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USING THE PROCESS APPROACH TO FURTHER DEVELOPMENT OF WRITING SKILLS OF THE STUDENTS OF NON-LINGUISTIC SPECIALITIES

Introduction. English is the most widely used language in numerous fields, including business, governmental issues, science, innovation, and culture. It is the working language of global organisations and the most-used language of the Internet. Thus, for the students of non-linguistic specialties, learning English is a way to get access to a broader range of information, connections, and opportunities. Nowadays written communication is crucial in the modern world. E-mails, business letters, reports, action minutes, essays are a part of current culture of companies which have partners and/or branches overseas. Whereas, it is essential for students to gain understanding, experience and fluency in writing habits for obtaining a successful career.

Review of recent research and publications. The problem of writing in English language teaching was studied by foreign scientists and methodologists including: T. Hedge, A. Pincas, C. Tribble. M. Lea, B. Street, M. Baynham and S. Benesch worked on the development of academic writing. Various approaches to writing in English for specific purposes were outlined in the researches of K. Hyland. R. White, V. Arndt, R. Badger, G. Ehite and C. Hyland introduced and developed the applying of process approach. However, little research has been done in the field of using the process approach to further development of writing skills of the students of non-linguistic specialties.

Objective of the paper is to clarify the essence of the process approach, consider its stages and study the ways it can be used to further development of writing skills of the students, especially, of non-linguistic specialties.

Results of the research. The process approach is considered as a range of orientations and practices. It thus seeks to construct cognitive models of what writers do when they write, emphasising the complexity of planning, the

influence of task, and the value of guiding novices to greater competence by awareness of expert strategies. Writing in this view is essentially learnt, not taught, and the teacher's role is to be non-directive and facilitating, assisting writers to express their own meanings through an encouraging and co-operative environment with minimal interference. [3:18]

Applying process approach to teaching English to the students of non-linguistic specialities has its peculiarities. It "focuses on assisting students towards competence in particular target genres. Teachers do not simply "teach writing" but teach particular kinds of writing which are valued and expected in some academic or professional contexts." [4:96]

There are different views on the stages that writers go through in producing a piece of writing, but a typical model identifies four stages: prewriting; composing/drafting; revising; and editing. [1:154]

However, every stage can be divided into smaller stages depending on the task, level of students and their specialty. Thus, we offer an example of writing a report with the students majoring in international economic relationships.

In the stage of *prewriting* it is important to stimulate students' creativity, to make them think how to approach a topic, to produce ideas for their further writing.

- Checking of understanding the task

In this stage the main idea is to make lots of questions about the topic. It makes students consider the audience and understand what their recipients need to know. The writing will be based on the answers to the questions. It is very useful to ask students open-questions like:

What kind of writing will it be?

What are the main parts of such writing?

What will it be about?

What sort of information should be included and why?

- Brainstorming

According to R. Badger "A typical prewriting activity in the process approach would be for learners to brainstorm on the topic." [1:154]. In this stage teacher could organize students' ideas on the board using a mindmap technique.

- Selecting and refining ideas

Students work in small groups discussing different issues and suggestions concerning the given topic. As the result their task is to reproduce their ideas in a short way. The role of the teacher is to assist, monitor and help them to note down the key points.

- Planning

Students continue to work in groups creating a plan of the report. They try to find appropriate information for each structural element. After that some plans are compared and discussed with the whole group.

– Discussion and debate

This type of activity helps students to identify themselves with the topic, helping in a positive and encouraging way.

The main activity in the *composing/drafting* stage is writing without much attention to the accuracy. Meaning is the most important feature on this stage. This could be defined as the first draft. The aim is to write as quickly as possible, if they cannot think of a word they leave a space or write it in their own language. The important thing is to keep writing. The students are allowed to use different sources of information such as: dictionaries, thesauruses, glossaries, journals, newspapers even the Internet.

In this stage of *revising* all efforts should be concentrated on the content of the writing, whether it is coherent, complete or too extended.

– Editing

The finished pieces of writing are interchanged and other students evaluate them. In the real life professional situations, it is common for writers ask colleagues to check texts. In this stage students could be asked to reduce the texts, to edit them, concentrating on the most important information. It is time-consuming and the teacher should emphasize the importance of positive comments which could be helpful for building student confidence, creating inspiring feeling and, as a consequence, provoking motivation.

It takes a lot of time and effort to write, and so it is only fair that student writing is responded to suitably. Positive comments can help build student confidence and create good feeling for the next writing class. It also helps if the reader is more than just the teacher. Class magazines, swapping letters with other classes, etc. can provide an easy solution to providing a real audience.

– Redrafting

The comments are read and some changes could be applied to the first draft. After that another students check the second try and also give feedbacks.

In the *editing* stage the writing is already adapted to reading. Now the main focus is more on form and on producing a finished piece of work.

– Self-editing

An essential quality of a good writer is an ability to evaluate own language, to improve through checking the text, looking for errors and structure.

– Proof-reading

This time the teacher checks the reports for spelling, grammar, lexical mistakes, missing words etc. However, they do not correct them but only give hints and clues, using mistake correction code (GR, SP, WW, MW etc.).

– Formatting/Polishing

At the last stage students write the final variant of their draft. It also could be given them as the home assignment for students to contemplate the writing stages and implement everything they find suitable.

Conclusion The process approach is students-centered and the teacher's role is not to teach but to facilitate and encourage the learners' writing. In such way "second language learners develop, rather than consciously learn, writing skills. Teachers draw out the learners' potential." [1:154]

The process approach to teaching writing non-linguistic students provides an opportunity to acquire language through real language use and facilitates meaningful professional communication. Using this approach exaggerates critical thinking, ability to communicate effectively and other soft skills. Furthermore, it also expands writing skills in connection with reading, listening and speaking. Accordingly, it is important to develop and improve process tasks that are appropriate and effective in teaching English to the students of non-linguistic specialities.

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