fiction (reading, analysis, etc.). d) and then representations are formed on the basis of these perceptions. Such integrated classes make it possible to use many interesting and effective methods of teaching students in various combinations. For example, in a lesson after reading a story, they can independently write out important points, language means (metaphors, epithets), and then use them in writing their own works. In the process of these classes, students

learn to understand the features of figurative and expressive means in a work; they contribute to deep penetration into the meaning of the word, help the formation of expressive written speech, its development and enrichment.

Stage III – *literary performances of students with their works based on the works of T. Dreiser or presentation of the work directly to the teacher.* It's objectives:

- understanding the meaning of a literary work;
- the ability to see the originality of the depicted reality;
- maintaining interest in writing;
- fixing the linguistic features of literary works.

Literary performances are held after full work with the works of T. Dreiser and complete the cycle of classes on the development of written expressiveness of schoolchildren. At such speeches, an atmosphere of mutual understanding, commonwealth, joint creativity. The desire to listen for each other, to notice the peculiarities of other people's writing and to analyze their own work. Study of the problem of the formation of writing activity students testifies that the jointly divided activity of the teacher and the child in the classroom should be aimed at teaching schoolchildren and special knowledge necessary for the development of their skills and abilities of perception, reproduction and, most importantly, expressive written verbal creativity.

In the process of integrated classes, schoolchildren become familiar with highly artistic literature, they form a stock of artistic impressions, develop writing skills, awaken interest in creativity, the ability to express their feelings and thoughts in essays and essays, develops fantasy and imagination. Thus, it can be concluded that the influence of works of fiction on the written expressiveness of students is extremely significant and working with them objectively helps to improve this skill. The works of T. Dreiser are enriched with indispensable stylistic devices that make students' written speech literate and emotional.

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CREATING PATRIOTISM THROUGH THE "DIALOGUE OF CULTURES" IN THE PROCESS OF LEARNING A FOREIGN LANGUAGE

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Today, patriotism is the moral support of the stability of each state and acts as a significant internal mobilizing source of community development, an initiative civic position of the individual.

Patriotic education is a non-reasoned fragment of the entire life of the state society, its social and state institutions, in particular the family, the school.

Every teacher, as a true patriot, should be able to correctly use the educational potential of his subject.

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