



KAPITEL 1 / CHAPTER 1 ¹
**HIGH SCHOOL STUDENTS' PSYCHOLOGICAL BARRIERS WHEN
LEARNING FOREIGN LANGUAGES**

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Ukrainian and foreign researchers have repeatedly turned to the study of the problem of psychological barriers. Psychological barriers that prevent communication in a foreign language are called "language barriers." The language barrier manifests itself in the individual and subjective inability to use one's knowledge. This is a kind of psychological speech barrier, which manifests itself in the inability to express one's thoughts and one's point of view. Such a barrier also occurs in the native language, although it can often be observed when learning foreign languages.

The problem of psychological barriers is not sufficiently studied. The phenomenology of the socio-psychological barrier, its essence and role are considered, communicative barriers are revealed and studied, and various classifications of barriers are proposed. However, there is no clear definition of a barrier in psychology, the nature of its occurrence is clearly defined, there are only separate fragmentary studies of psychological barriers [28, p. 38].

In psychology, we understand barriers as certain obstacles that prevent the achievement of mutual understanding between people; they are divided into meaningful and psychological. Meaningful barriers are a consequence of the fact that the same phenomenon can be interpreted in different ways. Differences in meaning create obstacles to mutual understanding between partners. The mechanism of psychological barriers consists in strengthening negative experiences and foundations – shame, guilt, fear, anxiety, low self-esteem, etc. Psychological barriers are manifested by a situation of inadequate passivity or, conversely, excessive activity of the subject, which prevents him from fulfilling certain tasks [11, p. 53].

The problem of psychological barriers is closely related to the subjective difficulties that a person faces when carrying out one or another activity. There is a certain connection between the psychological barriers of an individual and the defects

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of his psychological features, primarily character traits. Solving the problem of psychological barriers is important when looking for ways to increase the efficiency of activities. The topic related to self-realization also touches on the problem of overcoming internal obstacles in the self-realization of the individual. Such limitations include, in particular, athletes who struggle with adverse emotional states during competition, communication difficulties, sometimes it can be an internal conflict, etc. The same applies to negative experiences that accompany the language learning process [38, p. 319]. Taking into account the existing definitions, we can state the following: a psychological barrier is an internal obstacle of a psychological nature that prevents the successful performance of a specific action.

We should mention that various generalized definitions of psychological barriers presented in the psychological literature can arise in an individual at worldview, social, psychological and psychophysiological levels. A barrier is placed when there is a goal, and the subject cannot achieve it due to internal obstacles. A psychological barrier is a subjective reaction caused by: negative attitude, prejudices, deviation of personal interests from the requirements of the situation, personal beliefs, attitudes, misunderstanding, etc. [32, p. 4].

The opinions of educators and psycholinguists coincide: the language barrier often prevents successful mastering of a foreign language. Two classes of barriers can be distinguished:

→ External barriers are objective barriers facing a person, regardless of his wishes. For example, if he/she can't choose a learning method that meets his/her goals, or can't find the right teacher.

→ Internal barriers are subjective, they arise in a person and can be very deeply rooted in the minds. But they can also be related to certain physical problems (such as hearing loss), age, or general memory impairment. Psycholinguistics deals primarily with subjective and internal barriers [2, p. 67].

When we talk about subjective barriers, first of all we need to distinguish between a language barrier and a psychological barrier in reality. Language and speech are not the same thing. Language is something we use every day. Language is a system of



knowledge. There is no point in addressing psychological language barriers without addressing the language barrier. Psychological barriers can arise and develop only in the presence of certain unfavorable conditions for the development of the personality and its activity, which prevent the development of its potential. In particular, they may be the result of the inconsistency of usual activities with new situations. Many scientists believe that psychological barriers are mental states, negative character traits, abilities, lag in intellectual development, lack of knowledge, etc. Therefore, the prevention and overcoming of psychological barriers are related to the improvement of the personality, especially all its important qualities [2, p. 68].

The structure of the psychological barrier reflects the content of predicting the success of the activity that a person wants. Its elements are as follows:

- ✓ experience related to motivation to achieve the goal;
- ✓ experience related to rational and irrational assessment of conditions and consequences of goal achievement;
- ✓ emotional reactions to the situation of goal achievement;
- ✓ the state of willpower when the goal is achieved [11, p. 54].

The psychological barrier has emotional, cognitive and motivational components. The main role in its formation is played by the individual's unfavorable forecast based on the assessment of the situation in the implementation of the planned action. Psychological barriers prevent the successful completion of an action because they create negative experiences that block implementation (action) and lead to stress, frustration, conflict or crisis.

The analysis of scientific literature shows that there are practically no works that reveal the etymology of psychological barriers that arise during learning a foreign language, describing their mechanisms and functions in educational activities, unstructured conditions and factors that contribute to overcoming or compensating psychological barriers problems that arise when mastering a foreign language reality. Issues of diagnosis, forecasting, prevention and correction of psychological barriers at various levels, as well as the search for technologies and methods that ensure effective foreign language learning, are insufficiently covered in modern psycholinguistics. The



solution to the above-mentioned problems is relevant for the development of the psychological equipment of the education system for children and adults.

The deepening of Ukraine's international relations and the country's integration into pan-European structures strengthen the role of foreign languages as an important means of intercultural communication. At the same time, the preparation takes into account the specific requirements of English language learning, the level of practical knowledge in students' oral and written communication skills in accordance with motivation, goals and norms of socio-linguistic behavior, regional characteristics and situations in the formation of students' communicative competence.

Mastering a foreign language requires full mastery of four generally recognized types of language activity: listening, speaking, reading and writing. These types of language activity do not exist in their pure form. They are closely related. Many types of communication are interactive, with participants often taking turns speaking and listening. There are also receptive and productive types of language activity, for example, various types of retelling, listening recordings, etc., as well as reproductive – oral repetition or memory recording of a previously considered text. This type of education takes place at all levels – basic, advanced, final [12, p.224].

During the research, we have worked with material related to specific aspects of the educational activities of high school students. Therefore, it is necessary to summarize the information about the peculiarities of the development of their thinking, communication, cognitive and intellectual spheres, which are actualized in the process of solving specific educational tasks.

Physiologically, high school age is a calm period of development. As the brain continues to develop, intracellular complications arise and corresponding functions develop. The development of students determines their readiness for physical and mental stress in the learning process. Compared to teenagers, high school students have significantly increased their interest in learning [28, p. 38]. This is due to the fact that a new motivational structure of learning is being formed, in which motivations related to self-determination and preparation for independent life prevail. These themes have personal meaning and action. High school students, for whom study and work are the



most important, begin to perceive education as a necessary basis, a condition for future work. In high school age, a conscious positive attitude towards learning is manifested. They are primarily interested in what they will need in later life. Hence the lack of interest in "unnecessary" subjects and the rejection of the disdainful attitude towards grades characteristic of young people. And if learning is interesting, active and enriches the students' experience, motivation for learning will increase significantly and students will understand its importance. It is possible to involve students in learning with the help of games and creative activities in foreign language lessons covered by an interactive learning system [21, p. 90].

The memory of high school students is characterized by increased arbitrariness and productivity of logical memorization. There is a memory specialization related to the leading interests of students. Memory productivity for verbal and abstract material also increases significantly. A feature of the memory of high school students is the ability to create more complex combinations and move to a higher level of establishing relationships between entities, which indicates a higher level of mental activity and promotes activity and great interest in collective actions. This increases the effectiveness of each action. Moreover, this level of memory development allows students to carefully develop individual elements of the structure of a written message before writing it.

The process of mastering oral and written language leads to the fact that verbal reproduction is replaced by free reproduction, that is, repetition of the most important and basic things in one's own words. Interactive technologies are very important in this work, because they help students choose the right material, which allows them to freely copy the text, and also gives them new ideas. In addition, the presentation of certain information in one's own words can occur during the discussion of a given topic (problem), situation in pairs, small or large groups [29, p. 39].

In early adolescence, the ability to focus on objects for a long time, to eliminate the influence of strong distracting factors, and to divide and change attention develops. Currently, students are required to complete a large amount of written work and combine independent written work with interactive creative tasks. In addition, some



researches emphasize the combination of auditory-speech-motor images of internal speech, which is ultimately formed by combining thoughts with words, and ensures the comprehensive assimilation of visual-motor images. The resulting stable compounds contribute to more effective absorption, protection and reproduction of the material. For this purpose, it is advisable to use visual aids in the form of diagrams, tables and lists, which help students to briefly record images of internal speech. Thanks to the use of these materials, students become interested in learning, develop the ability to focus even in disturbing external conditions, increase concentration and stability of attention [33, p. 4].

The imagination of high school students is much more sophisticated, it is a reproductive imagination that the student can fully control. Creative imagination is constantly developing at the highest level, which is manifested in various types of creative activity. Students are more critical of the products of their imagination and compare their ideas with reality and possibilities. Therefore, interactive technologies are very effective because they stimulate creative imagination. A foreign language teacher is recommended to choose creative tasks and tasks related to real situations [25, p. 40].

A characteristic feature of the intelligence of a high school student is the development of creative abilities, which is most often manifested in intellectual initiative and the creation of something new. It is important for a teacher to know the field of creative direction of a high school student and encourage him to develop in the desired direction. By creating various situations of written communication in a foreign language in English lessons, it is easier to study and develop the creative direction of a high school student. This approach makes the learning process more targeted, more conscious and more personally valuable.

In early youth, the process of perception reaches more complex stages of development and becomes a complex intellectual process. This is expressed in the activity of systematic observation of certain objects; their actions, behavior, experiences, thoughts, etc. This makes perception more holistic and meaningful, more analytical, more active, more purposeful, more complex and precise. This level of



perception is a reliable basis for the development of self-control skills and self-assessment according to the criteria established by the teacher in English lessons [33, p. 21].

Adolescence is a period characterized by the third stage of professional self-determination, which includes the primary choice of a profession. Different forms of learning are sorted and evaluated first according to the student's interests ("I like to read fiction", "I will become a philologist"), and then according to his/her abilities ("I am good at mathematics; can I do it?") and, finally, at the level of his/her value system ("I want to help people, I will be a lawyer"). This makes it possible to use interactive technologies in high school to interest both the educational process in general and educational materials in particular [20, p. 11].

The high school stage is an important stage in the development of a person's intellectual abilities. At a higher level, students develop abstract and generalizing thinking. Students at this age more consciously and decisively master logical operations, and versatile knowledge becomes a knowledge system that is the basis for forming a scientific image of the world, especially when we talk about beliefs. The need for scientific reasoning and logical evidence is becoming increasingly acute. This makes the argumentation process more economical and productive; a generalized and visual system of interconnected operations is created. Thinking becomes deductive-hypothetical: the orientation of the subject on the relationship between hypothetical and possible, actually existing and potentially possible. This allows the subject to fundamentally reorient his approach to cognitive tasks. A high school student seeks to discover reality in the realm of the possible through a series of hypotheses that need to be tested or proven. The emergence of formal thinking means a new approach to solving problems (formulating hypotheses, focusing on the organization of facts). Therefore, high school students already know how to look at a topic or situation from many angles in order to find the optimal solution, which is a necessary condition for the preliminary discussion of the topic and situation of a written work. Pupils receive not only written tasks of a descriptive or narrative nature, but also tasks containing elements of argumentation (e.g. essay, review, article, etc.) [30, p. 175].



In early adolescence, when new cognitive tasks arise, language becomes controlled; inner speech arises, which acts as the main means of organizing thought. Mind turns into language, and language becomes intellectual, on its basis theoretical thinking is created. The ability to think theoretically is the most important part of educational competence, as well as a necessary condition for learning written communication. The disadvantage, however, is that insufficient attention is paid to the development of the internal action plan necessary for theoretical and abstract (and subsequently critical) thinking. To eliminate this situation, there are special exercises, the purpose of which is to perform the same actions with imaginary objects as often as possible, that is, mentally. In other words: before making a decision, it should not be made in writing [10, p. 176].

High school students continue to develop critical thinking skills that include independence, engagement, and creativity. This is at the heart of the ideology of active learning, as it is still dominated by the "school of thinking" and not the "school of memory" as in adolescence. Therefore, at this stage, it is very important to use the technologies of critical and creative thinking. Since creative thinking is the process of creating something qualitatively new, strategies and technologies of creative thinking help to systematize material, control a large flow of information and implement a comprehensive approach to solving a problem even before starting to solve a specific educational task, make coherent decisions and clearly and clearly express your opinion [35, p. 37]. Thinking cannot be productive and creative if it is not based on past experience, and at the same time involves crossing boundaries and discovering new knowledge, which expands its resources and thus increases the possibilities of solving new, more complex problems [40, p. 177].

The mental development of a high school student consists in the formation of an individual style of mental activity. An individual style of mental activity is a set of constant changes in the ways of perception, that is, in the way of thinking. These ideas help create different ways of perceiving, collecting, processing and using information. Students must perform the information operations listed above in the process of written communication, which allows them to manifest and develop this individual way of



thinking. This allows high school students to formulate their own opinions, thus creating an environment conducive to preventing the spread of plagiarism when preparing written reports. Adolescence is the transition from physiological maturity to social maturity, its content is the entry of a high school student into adulthood, assimilation of norms and rules in force in society. It is possible to stimulate the assimilation of such norms by creating various situations that may arise in the social sphere of life in the process of interactive written communication, as well as by using games in foreign language lessons, in particular, by acting out various social roles [35, p. 38].

At this time, a high school student stands on the threshold of a real adult life and looks at the present from a perspective. The use of interactive communication exercises in education allows you to develop your own opinion and attitude to existing life. High school students should be prepared for adult life. In this case, the concept of "psychological readiness" implies the presence of needs and skills that allow the graduate to comprehensively develop in professional, social and future family life. Firstly, it is the need to communicate with other people, the need for creative work, secondly, the ability to think theoretically and navigate various events taking place in the modern world, thirdly, the presence of broad thinking that ensures a critical attitude to himself [36, p. 39]. These characteristics constitute the psychological basis that determines the social and personal fate of schoolchildren. These features can best be demonstrated with the help of interactive forms of work, during which students communicate with each other, show creativity and activity. Self-determination in high school age does not mean autonomy from adults, but is purposeful and determines one's place in the world of adults. Personal rules of conduct and personal opinion are of great importance. The foundations of moral integrity are formed in students. Considering the fact that interactive learning is related to students' creativity, it contributes to the development of personal thoughts and beliefs of an individual, on the basis of which moral ideals are formed [29, p. 48].

Discussing role in the group and role in the world becomes a challenge for students in this age group. They expect their point of view to be accepted and properly



valued. Therefore, in the framework of educational activities, tasks aimed at clarifying the personal attitude of students to the topic under consideration are effective and efficient.

The need for personal development means the manifestation of one's abilities and further improvement. This corresponds to the need of high school students for recognition and acceptance as a member of society. Moreover, high school students are not particularly interested in communicating with adults. They need the help and support of adults. The lack of experience makes high school students interested in various social roles. The young man, unlike others, plays roles that are impossible for him in real life. Such roles can be performed by high school students in the process of interactive learning, in everyday life or in social life [2, p. 68].

The language barrier is a psychological factor, it occurs when a person is not sufficiently motivated and very shy, he/she does not show a desire to participate in interactive tasks and tries not to answer questions. The reasons for this behavior can be different and should be analyzed in order to create a favorable atmosphere. When a teacher faces the problem of a language barrier among the students, the situation largely depends on him/her. This requires an individual approach and the use of various methods of learning a foreign language. One of the reasons for the language (communicative) barrier is the fear of speaking a foreign language, the fear of making a mistake, that other students will laugh and correct mistakes. The second reason for the fear of speaking can be the personality of the teacher. Some teachers try to dominate, they speak a lot and quickly, constantly correct students' mistakes and comment on them [2, p. 69].

Motivation is very important in learning a foreign language. There are two types of motivation: integral and instrumental. Integration is internal, when the student learns what he wants. Instrumental motivation encourages the student to learn the language in order to get a better job in the future. Some students start learning a language with a strong motivation to succeed, but when they encounter difficulties, they partially or completely lose interest in learning and stop participating in communicative activities in the classroom. There are many ways to engage students. The main thing is to create



an emotional atmosphere, a great way to relieve tension during the lesson is to play a game, write sentences with deliberate mistakes on the board, ask the student to find them and correct them. The teacher's attitude towards mistakes is an important factor in creating a calm and friendly atmosphere in the classroom. Students' efforts to express themselves in a foreign language learning deserve respect and support, as it helps students develop self-confidence [24, p. 32].

Some researchers identify three groups of factors contributing to the emergence of psychological barriers in the process of learning a foreign language: motivational, operational, and socio-psychological. The lack of interest in the content of educational activities organized by the teacher, against the background of general interest in learning a foreign language, as well as inadequate self-esteem and protective behavior of students, manifested in situations of communication with the teacher, is associated with motivational factors. In communication defensive behavior is the realization of defensive motivation (protection of self-esteem) and it plays a negative role, blocking communication. Operational factors are various forms of violation or lack of means and communication skills [25, p. 116].

Communicative activity is consistent with the features of language as a subject. At the same time, language communication involves any other activity aimed at mastering, planning or coordinating this activity. The result is a speech disorder that leads to impaired communication. Basic skills necessary for communication:

- skills necessary for the implementation of the communication process – the ability to influence behavior, the ability to navigate in the context of the communicative situation, mastering non-verbal communication;
- interaction skills with communication partners – this is the ability to create and maintain relationships, influence group decisions;
- cognitive skills and adequate interpersonal understanding of others (reflective skills) [12, p. 70].

Socio-psychological factors are the most important obstacles to effective communication. One of them is an unfavorable psychological environment due to the formation of negative relationships between individuals in the "student-teacher"



situation, the lack of conditions for the manifestation and development of potential creative abilities of an individual. Thus, psychological barriers in the process of learning a foreign language can be as follows:

- low self-esteem, lack of confidence;
- lack of motivation to learn foreign languages;
- individual features of perception;
- individual features of the memory process;
- conversational skills are not fully formed;
- lack of confidence in one's own success and strength;
- negative previous learning experience;
- lack of experience in positive communication;
- lack of conditions and opportunities to practice the language;
- personal characteristics when interacting with teachers, etc. [2, p. 68].

Overcoming psychological barriers can be of two types: constructive and destructive. Constructive coping involves the restructuring of individual consciousness. Actively eliminate these obstacles in order to restore educational activities. It should be noted that only the constructive elimination of obstacles serves the purpose of positive personality development. Destructive coping can lead to personality regression and refusal to continue learning. This is a passive, inadequate reaction to psychological barriers. The choice of the method of eliminating psychological barriers in educational activities depends on the student's ability to perceive changes that occur in the process of learning a foreign language.

There are several types of strategies for overcoming psychological barriers:

→Developmental strategies characterize students with an optimistic outlook, positive self-esteem, realistic approach to life and strong motivation to achieve goals. These people prefer a more constructive way of overcoming psychological barriers.

→Protective strategies are characteristic of students who can perform certain tasks and achieve positive results thanks to protective mechanisms when difficulties arise.

→Passive strategies are characteristic of students whose actions are based on a



lack of desire for independence in educational activities, the use of generally accepted methods of behavior and solving educational tasks.

→Depression strategies are chosen by students who cannot cope with psychological problems on their own. Such a strategy concerns how to destroy psychological barriers.

→Emotional-aggressive strategic behavior is a characteristic feature of the student, which is strongly expressed by aggression. Events are perceived by such people one-sidedly and inflexibly, which leads to the formation of destructive ways, overcoming psychological barriers, makes it difficult to find positive ways to solve difficulties in educational activities [9, p. 69-70].

When learning a foreign language, the most important and effective strategy for the development of overcoming psychological barriers is a constructive way of overcoming difficulties. The application of this strategy to overcome psychological barriers ensures the development of activities, sustainable autonomy, and a responsible attitude to educational and professional activities in the future.

This process is influenced by favorable and unfavorable factors. Favorable factors are:

- high psychological and professional competence of the teacher;
- knowledge and application of innovative teaching methods;
- formation of necessary individual and personal traits; } availability of necessary psychological knowledge;
- application of the optimal strategy for overcoming existing psychological barriers;
- constant purposeful work on improving the course, etc. [14, p. 51].

Negative factors:

- insufficient knowledge, skills and psychological skills of teachers;
- lack of individual approach to students;
- lack of necessary psychological knowledge;
- lack of ability to care, motivate, convince, explain;
- lack of purposefulness, perseverance, diligence, etc.



Eliminating psychological barriers in the process of learning foreign languages in schools requires constant improvement of the psychological culture of both teachers and students in order to maximize the use of available psychological resources of subjects in the learning process. To implement the proposed methodology, it is necessary to create conditions for the cooperation of teachers and students in the educational process.

In the 1960s, Dell Hymes developed the concept of communicative competence, which gained wide popularity in the 1980s and 1990s and supplanted traditional approaches that prioritized the formation of grammatical competence. Communicative competence includes the absence of language barriers and fear of communication, the ability to express one's thoughts without preparation, the ability to convey any information, the ability to understand what constructions or words should be used in, the ability to grasp and understand the oral speech [7, p. 68].

The main principles that form communication competence:

- ✓ the principle of speech orientation – learning is focused on communication itself, which is possible only under the condition of regular practical use in situations close to real ones;

- ✓ the principle of interactivity, when learning takes place in regular interaction between participants in the group, will encourage them to communicate, create competition and increase motivation to master a foreign language;

- ✓ the principle of individualization, each person has unique characteristics that can affect communication skills and success in learning a foreign language;

- ✓ functional principle, when grammatical structures and verbal means are presented mainly from the point of view of their actual use in the language;

- ✓ the principle of contextuality (situational) conditionality, the use of situational means of speech, which in a certain context make it possible to understand the meaning of an unknown word or a whole phrase;

- ✓ the principle of innovation, when the formation of new speech skills takes place in the conditions of already acquired knowledge and skills [18, p. 52].

The most popular means of learning foreign language communication are speech



exercises in the class in the form of interactive exercises, for example:

- ✓ discussion: group discussion of current topics and problematic situations;
- ✓ dramatization or simulation-role games in which participants perform social roles according to simulated situations;
- ✓ monologue: description, memory, story; dialogue, work in pairs, interview;
- ✓ team games and competitions;
- ✓ board games that teach thinking in the language being studied [3, p. 69].

Considering communicative competence as a means of overcoming communication barriers, it is necessary to remember an individual approach to students with this problem in order to motivate them to study. In addition, interactive technologies also allow students to develop oral and written communication skills in foreign languages, helping to overcome psychological barriers in communication. Interactive skills in the field of written communication are the basis of the development of interactive competence skills: interpersonal, informative, receptive, social, argumentative, and constructive. Interpersonal skills include: the ability to listen to others or opponents, to respect different opinions, to communicate with each other [9, p. 10].

Information skills include the ability to analyze data; the ability to systematize, structure information and choose the order of expressing opinions; the ability to self-assess and self-check educational activities, as well as the ability to find, explain, analyze and correct errors, relying not on the visual content of the message, but also on a special logical-linguistic analysis and comprehension of the text [34, p. 176].

Receptive skills include the ability to perceive and analyze auditory information, to listen to others and respect different opinions. Argumentative skills include the ability to formulate one's own opinion, express it correctly, argue and discuss. Social skills mean the ability to establish constructive relationships in a group, determine one's own position, avoid conflicts, seek a compromise, strive for dialogue; the ability to find common solutions; the ability to simulate various social situations, enrich one's own social experience, participate in various life situations and experience them. Constructive (creative) skills include the ability to carry out planned activities, work



independently and carry out creative work; the ability to use language creatively means awareness of the purpose of communication, as well as the ability to develop a creative attitude to educational material, which makes knowledge more accessible. In addition to the development of various skills, interactive technology also helps to overcome difficulties that arise during the preparation of written reports [10, p. 62].

With the help of interactive learning, the skills of creating and understanding the text are developed simultaneously and equally. When writing a text, the process of conveying meaningful images and understanding the written content are closely related. The formatted text can be viewed from two points of view: the reader (from the text to the content) and the author (from the content to the text). The recipient of the text creates his own image, which, if the author's expression is correct, will correspond to his expressed image. Then the image is compared with the image formed by life experience and language. When they overlap, we see a certain reaction from the reader. The text must be viewed from two points of view: first, as a rule, from the point of view of the reader, then from the point of view of the author, which is another prerequisite for teaching interactive writing. This will allow the author to make the text more stylistic [13, p. 90].

The analysis of scientific works investigating the sociolinguistic and socio-cultural aspects of writing makes it possible to build an interactive learning model taking into account the relationship and mutual influence of the three main components of written communication: the author, the text and the recipient, and the combination of social and individual in the writing process. The individual nature of written work determines such an organization of learning, in which neither the teacher nor other students involve the student in the writing process, and the author of the text is responsible for the final result [22, p. 28].

The social nature of written speech is revealed in the use of the collective experience of students in the lesson in the process of reading and discussing written works. The result of reading and analysis in mutual support and evaluation is the expansion of students' language experience and the development of their ability to objectively analyze and evaluate texts, themselves and others, as well as compare the



lifestyle of countries whose language is studied [22, p. 29].

In the process of learning written communication, work is carried out to make students aware of the nature of linguistic phenomena, the differences between the conceptual systems of native and foreign languages, thanks to which a person understands his interlocutor, which ultimately affects the formation of an evaluative and emotional attitude towards the environment. The need to participate in the dialogue between cultures is the most valuable in the process of learning a foreign language. The language of communication varies considerably depending on the constraints of the context in which it is used. The need and desire to communicate arises in a certain situation. The form of the message, as well as its content, is a reaction to this situation [24, p. 32].

Each act of speech activity takes place in one of the spheres of activity and organization of social life, that is, in the context of a specific situation that corresponds to the main spheres of life in which the center of this society works. Among the main categories related to learning how to teach and use languages are domains of activity and communication, such as personal, professional, educational and social domains.

→ Personal domain is a sphere of personal interests in which the subject of learning and communication lives as a person. The center of this sphere is friends, family, and home. This includes social activities, individual activities such as reading for pleasure, hobbies, etc. The main role is played by the informal style of communication.

→ Professional or occupational sphere is a sphere in which the subject of communication performs his official or professional tasks. The main style of communication in this case is official. In this field, communication is considered in the professional activities of people in the workplace, in the office, in the factory, in service institutions, in the public service, in companies, corporations and unions. These are such spheres of activity as economy, administration and management, production activity, office management, trade, etc. At the senior stage of education, the professional sphere of communication is of great importance, since students are already concerned with professional self-determination, that is, they are interested in various



professions, choose a future profession for themselves, etc. [24, p. 33].

→ Educational domain is a field in which a unit of learning and communication is integrated into an organized educational process, especially in a specific educational institution. In this case, the main communication style is semi-formal. The educational field of communication includes schools, colleges, universities, student unions, educational associations, debates and discussions, etc.

→ Public domain is a space in which the subjects of learning and communication act as members of the community or organization in general. In this field of activity and communication, the subject carries out various types of activities with various goals. This area includes public places such as streets, public transport, shops, hospitals, sports stadiums, theatres, restaurants, hotels, cultural institutions and applies to the following areas of public life: government, political institutions, health care and services, service clubs, companies, political parties, etc. The sphere of social communication includes interaction related to certain social aspects of society and life in society. In the social sphere, they usually speak of a semi-official style, with the exception of writing official documents, such as reports to managers, etc. In this case, it is recommended to follow a business style of communication [24, p. 34].

In these areas of communication, the types of written communication offered by the program at the higher education level are written, for example: personal letters, personal e-mails, notes while reading, various types of essays, filling out questionnaires, etc. However, students often face difficulties, especially because they do not have accepted socio-cultural norms of writing in their native country, that is, in Ukraine [25, p. 160].

The senior stage of learning English is the final step in creating a base for active assimilation of educational material from a foreign language. In order to create a complex of interactive tasks that simultaneously ensures the assimilation of new knowledge and skills and organizes the educational process, it is necessary to clearly define the basic requirements for exercises to improve writing skills in a foreign language. An exercise is a repeated, organized with a specific purpose performance of individual operations, actions or activities. The goal of training, as a rule, is to master



or improve certain processes or types of activity [28, p. 38].

Each exercise, regardless of its type, has a structure of three or four elements:

1. Tasks. This phase should contain a reason and require certain communication actions.
2. The working example is optional and is used only if necessary.
3. Completing the task is an exercise in itself.
4. Control (teacher control, peer review, or self-testing) can accompany or follow instruction.

From the point of view of the organization of the learning process, the system of exercises should provide for:

- ✓ selection of necessary exercises that correspond to the nature of one or another skill;
- ✓ determine the necessary order of exercises;
- ✓ location of educational materials and proportions of their components;
- ✓ systematic performance of specific exercises;
- ✓ connection of different types of language activity [27, p. 277].

The system of exercises for teaching English written speech at the senior stage of education is an integral part of the general system of exercises. Therefore, in order to build a system of written exercises, it is necessary to determine the type and nature of the exercises in it; determine the sequence of types of training taking into account the stages of training, development and improvement of skills; take into account the interaction of various types of speech activity in the educational process. Communicative exercises are the most suitable and effective when learning written speech in an interactive mode. If we consider the exercises according to the "communicativeness" criterion, then they can be conditionally divided into conditionally communicative, communicative and non-communicative. Conditional-communicative and communicative exercises are important for us. The exercises are aimed at mastering linguistic material in the field of graphic design and automation of activities related to the written representation of one's ideas. The main characteristics that determine this type of exercise are the presence of a speech task (to learn



something, express admiration, etc.) and the situation. If either of these two features is absent, the exercise cannot be considered a communicative one. This category includes exercises with models, exercises on expanding expressions, such as filling in tables, etc. These exercises are a forecasting mechanism, which, in turn, helps to create a high-quality written message [28, p. 39].

Communicative exercises are a specially organized form of communication during which students perform speech acts in a foreign language. Communicative exercises involve writing down a group of sentences that correspond to the content, as well as translation, writing letters, descriptions, etc. In each separate genre of written speech, a certain algorithm for learning speech material can be distinguished: receptive exercises, receptive-reproductive exercises, and productive exercises. Reception exercises are exercises aimed at getting acquainted with samples and examples of the construction of one or another type of a written message. Receptive-reproductive exercises are aimed at getting acquainted with the linguistic features of a certain genre or type of writing and forming the ability to build a text. Productive exercises involve the development of writing skills. Thus, according to the foreign language program, high school graduates at this stage should master the skill of written communication, which includes a free combination of intellectual and language skills, language knowledge and speech experience depending on specific situations or communication problems [8, p. 56].

The problem of creating an interactive system for learning a foreign language in a modern school is very urgent, since only a rational system of learning can ensure successful learning. Theoretically, it consists in improving the skills of written communication and motivation during the study of written communication in a foreign language. A practical solution to this problem is the selection and rational combination of exercises that develop the ability to use the written language. In the proposed system, the exercises are divided into 4 subsystems, each of which contains written educational tasks from one of the spheres of communication. Each subsystem takes into account the elements of interactive competence and is aimed at the development of specific interactive skills of written language, which are necessary at the corresponding stages



of work on writing a text. It can be concluded that only when performing systematic work on tasks related to the use of interactive technologies, the ability of high school students to compose texts with given characteristics, analyze and edit their own texts is formed.

Let's identify the socio-cultural features of certain types of written speech, which are considered at the senior level of education. As a rule, writing *personal letters* to loved ones is often difficult, since there are significant differences in sociocultural norms between Anglo-American and Ukrainian personal letters. First of all, these are differences in the structure of the letter. A Ukrainian personal letter does not have a clear structure, and an American-English one requires a certain structure.

Traditionally, such a letter consists of the following parts:

1. Greeting/appeal.
2. Notification of the reason for writing the letter.
3. Person's own message.
4. Final phrases (e.g., yours truly, sincerely yours, etc.).
5. Signature [13, p. 90].

British people usually write their address in the upper right-hand corner of a letter in a certain order: house number, street name, city, county (in the case of the UK or state in the case of the US), country. Another characteristic feature when writing a private letter is the omission of the first line in the address and the indication of the date: 25th September 2006 or 25 Sept. 2006. Before students begin to work on this type of writing, we should explain to them that the address of a personal letter is written near the left margin and usually begins with the word "Dear" before the first and last name of the person to whom the letter is written. For example, "Dear Paul" or "Dear Alice".

When writing a personal e-mail, it is also worth paying attention to the difference in the signature of this type of e-mail. In Great Britain and America, if the letter is addressed to close relatives, the signature is placed in the lower right corner. Personal letters also have sociocultural differences. Since the Americans/English started sending e-mails earlier than the Ukrainians, they determined the structure of this writing. It is



practically identical to the Ukrainian version, but there are some structural differences. For example, the sender and recipient often need to share an email address, which is usually part of the recipient's real name, nickname, hobby name (e.g. "soccermom", e.g. "genbug"), etc. Any letter written by British/Americans has a certain structure. It consists of address, subject and content. Unlike a private letter in English, in an electronic signature it is placed in the lower left corner, for example, *Love, Tricia* [13, p.92]. When writing an e-mail in Ukraine, the signature is placed anywhere.

Filling out a questionnaire is a type of written communication aimed at introducing the person who fills it in for employment. In Great Britain or the USA, the questionnaire contains information about name, address, status (named/unmarried), education, experience and responsibilities. If necessary, you can add additional information (depending on the position for which the person is applying). Ukraine is characterized by the fact that it is not necessary to fill out a questionnaire for employment, while in the West it is almost impossible to get a job without filling out a questionnaire.

Most often, the questionnaire is filled out in printed form with filling in the "gaps". In addition, the questionnaire may have options for answers to specific questions (for example, the "English" column, which is a conventional designation of the question: "How well do you know English?", may offer such options as: Excellent -Good -Fair). It should also be noted that when applying for a job in Ukraine, additional information about the candidate is required, in particular data on the place of registration, passport and identification code, etc. To avoid misunderstandings, students should pay attention to sociocultural differences and teachers should teach them the specific structure of this type of written speech [13, p.93].

Reading notes are a type of written communication, its primary purpose is to record key facts and events to help check comprehension. As a rule, they make these notes for themselves and do not necessarily show them to others. These are general socio-cultural features of this type of written communication for Great Britain, the USA and Ukraine. In Ukrainian schools, such notes are increasingly used not only for reading, but also for listening or transmitting messages. Reading notes have no specific



structure. These are short phrases, sentences, or even single words.

This structure is similar to the Ukrainian one, but we use many more abbreviations, which are often grammatically incorrect. Here is an example of notes while reading the text 'What to Wear This Spring' [3, p.82]:

- the weather is getting better;
- time to think about clothes;
- brighter colors in fashion;
- less casual fashion;
- smarter clothes for boys (jackets, ties, shirts);
- more colorful - for girls;
- trendy red or yellow jackets;
- jeans are out this year [3, p. 94].

Writing *a descriptive essay* is often difficult due to significant socio-cultural differences between the English and Ukrainian versions. First of all, these are structural differences. Students in the USA/UK learn a specific way of writing that requires a certain format, structure, organizational model, etc., while in Ukraine a clear structure of a descriptive essay is almost not required. A descriptive essay is usually loosely structured.

Traditionally, the Anglo-American descriptive essay is divided into three parts:

1. Introduction indicating the subject, name or title (if it is a living being).
2. The main part, in which the features of the subject of the description are explained, that is, certain general and individual facts or details about the subject.
3. Conclusion of the generalization of the author's approach to the topic.

Here, feelings, final thoughts or comments of the author are expressed. Unlike a descriptive essay in English, in Ukrainian the author's comment can often be found in the main part and even in the introduction. In addition, paragraphs are often typical, all information in an essay in English is usually presented clearly and expressively [39, p.4].

A booklet is printed information or an announcement (often an advertisement) containing information about an event. In Great Britain and the United States, booklets



are usually distributed free of charge on the street or on public transport. They consist of a printed page and contain an image or photograph of the advertised product to attract attention. Creating booklets requires imagination and creativity.

Sociocultural differences in the writing of booklets in English-speaking countries and Ukraine relate mainly to the structure of this type of written expression. Writing a brochure consists of 3 steps:

- 1) definition of the event or event and its purpose (for example: sponsored bicycle ride – for a local children's house);
- 2) specifying the time, place and rules of a certain event;
- 3) additional information about the event, namely, who we can contact for information, phone numbers and address [16, p. 15].

The brochure in the USA/Great Britain requires the detailed information, while in Ukraine the information is superficial. For example, when the English advertise a dance marathon, they always write how many hours it will last, what kind of music will be played and how long each dance will last. For informational purposes, Ukrainians write down the event, time and place, address and phone number. In the United States/England, every newspaper or magazine, regardless of size or circulation, usually has a special column called "Letters to the Editor" in the "Opinion" section. Such a rubric allows each reader to respond to the content of the article. In Ukraine, letters to the editor are rarely written and almost never printed in newspapers. Sometimes "glossy magazines" have titles like "Letters to the editor", "Post", etc. in which readers express their opinion about specific articles.

In the United States and Great Britain, letters to the editor are formal and have a structure similar to a regular letter:

1. Greeting/appeal.
2. Notification of the reason for writing the letter.
3. One's own message.
4. Final phrases.
5. Signature [26, p. 16].

Traditionally, if the contributor knows the addressee's name, the greeting should



include it, for example, Dear Mrs White/Dear Professor Goldman. If the name is unknown, you can contact him/her by his title: Dear Editor. If the gender of the publisher is known, you can address him/her as follows: Dear Sir/ Madam. In the case when nothing is known about the reader, the appeal can be omitted altogether. A message should be double spaced between paragraphs to separate each paragraph. In this case, it is not necessary to start the sentence with a paragraph. Paragraphs in the letter should not be long; in this case, even single-sentence paragraphs are acceptable. As for the conclusion, it is recommended to use the following phrases: “Yours sincerely”, “Sincerely yours” or “Sincerely”. The last concluding phrase is most often used in US business correspondence. The letter must be signed. If it is necessary to send a photocopy of the letter, then both the original and the copy are signed after copying. Under the signature, it is necessary to print your name [31, p. 2].

Another type of written communication is *an essay*. It is interesting to analyze it from the point of view of the socio-cultural features of written communication. Discursive essay is a type of formal written work, its purpose is to discuss a specific topic or situation in written form. The Ukrainian essay corresponds to the concept of creativity, but sociocultural differences are manifested by the presence of three main subtypes of the essay ("for and against", essay-reflection and essay-proposal).

The essay should include:

1. An introductory paragraph that outlines the topic of the work and the author's point of view.
2. The content consisting of two or more paragraphs. Each paragraph highlights a particular point of view that needs to be argued. The essay should also include at least one paragraph devoted to discussing the opposing ideas.
3. The ending in which the main idea is reformulated in other words [15, p. 96].

When writing an essay, it is necessary to decide what position the author will take on the topic of discussion. You need to make a list of your thoughts on a given topic and choose arguments and illustrations that will support them. Each paragraph begins with a topic sentence that provides an overview of the entire content of the paragraph. If you consider the essay in Ukrainian, there will be no such accuracy. In the Ukrainian



essay, there are frequent digressions, the author can return to the introduction, thereby destroying the organizational scheme of the essay. Indents in English are not allowed. The author should stick to the structure, not destroying it.

Talking about certain types of essay, we should pay attention to the following.

→A for and against essay is an essay that presents both sides of an issue, discusses the facts for and against an issue, or discusses the pros and cons of a particular situation. It is characteristic of this essay that the author's personal point of view is expressed only in the last paragraph.

→Reflection essay is the introduction and conclusion presented from the author's personal point of view. The purpose of the essay is to convey the author's personal view on the topic, clearly present his arguments and give specific examples. The opposite position is presented in a separate paragraph and justified.

→Proposal essay is an essay in which problems related to a specific situation are analyzed and possible solutions and possible outcomes are suggested. The author's personal opinion can be stated both in the introduction and in the last paragraph [13, p. 90].

In addition to the main forms of written communication, high school students also deal with written instructions or regulations (the field of personal communication), job announcements (the field of professional communication), stories (the field of study), newspaper articles, reviews (the field of social communication), etc. Each of the listed types of written communication is characterized by certain socio-cultural features that must be taken into account in order to facilitate the process of written communication, which is impossible without elementary awareness of the surrounding reality by communicators. The socio-cultural features of written forms in four spheres of communication are taken into account, it involves the use of special linguistic means for their design, which should be important when choosing methods for the development of interactive skills. The analysis of authentic samples of written speech, carried out on the materials of textbooks, newspapers and magazines and processed into artistic texts, etc., allows to identify lexical, lexical-grammatical and punctuational means used to express this type of interactivity [13, p. 90].



Analyzing such signs of interactivity as interaction, attention, initiative, experience, activity, we are to consider the following:

- lexical features of written speech;
- lexical and grammatical features;
- features of punctuation.

Lexical features are determined by the student's vocabulary; with its help the student expresses his/her thoughts when writing this or that type of written statement. In the private sphere, when writing private letters and electronic messages, he/she uses a different type of vocabulary, mainly in a friendly conversational style, using colloquial words and established expressions, such as idioms (for example, thanks a million, stay-at-home mom, etc.), means the frequent use of expressive means of language, such as synonyms, adverbs, verbs, means of address to the reader. As a rule, each type of written address in the field of personal communication is characterized by a polite tone and the presence of the expression of one's own feelings and emotions [52, p. 55]. In addition, this field of communication is characterized by the use of specific jargon, most often in electronic correspondence, which is characterized by the following words, expressions and abbreviations:

Log on – gaining access to one's e-mail account

Snail mail – letters sent by post

lol – laugh out loud

LOL – really funny

ROFL – rolling on the floor laughing - very, very funny

For the professional sphere of communication (questionnaire, job advertisement), the use of formal vocabulary (e.g., purpose, assess, etc.), the presence of professional and scientific vocabulary, the avoidance of abbreviations, official connecting words or phrases (e.g., in addition, however, consequently); rather long sentences, with the exception of a printed questionnaire or an advertisement in a newspaper, which is dominated by short, precise phrases, often the personal pronoun "I" is missing in the advertisement [3, p. 56].

In the field of education, when the notes are taken while reading a text, descriptive



vocabulary prevails in combination with narrative technologies (quotes, direct speech, rhetorical questions). The writer can use means of address to the reader, adverbial phrases that express spatial relationships (on the left/right, in the distant left-hand corner, next to...), introductory phrases that make it possible to describe the subject from different angles (on the one hand/ on the other hand, still, however, but, moreover), descriptive adjectives that can be used in different degrees of comparison (good-looking, shy, lazy, moody, outgoing, imaginative). In each paragraph, there are predictable words of emotional and sensory perception that convey the author's positive attitude towards the subject of the description (I like/ love/ prefer/ adore..., I can't help doing sth) or sometimes negative (I dislike, I can 't stand...) etc. Considering the fact that in the social sphere the writing of booklets, letters to the publisher, essays, reviews, newspaper articles is carried out, the following vocabulary is used in this sphere: semi-official or formal vocabulary of a polite tone with elements of description and language means that express feelings, mood etc., if there is such a need. It is important to limit the use of abbreviated and simple forms, simple conjunctions, etc. In order to express a point of view (essay), the following expressions can be used: I believe, in my opinion, I think, the way I see it. In order to logically organize sentences, you can use such established expressions as first of all, in the first place, to start with, in conclusion; adverbs such as certainly, perhaps, probably, luckily, etc., as well as conjunctions such as although, even though, despite, in spite of, nevertheless, no matter what, etc. To expand the list of key points, it is advisable to use the following expressions: another major reason, also, furthermore, moreover, besides, apart from this, not to mention the fact that...etc. [4, p. 90].

Conjunctions and expressions like in addition to this/that, what is more, however show how ideas are connected in sentences and paragraphs. Introduction of the opposite point of view can be done by using expressions like: It is argued that..., People argue that..., Opponents of this view say..., There are people who oppose..., Contrary to what most people believe ..., As opposed to above ideas..., Critics support/ advocate the view that... etc. Entering examples is possible using such expressions as for example, for instance, such as, in particular, especially, etc. The following expressions



can be used to conclude or summarize an opinion: to sum up, all in all, all things considered, taking it into account. Lexico-grammatical characteristics of types of written speech are features of the use of grammatical structures in combination with the use of appropriate lexical material [22, p. 57].

The personal sphere of communication is characterized by the use of short, simple sentences and appeals. The main tenses are Past Continuous (usually at the beginning of a letter), Past Perfect to describe background events, Past Simple or Present Simple. Abbreviations are encouraged in this area. As for the professional sphere, it is characterized by the use of short, often elliptical sentences (Widely read and good communicator), lack of direct appeals to the reader, clarity and conciseness of statements [14, p. 10].

In the field of educational communication, the content of sentences changes depending on the type of written communication. When reading notes, for example, sentences are short and often replaced by sentences or words. Unlike notes, expository essays and narrative sentences can be long and contain many small sentences. A feature of this type of descriptive writing is that at the beginning of each paragraph there should be a topic sentence that expresses the main idea of the paragraph. When writing an essay or a story, it is important to use the mechanisms of psychological prediction and forecasting. This will help to gain a deeper understanding of the text or topic and interest in its interpretation. At this stage, structures like: This is a... Let's take a look at... Have you ever been to... (seen)...? I have... Nowadays it's very important to.... In order to maintain an official/semi-official style, students must have the Present Simple and Present Continuous forms, they use synonymous structures that make the description more dynamic (There is /there are, I have..., You can see...), or imperative sentences of a positive meaning (Go there and see it with your own eyes!) etc. [23, p. 54].

Verbal expressions prevail in the social sphere (to feel safe and welcome, to ask for advice, to compliment sb, never to think of sth in one's wildest dreams), imperative sentences of a positive nature that do not express too personal impressions and passive constructions. Each paragraph has a unique function and should begin with (or at least



contain) a topic sentence. However, some types of written communication (for example, reviews) may contain the author's own opinion about a particular event. To vividly describe the content and convey your impressions, you should use various adjectives and verbs in the perfect tense (as a rule, this is the Present Simple tense).

Punctuation features are punctuation marks in various types of written language. When writing e-mails or personal letters to the editor, students should use the following punctuation marks:

- ✓ after each input line, the address must be surrounded by commas and ended with a period;
- ✓ a comma is placed after each line of the address description, and a period is placed at the end of the last line;
- ✓ after the address, a comma is placed at the beginning of the letter or no punctuation marks are placed at all;
- ✓ when signing, a comma is put after the first word, and a period after the name [5, p. 57].

When writing an ad or filling out a survey, remember that the day, month, position (Mr and Mrs Graham; Dr. Stevens; Professor Brown) and nationality (French, English) are always written in capital letters.

The following punctuation marks are used in various types of essays and booklets:

- comma (to separate long sentences connected by conjunctions but, as, or, etc.; after expressions like in addition to that, for example, in conclusion, etc.);
- exclamation mark (in exclamatory sentences expressing admiration, anger, surprise, etc., for example, What a beautiful baby!);
- quotation marks (for highlighting quotations, direct speech);
- brackets (for highlighting additional information) [10, p. 55].

Therefore, taking into account the linguistic features of various types of written speech, it can be concluded that certain features of vocabulary, lexical-grammar and punctuation complement interactive exercises in the formation of students' writing skills at the senior stage of education.

We should note that high school students are constantly waiting for



communication, which forces them to seek communication with peers who are particularly trusting and intense. Communication is one of the features of two-way written communication, therefore it is recommended to use tasks and topics that enrich the student's personal experience and contribute to the development of his interpersonal communication skills [16, p. 49].

From a psychological and linguistic point of view, written speech is the second stage of the writing mechanism, and its implementation requires the acquisition of specific oral communication skills. Written language is a specific code of speech activity. Coding of information is hidden in graphic communication channels. From a psychological point of view, written speech is the most complex type of speech activity, which includes all means of speech analysis: acoustic, motor and visual. Writing is a productive oral activity because hand movements create visually recognizable symbols. These symbols are letters combined into words. Therefore, writing is the use of visual means to express the graphic and grammatical system of a given language [17, p. 10].

Written language as a means of forming a thought is based on the use of language symbols, which are fixed by neural connections in the cerebral cortex in the form of visual and motor images that interact with auditory and vocal movements. As you know, the process of written expression of thoughts begins with the preparation of statements in internal speech, including the editing of the speech program, the selection of appropriate lexical units, the grammatical structure of sentences and their logical connection. High school students gradually gain experience during regular classes, and their written communication skills stabilize. The ability to express one's own and other people's thoughts in writing is also important for improving the level of oral communication. Verbal messages become more thoughtful and logical when they are also presented in written form [19, p. 50].

In general, written communication has a positive effect on the learning process. In the learning process, students (especially high school students) write down important parts of the learning material and use these notes for memorization, revision, and consolidation. Written language is a conscious act from the very beginning of its



acquisition. The combination of audio-motor images of the internal dialogue with visual-motor images in the process of writing ensures complex assimilation of knowledge. The resulting stable associations contribute to more effective recognition, preservation and reproduction of materials. Written communication has a positive effect on the learning process because it adds another physical dimension: ears, eyes and hands. Combining writing provides a balanced learning process and allows for integrated types of tasks such as reading and writing and listening and writing. Given the interactive nature of written language, it is recommended to use a process-communicative approach to its learning. The former provides an overview of what a skilled writer should do when creating a message, while the latter defines writing as a communicative process in which high school students write for a real reader who is interested in their message. Both approaches require activity, mutual support of students, creativity and active exchange of experiences, therefore they become a solid basis for the development of interactive skills in the process of students' written communication [16, p. 113].

Written communication is an active process. This activity is related to mental activity and communicative behavior. The process of written communication is also important for behavior because it "serves" all other human activities. The connection to personality is also obvious. Communication is largely determined by all elements of personality. Personality is always individual and is characterized by unique properties that are manifested in abilities, personality, intelligence, emotions, mental processes, needs, ideals, interests, etc. In social relations, a person shows his activity in his life position and expresses it in communication. The manifestation of personality in communication is always as personal as the person himself/herself. It is obvious that the development of skills and communication skills in a foreign language should take place with the best possible combination of all spheres of consciousness and all elements of personality. This is aimed at the communicative approach, which involves the formation of interactive skills in the process of teaching written speech [12, p. 224].

In order to ensure compliance with interactive learning of written speech in practice, the following principles should be applied in the learning process:



→ The principle of speech and thinking activity which implies a speech orientation of education. Language orientation refers to exercises for the development of skills and it means the use of conditional speech exercises instead of language exercises. Language orientation in the educational process is possible only if the student has cognitive (mental) activity, which primarily characterizes his/her activity. The problem lies in the organization of language partnership in educational communication (not only educational). Speech partnership largely depends on the communicative behavior of the teacher. It is also part of the language in the learning process and depends on the type of active communication. Active speech and thinking of students require continuous practical use of the language, which makes learning attractive for students and ensures the acquisition of a foreign language as a means of communication. This principle implies the need to use linguistic materials with communicative value, suitable for use in the field of communication, which is expected in practice. In order for language materials at school to have a communicative character, that is, not to leave students indifferent, but to stimulate mental activity and promote communication in a foreign language, the content component of communication should include those subjects and questions that are close to the student and correspond to his/her age interests [16, p. 114].

→ The principle of focusing on the student's personality. Interactivity includes a personal element in the teaching of speech activity. We should take into account all the features of the student as an individual: his/her skills, ability to perform speech activity, his/her educational and, most importantly, personal qualities. In speech, he/she expresses his/her attitude towards the other students, but since the attitude towards others is always individual, the speech is also individual and personal.

The principle of focusing on the student's personality needs to focus on:

- the context of the high school student's activity;
- students' life experience;
- areas of interests, desires, inclinations, spiritual needs;
- outlook;
- emotional and sensory sphere (to "provoke" students to express themselves in



defense of their favorite game, book, hero, etc.);

- the status of the young person in the team: the popularity of the student among his/her friends, mutual sympathy for finding partners [16, p. 115].

Ignoring this principle leads to the separation of speech acts from real life, from the practical attitude of the individual to reality. The basis of the organization of educational material is speech functions. Situation, social contact and problem can be considered the ways of organizing speech units.

→ The communicative approach takes into account the situational nature of learning. If the situational principle is not observed when teaching written speech, the situational nature of the skill's action will not remain in the brain and transfer will not occur. Situational principle can reproduce reality, thereby awakening students' interest in the reality of communication, which is very important. A communicative situation is a separate case of action and focus, as well as the form in which the sender's interaction takes place [13]. The relationship between communicators should be considered as a prerequisite for the occurrence of any situation. When solving a task, there is interaction between communicating people. From a methodological point of view, this is very important, as it requires the organization of a situation as an action to solve a communicative problem. The situation is dynamic. This means that the situation is constantly changing and speech acts depend on it. As you can see, the above standards contain all the main features of an interactive approach to learning.

→ The process of written speech is characterized by a constant change of objects, situations, conditions and communicative tasks. To solve this or that situation, the speaker (the one who writes) can only take into account the novelty of all elements of communication. This is the principle of novelty. This novelty ensures the necessary development of oral speech skills of high school students, especially dynamics (methodically unprepared speech), paraphrasing skills (performance quality), communication mechanisms, expressive spontaneity, etc. The principle of novelty is very important for the formation of speech. Dynamics is nothing more than the result of different time relationships that arise in response to different conditions for the formation of abilities. Interest in learning arises from the principle of novelty in the



practice of language learning. Knowledge obtained without interest and without the influence of one's own positive attitude does not become a positive asset for the student. The novelty of the material, both in terms of form and content, contributes to the creation of interest and its durability. The principle of novelty ultimately determines both the uniqueness of designing educational processes and the diversity of work methods [11, p. 52].

Adherence to the above principles in foreign language lessons contributes to the formation and development of practical skills of interactive written communication. Taking into account the active nature of written speech, it can be concluded that learning is an active process, which consists mainly of the activities of subjects. The nature of the activity of each of the subjects is determined by the student's appointment as a participant in the educational process. The teacher's goal is to teach, the student's goal is to learn. The teacher organizes the student's educational activity, and the student carries it out. Based on the natural interaction between the teacher and the student in the didactics of a foreign language, five categories of learning strategies are distinguished:

1. Direct training. This strategy is aimed at teachers and is the most popular. This is effective for gradual skill development. This strategy is effective in keeping students active in learning the knowledge base. Direct learning is usually deductive in nature. This means that principles and generalizations are introduced and explained with examples. This strategy can be considered one of the simplest strategies in the game, but at the same time it is quite complex, as it requires an understanding of certain rules [17, p. 49].

2. Indirect learning. This strategy is primarily student-centered and requires a high level of engagement in observation, exploration, reasoning, or hypothesis generation. They refer to the interests and experiences of high school students, often encouraging them to look for alternatives and solve problems. Indirect learning is more flexible because it allows students to explore different ways to achieve their goals and reduces the fear of getting the answers wrong. Indirect learning also contributes to the development of creativity and interpersonal communication [3, p. 50].



3. Interactive learning. This strategy is based primarily on discussion, debate and exchange of ideas between participants. Some scholars believe that discussions, debates and exchange of ideas give students the opportunity to respond to the ideas, experience, intuition and knowledge of their teachers and classmates and develop alternative ways of thinking and feeling. Students can learn from their peers and teachers and develop rational arguments. Such learning strategies cover a wide range of interaction methods.

4. Self-study. Self-directed learning is a method of learning that is deliberately used to encourage initiative, self-confidence and personal development in specific students. Since self-directed learning can be either teacher-directed or student-directed, we will focus here on student-directed, self-directed learning. In addition, independent work may include learning in pairs or small groups. This strategy encourages high school students to take responsibility for planning and pacing their own learning to achieve the goal [3, p. 51].

5. Learning based on experience. Such learning is inductive and learner-/ action-oriented. Conscious experience and a clear purpose, as well as the ability to apply acquired knowledge in another context, are key factors in effective experiential learning. At the same time, education focuses on the learning process, and not on the final result, the product.

Experiential learning involves students participating in activities, critically analyzing previous activities to explain what they have learned and experienced, and generalizing this analysis and applying what they have learned before the new situations. This happens when studying written speech as a type of interactive speech activity and the principles and strategies that must be used in teaching written speech, attention is also paid to the motivation of students in the educational process. To support, guide and manage the writing process, teachers must ensure that students understand how the lesson structure and activities interact together. It is important to create an atmosphere in which high school students feel comfortable, are not afraid to take risks, and feel part of a community that includes teachers.