Nowadays, learning to write is becoming more necessary due to the advent of opportunities to travel, work in foreign companies, participate in international conferences and communicate via the Internet, which requires the ability to express thoughts and ideas in writing. In order to do this wisely, it is necessary to master the basics of the composition, know the stylistic features and follow certain rules of writing organization. At school, this process is not given due attention to, which leads to the appearance of errors of various kinds. These factors determined the relevance of our research.

Writing is a special speech function that requires abstraction for its development, which appears in high school students. The child must go to the abstract speech, which uses not the words, but their representations. The fact that this type of speech is only conceived represents a serious difficulty for a student who masters writing. When a student begins to learn to write, the motives for turning to this species remain inaccessible to him, since he has no idea why he needs this. The student must treat writing in an arbitrary manner. In oral speech, the sound form of a word is pronounced automatically and does not require certain operations. In order to write a word in writing, the child must first realize the sound structure, dismember it, and then write it down.

The modern stage of development of society is characterized by increasing requirements for the level of personal development. The constant increase in knowledge, the rapid obsolescence of existing information, the need to navigate the ever-increasing flow of information force us to look for a source of new knowledge directly within the education system. The study of English as a foreign language is of no small importance, since Kazakhstan has a policy of trilingualism [1].

The development of writing skills to express one's thoughts, i.e. use the writing as a means of communication.

Upon completion of training at the initial stage, elementary skills of independent solving communicative-cognitive tasks in written language should be formed.

On the material of sentences and simple texts, students should learn:

1. to congratulate somebody on holidays, birthday;
2. to correctly write your name, addressees’ name, date and address;
3. to start and finish the letter;
4. to use the printed text as a basis for compiling the plan, questions, etc.;
5. Describe simple drawings in the textbook.

The middle stage should provide a more intensive development of the ability to master writing in different situations of communication. The scope and volume of written statements are expanded, the qualitative characteristics of texts are improved. The content of training at this stage should be more informative and should be based mainly on authentic material: epistolary type samples - letters, postcards texts, and also articles from newspapers and magazines for teenagers with the aim of using them as samples for developing the following skills:

1) inform your foreign friend about yourself, your family, school, city, your interests and hobbies;
2) request information about the same from your addressee;
3) write a note / letter to a newspaper or magazine, observing the norms adopted in the country of the language being studied;
4) to report in the questionnaire / form the main information of a personal character;
5) make working notes after reading the printed text (draw up a plan, write out key words, speech formulas, etc.) with a view to their subsequent use in a written statement.

The main written works of students will be: a personal detailed letter to a friend; a letter to a newspaper or teen journal, logically organized and properly executed; questionnaires / forms for the purpose of requesting information and reporting personal data.

When relying on a printed text or an oral message, schoolchildren must learn to make working notes, write a statement or an essay. In addition, the following skills are formed [2]:

1) communicate basic information to the addressee, expressing his opinion / assessment of events, etc.;
2) to fix in writing the basic information / actual data from the read or heard text;
3) to make written plans or theses of oral statements;
4) It is logical to state the essence of the topic / question under discussion in a written form.

Upon completion of training at the profile-oriented stage, the level of development of communicative competence in the field of writing should ensure a more efficient use of writing as a means of learning, professionally oriented and self-education activities, which is expressed in the diversity of formal and informal situations involved, greater complexity of the produced texts, a high degree of independence and activity of students.

The profile nature of this stage should be interpreted as further language learning in terms of communication, including inter-cultural communication, as a means of educational and professional activities in various areas of specialization.

The main written works of students will be: personal and official letter, message, essay, description, review, presentation, abstract, abstracts, project and coursework.

Students should be able to:
- to describe events, facts, phenomena;
- to report, request information of a detailed plan;
- to express your own judgment, opinion;
- to comment on events and facts, using in a written text arguments and emotional and evaluative language means;
- to make a detailed plan or theses for oral communication;
- to create secondary texts (abstracts, annotations);
- to fix factual information in the perception of oral or printed text;
- make study notes, i.e., compose a letter “to myself” with the aim of organizing your own speech activity.

At all stages of training, strategic skills are developed, the main of which include the following:
- use sample text as an information and language support;
- check written text with the sample;
- refer to reference books and dictionaries;
- use paraphrase;
- simplify the written text;
- use words - descriptions of common concepts;
- resort to synonymous substitutions;
- to link their experience with the experience of a communication partner [3].

Difficulties in learning written language in a foreign language arise in connection with the formation of skills that ensure both the possession of the graphic-orthographic system of the language being studied and the construction of a written utterance.

When making a coherent written statement, when students’ attention shifts from the graphic-orthographic form of words to the semantic side of the statement, the difficulties increase.

Students should in this case [4]:
- draw up a plan-program of a statement (in internal or external speech),
- identify the logics of the statement,
- to select from the long-term memory language means peculiar to writing,
- make the necessary replacement, combination,
- make a whole of the parts and then expand the statement into the structure of the whole text in external speech,
- if necessary, to make transformations, both at the level of individual structures, and at the level of the whole text, compare with the plan-program statements.

Performing all these operations causes students great difficulties. Overcoming these difficulties, as practice shows, requires training that is specifically oriented towards these goals.

Thus, for the development of teaching written foreign language speech, it is necessary to take into account, on the one hand, the complexity of this skill, and on the other hand, the fact that the skills that provide written expression are based on the skills of mastering the graphic and spelling system of the language.

References: