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Methods of teaching essay writing for senior pupils in the Kazakh language

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Abstract

The article aims to investigate methods of teaching essay writing for senior pupils in the Kazakh language via the qualitative analysis of various models of organizing educational activities. As a result, students of 11-14 years of age should be given descriptions and make an emotional element in them in a very limited amount. In conclusion, the systematic implementation of the selected didactic principles, as practical training shows, ensures the high quality of attribution of essayistic activity in teaching.

Keywords: Essay, Writing, Teaching, Senior Pupils.

Métodos de enseñanza de redacción de ensayos para alumnos mayores en lengua kazaja

Resumen

El objetivo del artículo es investigar métodos de enseñanza de redacción de ensayos para alumnos **sénior** en lengua kazaja a través del análisis cualitativo de varios modelos de organización de actividades educativas. Como resultado, los estudiantes de 11 a 14 años de edad deben recibir descripciones y crear un elemento emocional en ellos en una cantidad muy limitada. En conclusión, la implementación sistemática de los principios didácticos seleccionados, como lo muestra la capacitación práctica, garantiza la alta calidad de la atribución de la actividad ensayística en la enseñanza.

Palabras clave: Ensayo, Escritura, Docencia, Alumnos Mayores.

1. INTRODUCTION

All the great achievements achieved by mankind are knowledge, competence, education and training. If we consider that the educational trend is diverse then the goal of modern education is to train competent, universal, multilingual specialist. Only an experienced, competent person can take a good place in the future. Education has always been one of the highest values. In the strategy of «Kazakhstan-2050»: a new political course of the established state», President of the Republic of Kazakhstan, Nazarbayev paid more attention to the plans for the further development of education in the Republic of

Kazakhstan. These are the development of engineering education and modern technical specialties, the modernization of teaching methods, the preparation of necessary technologies for the country and the training of specialists for their use. If today's generation is well educated, then the future of the country will be bright.

The leader of the nation Nazarbayev always pays great attention to the field of education and in each message clearly gives instructions regarding education in the country. In a message dated October 5, 2018, «Growth of Kazakhstan's welfare: raising incomes and quality of life», President of the Republic of Kazakhstan Nursultan Nazarbayev, speaking of important works in secondary education, he emphasized that the system of education and methodology of Nazarbayev Intellectual Schools should become the accepted standard. And in schools, it is important to professionally diagnose children with the most sought-after specialties. (The Message of the Head of state Nursultan Nazarbayev dated October 5, 2018, to the people of Kazakhstan Growth of the welfare of Kazakhstan: improvement of income and living standards).

Nowadays, one of the main problems in the education system is the solution of many years conflict related to science and practice in the matter of improving the education quality of schoolchildren. One of the most important issues is to form of effective teaching methods, which is one of the new forms of the educational process, the method of writing an essay for high school pupils in the process of the Kazakh language teaching. Optimal teaching methods will not only enrich

students' interests in writing, improve their writing skills, draw conclusions, not only enrich vocabulary, but also increase self-esteem, morality, activity, and much more other abilities. The goal of this course is to develop an essay writing skill. The method of writing an essay has not been completely solved in the Kazakh language teaching system, and this article discusses various aspects. Today, in the Kazakh language teaching method, the genre essay is widely studied as a form of writing. In order to improve effective essay writing techniques are being developed by different kinds of exercises.

An essay is a special genre that occupies a definite place in the established genre hierarchical system. Its history in European literature has more than four hundred years (Essais (Experiments) M. Montaigne). Chinese Suibi (in the footsteps of the brush), Japanese Zuihitsu (see the book *Makura no sōshi* (The Pillow Book) by an author, poet and a court lady Sei Shonagon)). which appeared in Oriental literature even earlier, at the end of the 11th century. The major work of (Mullagaleeva, 2006). Then the essay is approved in English philosophy and literature (Francis Bacon from 1597 to 1625 reprints his collection of essays with additions, and John Florio translates Montaigne's Experiments. Since then, the essay has been developed in world literature. About scientific data and conclusions about the nature of the genre «essay», we see in the works of such writers and researchers such as Abai, Shokan Ualihinov, Ahmet Baitursynuly, M. Auezov S. Mukanov G. Musrepov, O. Bokey, such literary critics as Z. Kayboldov T. Kakishev, K. Ergobek and others. Zhaksylykov, A.Kekilbayeva M. Magain, Sh. Murtaza, researchers N.

Baltabaeva and others. In order to meet the international educational standard by introducing state-mandated teaching standards using the methodology of modern methods in the Kazakh language teaching and improving and developing essay writing method essay.

2. METHODOLOGY

Writing is a difficult process, so the development of a qualitative essay teaching methodology is an important and difficult task. We will consider patterns and educational technologies of teaching schoolchildren to essay writing in the process of language learning in the works of many scientists, researchers, and methodologists. Also, we will reveal the historical significance and the formation of the essay genre in the world literature and linguistics. The qualitative analysis of various models of organizing educational activities, on the one hand and the study of the conditions for the formation of the mechanism of speech-generating, on the other, made it possible to determine the structure and component structure of the essay activity. Structural and component compositions of essay activity reflect the participation of different types of thinking and types of generalization in their formation, as well as the attitude of actions to the processes of launching and functioning of the mechanism of speech generation. Or, structural actions which are actions those are common to the execution of an essay and are perceived by trainees in the process of mastering an essay activity as mandatory.

Accordingly, the component actions answer for logical-semantic and abilities based on the formal-logical thinking of students and exploit formal-logical methods of generalization. Component actions and operations are more related to the functioning of the mechanism of speech thinking, but their quality directly depends on the quality and level of awareness of structural skills. The effective functioning of the mechanism of re-generation as a mechanism of essay activity must proceed psychologically, as a movement along the grid of formed and formed generalizations (Davydov, 2008). It means that the main task of the technology of education should be the organization of such an arbitrary movement on the generalization grid. Vygotsky in his research indicates that the formation of different types of generalization can be judged only if there is a movement from the general to the particular and from the particular to the general almost simultaneously (Vygotsky, 1956). For teaching technology, this means the need to form as a structure the grammatical content of the text being created, or its speech embodiment, if by speech, is understood as a way to form and formulate a thought.

With the observance of these actions, another principle of essay teaching technology is provided — the principle of operating the conceptual apparatus of essay activity. In the practice of learning essay writing, definitions are used as a conceptual core: essay, text, topic, and idea of the text, type of speech, reasoning, figurative-expressive means of text, language style, composition, type of essay, thesis, the argument (proof), paragraph, keywords. The analysis of ready-made

and created texts necessarily involves operating with these concepts, which allow mastering the full set of necessary actions and operations.

3. LITERATURE REVIEW

The problem of essay writing in the process of teaching language is of exceptional importance for school language teaching, which is reflected in the works of educators, scholars and writers of the early twentieth century such as Zhumabayev. Classics of the Soviet methodology Altynsarin, affirms that "The usual name of a word, which comes from the art of the word, is a creative word, which is often called an essay (composition). Any oral or written word is called an essay (composition)" (Baitursynov, 1989: 11). Also, Zh.Aymaulytov in his article *How Does Mother Language Teach?* said that: The ability to speak is the ability to write. But speaking ability and writing ability are not the same. Each skill has its own level of intelligence and needs different skills. The scientist Orazbaeva further develops these concepts as each oral or written speech does not exist as a separate phenomenon. Being closely related the first one find its continuation from the second.

An active appeal to the essay genre of philosophers, writers, journalists, scientists has led to what today the essay is called the genre of the XXI century, the genre of eternal and cosmopolitan, intellectual accelerator connecting different people and national cultures (Dmitrovsky, 2013; Ratkina, 2010). The growing interest in this genre

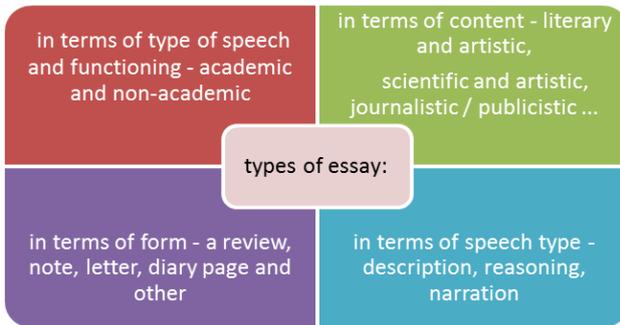
is due to various sociocultural reasons - the general crisis of the problem of man in history, the destruction of the Soviet empire, the increased interest of society towards a concrete living person, and his personal, honest, non-engaged Dmitrovsky considers (Dmitrovsky 2013). In modern cultural space, the essay genre is considered in the context and terms of various scientific disciplines - anthropology, philosophy, axiology, literary criticism, linguistics, etc. In literary studies and linguistics, an essay is a prose text directly reflecting the author's subjective, existentially colored, autopsychological reflections on the most urgent for his problems of internal and social life in a relatively free, often paradoxical form (Dmitrovsky, 2013; Klimov, 2007).

Yskakulu in his work *Theory of Literary Criticism* writes that: "Essay is a fictional genre, the essay is written not for the scientific purpose, but with thoughts based on their own creative practice. In terms of volume, not large and written in an arbitrary structure in the literary style" (Yskakuly, 2001: 14). The genre of the essay has received particular development in the educational sphere, since the definition of an academic essay has increasingly been used in school and university auditoriums, in the pages of specialized journals. In foreign educational institutions, this genre has long acquired the features of "a discipline that deals not so much with the peculiarities of the texts themselves, as with the process of writing them" (Azov, 2014: 12). In the modern space of culture, two global essay variants coexist. The first reflects the state of society and culture, the second shows the possession level of certain knowledge and the degree of skills formation of written speech activity. The second is derived from the first and is called an academic essay (Buzalskaya & Lyubimova, 2017).

In humanitarian practice, the following types of essay are distinguished:

- 1) in terms of the type of speech and functioning - academic and non-academic;
- 2) in terms of content - literary and artistic, scientific and artistic, journalistic/ journalistic (Dmitrovsky, 2002), pedagogical Mullagaleeva (2006), etc.
- 3) In terms of form, a review, note, letter, diary page, etc.
- 4) In terms of type of speech - description, reasoning, narration (Semina E.S.).

Table 1. Types of essay.



The Western Humanities School proposes a different classification: Opinion Essay (expressing and arguing one's opinion on a controversial issue), Response (Reaction) Essay (a review of a

literary work / film), Research Essay (an essay that is close in purpose and objectives to coursework or research paper), Persuasive Essay (essay-conviction), Argumentative Essay (essay-argumentation), Compare and Contrast Essay (essay-comparison or juxtaposition), Analysis (Interpretation) Essay (essay-judgment, interpretation), etc. Alimov in the textbook *Using Interactive Methods in Higher Education Institutions* suggests: It is advisable to do written work to determine how much students have mastered the topic of the lesson, what knowledge and skills they have, so he considers it right to use writing an essay and its modifications in as an output of knowledge.

Table 2. Classification of essay.



4. RESULTS

M. Epstein in his research writes: Despite the fact that the essay genre has recently celebrated its 400th anniversary, and in Japan there

is a millennium. He remains one of the least theoretically studied areas of literature. Also Kayda, continuing the thought of an essay, says the following: In the science of essay there is the same confusion. Essay as if there is and as if it is not. Each new work begins with this statement, although attempts are made to break the vicious circle. So far, they are still reduced to fragmentary observations, reflected in the next definition of the genre (Kayda, 2008). Based on the foregoing Epstein's stated that: The Romanization of different genres, indeed, developed widely around about the middle of the 18th century, but in parallel, and in the 20th century, talking about the crisis of the novel, even with a clear lead, a different process occurs genres, and above all - the novel itself, and this statement finds support for the majority of researchers of seism.

A distinctive feature of the essay genre is that there are no variants in it belonging to the primary religious (prophetic), primary mythological (cosmogonic) and primary scientific images of the world. An essay is a mono-architectonic genre that is realized within the framework of the Naive Picture of the World. Topics related to science, mythology, religion and artistic view of the world are realized indirectly - through the prism of axiological aligned Naive World Picture. From here arises the installation on colloquial style indicated by all researchers of the essay genre. This correspondence of the genre invariant to a certain mental space is characterized by the dictum of the genre. In Germany in the second half of the XIX century, in connection with the spread of the ideas of Wilhelm von Humboldt and his followers, who developed the ideas of the philosophy of linguistics,

language and national consciousness become the most popular area of essay reflection. In the Spanish-language literature, the interpretation of the genre of the essay depends on the French, then from the English canon, as a result of which the essay is perceived ambiguously. In connection with this discrepancy, the essay received several typical models of its implementation. In world culture there are:

1. Artistic essay, close to the autobiographical records of memories of a nostalgic or edifying nature;
2. Popular science essay combining the logic of the scientific style of presentation and the style of everyday communication;
3. Salon essay - recording of reflections and impressions in the album of the lady of the highest light. With the advent of the media and the mass reader, the salon essay transformed into a journalistic one and is now one of the most popular options, under its influence the artistic essay begins to act as an artistic and journalistic, and a popular science one - as a scientific-journalistic.

Only in the 1960s did an essay begin to revive as an independent genre. In the scientific literature of the 1970s. There are works dedicated to the identification of the main genre law essay. Researchers from this period tend to single out two global trends in the stylistic realization of the genre — an artistic essay and a scientific

one, by inertia leaving behind the essay a journalistic version of the existence of an essay. In this regard, the essay is interpreted:

- a) As an independent genre;
- b) As a form (manner) of information transfer;
- c) As a private version of the essay.

The study of the problem of teaching schoolchildren to various types of creativity is devoted to the research of methodological scientists and practical teachers, (Baitursynov, 1989). Also, works by Zhienbaev and others. In modern education, students use more than forty types of written works, among them - the presentation, analysis of poetic and prose text, various genres of essays, abstract, review, review, essay. The roots of the essay as a type of creative activity of students are found at the beginning of the twentieth century and in the Soviet periods of development of the methodology, when such works as creative, works on abstract reasoning and freely creative nature, free topics. According to the researchers, the creative potential of the student is revealed here, his thinking, the manifestation of is his personality. Litvinov, as a teacher and methodologist, noted that such genres exclude, by their very nature, the mechanical compilation of other people's thoughts, a conglomeration of others' formulations and phrases. Therefore, in modern conditions of humanization of education, the search for student-centered approaches to learning, interest in the essay is returning.

Buslaev and Sipovskiy considered that the plan of future creative work can be only a draft. The main factor was considered to awaken the lively, inner interest of the students. Therefore, it is necessary to provide a choice of topics for student essays, which should be based on the actual knowledge and interests of the students. Another way of learning - from the form, from the plan, from the schemes - but the opinion of the scientist breeds empty phrase-mongers or people for whom writing is a simply unbearable affair. After analyzing the German, French and American methodological schools of Alferov, Separating the methods of reasonable endurance with the German school, not forgetting, along with the French, about clarity and particular accuracy and consistency of presentation, observing the economy of forces, like the American ... one must in his own way turn to the child and youth in his human natural whole, without the heavy German classifications, without putting in the first place the minted literary style, by all means, as in France, without too much his utilitarianism of America to appeal to the younger generation in the entire volume of its natural, increasingly complex spiritual needs. Sipovskiy believed that teaching to write expressively, lively and promote mental development can only be aroused by the motivation of schoolchildren. And this motive of the student's creativity becomes some kind of thought which has greatly interested him, which, in turn, will illuminate with consciousness all those concepts and thoughts that already constitute the property of his soul and which, by association, are combined with the thought that interested him; from combinations of these thoughts new ones are born. The stronger the thought, the

richer the stock of knowledge, the greater and broader the argument grows.

In the work of Abramov the gift of the word in which the genre concept was offered - teaching the story, description, writing, reasoning, interviews, essays and other types of text. The scientist assumed that the essay is based on the well-known knowledge and the birth of his own thoughts. The beginning of knowledge, he considered the book and the information that students receive from the teacher. By reasoning the scientist attributed essays on abstract topics, newspaper and magazine articles. The way to learn it is in understanding the topic, selecting the material, in the clear structure of the work. He saw the basis of his own thoughts in reflection and comprehensive consideration of the facts.

Scientist and methodologist Rybnikova in the articles the system of written works, Written works on literature in high school, saw the basic meaning in these creative works, insisted on them primarily because with their help we teach children to see the watch, observe, understand people, be aware of themselves. According to Rybnikova, the path to becoming an educated reader and educating a student's personality: What happens when a student writes? He gives a well-known system of logically located thoughts. These thoughts give rise to a verbal form, we are waiting for the fullest, most full-blooded words. In this stream of thoughts and words, the student discovers himself, shows his personality. Golubkov in 1962 investigated the interest of students in various types of essays, where the most response

was caused by abstract reasoning (30%), then by free creative and literary (non-course) topics (but 18%) and, finally, coursework (or program) (6%), while they were most often offered by teachers (66%). The scientist rightly pointed out that the duty of the school is to learn not only to see the life around and express in the word one's impressions but also to observe purposefully and thereby deepen the understanding of nature and man, to develop a worldview. The impression of the student is usually very rich, according to which the genres of creative works of this type are diverse. First of all, descriptions and characteristics should be mentioned. These are compositions about the city, about sports, about art, about nature, reasoning on moral themes.

A great contribution to the development of the theory and practice of school essays is made by the works of (Aimauytova, 1987). They spoke of the need for a well-thought-out system of written works: not only statements and essays, but also written works of an auxiliary nature (plans, theses, summaries). They also saw the need to develop students' oral speech, which would entail the development of writing, which is a single, inseparable learning process. In the work Shygarma soz Baitursynov talk about the desirability of conducting creative works. She also pays special attention to the structure of the essay: on the topic, on the plan, on the content and in appearance. Speaking about the subject of the essay, the scientist believes that the content determines the topic. Accordingly, the composition plan should be ahead of the composition itself. And the content of the essay should consist of the first of the annotations, the second of the statements, the

third of the conclusions. Type of essay consists of 1. Narration, 2. Dialogue, 3. Letter, 4. Mixed view (Baitursynov, 1989).

Aimauytov (1987) in his article «How to learn a native language? confirms that: "The ability of writing is a sign of speaking. But being an oratory and being a writer are not the same. Each of them has different intelligence, different skills and a work."(Aimauytov, 1987: 12). The author recommends initially writing a short essay without a plan and then moving on to more complex essays with a preliminary, ready-made plan or outline. Especially pay attention to students on those topics that develop thoughts, ideas, fantasies and emotions. Well-known methodologist S. Zhienbayev said: «Composition is a job that we must write. There is a difference between the composition of a lesson and typical artworks written in school, when a student writes on a specific topic. This gives the subject the essence of the topic, which shows how to understand the problem. Based on the topic of written work, students should be checked during the lesson and should not go beyond the issues discussed. That is right if they can talk about the concepts and analyzes that the materials which were discussed in class, therefore, compositions that are taught in school are not literally fictitious. The reason for his work is that the child, on the one hand, presents the material studied in the school, also plans the material independently and also describes it in his own way».

«The most frequently used practice at school and one of the most difficult tasks is writing an essay, as one of the types of creative work. The main goals of essay writing are: 1. Checking the level of

knowledge of the child education; 2. Development of written art language, theoretical knowledge in practical work; 3. To search for research work, to compare their points, to be able to draw conclusions; 4. Ability to influence students' talent, talent and creative work», - said the scientist K.Bitibayeva. A. Konyratbayev in his work «Methods of teaching literature in classes IV-VII» he states about three forms of writing an essay for pupils in the fourth and seventh grades. It contains: 1. Characteristic (publicist) work of the read text. It is made in the form of individual characteristics, comparative characteristics, in the form of group characteristics; 2. Free essay topics based on the student's own experience. Writing samples on the picture: How did I spend the summer? And other topics; 3. Describe the event as ordinary writers. Model starts from grade IY to grade X. G. Turdaliyeva classifies the children's writings into the following groups: 1. Depending on what they have learned or heard about; 2. Excursion; 3. Related to the art (painting, cinema, puppet show, etc.); 4. Themes related to student activities (game, labor, etc.). Although the scope of work is free, the scope for each class is defined.

Teaching practitioner, who summarized his rich methodological experience, Litvinov, gave great importance to teaching essays in high school. Methodist understood the essay primarily as a creation of a work, saw the high significance of this type of creative work in the development of students' independent thinking: a real essay teaches thinking, teaches to understand literature.... In classifying school creative works, Litvinov highlighted works on literary themes, essays on art, creative essays on the free theme, authorities and companion

reviews. Among the essays on the literary topic, the author particularly appreciated such wordings as those that force the student to express his personal attitude to the work, i.e. essentially speaking not only about this work, but also about oneself. Similarly, he conditionally called such literary works. At the same time, the goal of the teacher is to hear the student and to talk to him. Using the same topic in middle and high schools, the methodologist gradually complicates the task and demands that the essay of a high school student is illuminated by thought.

Oxford University's lecturer Mullagaleeva (2006), for taking a written exam of students, prepared the rules for writing a classic academic essay in the book *Essays and Essay writing for public examinations*. In the General rules section, he recommended using mainly short sentences; writing is simple, without counting on the reader's insight; to reveal the main idea seriously, with dignity, but not to read instructions; avoid humor, since an academic essay is not a place for frivolity, the text should remotely resemble business language. Such an essay is just an educational genre and cannot be considered as one of the models for its implementation, since it violates the basic essential characteristics of the genre, such as the subjectivity of a point of view, the arbitrariness of the course of reflection and text design. During the study, the greatest interest among students was caused by topics on free essays (on average - 65%). The independence of their thinking and interest grows with age (from 45% to 80%). Students are interested in an essay from their own lives and any research on nature (70%).

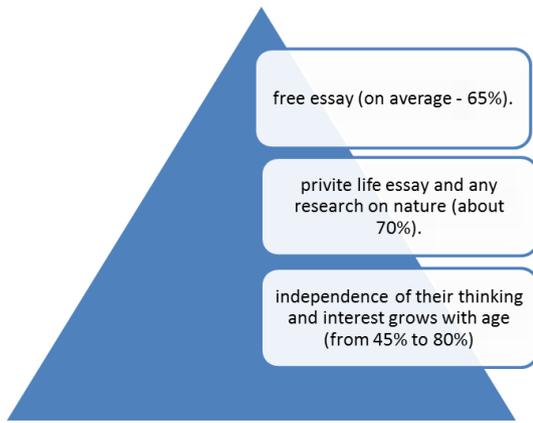


Figure 1. Essays topics statistic.

We believe that the main place in teaching should take independent work on the letter, and then follow the letter by heart is advisable only in the early stages of learning. It is necessary to increase the share of scientific essays, which should be the work of all teachers, not just language and literature. Studying students' perceptions, they came to the conclusion that younger students have a descriptive (75%) perception. From class to class, emotional perception increases (from 15 to 30%).

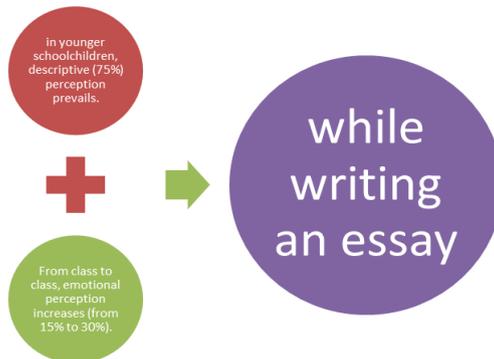


Figure 2. Essays statistic

The number of reflections rises among 15-17-year-olds. Therefore, students of 11-14 years of age should be given descriptions and make an emotional element in them in a very limited amount; secondly, the emotional and philosophical element in the description and narration of students of 15-17 years of age should occupy a significant place, sometimes pure lyrical compositions should be asked, and the most senior and true reasoning. An important step is the understanding that in the upper grades the role of written work especially increases when the student is clearly aware of the task set before him (why?) and writes on well-studied material. Exploring modern textbooks, we come to the conclusion that it is necessary to teach not the imitation of the sample, but the process of creativity, that is, show in practice how the themes are developed in the essay. Modern methods of writing composition and essays in secondary schools take their origins from the above-mentioned works, where for a long time it has gradually been formed, acquired and polished its features.

5. DISCUSSION

A simple genre characteristic and external compositional diversity of an essay - has an inner, unchangeable for several centuries core - content. It is predetermined by the personal myth of the author and his picture of the world (Dmitrovsky, 2013). However, the essay has its own special method, a way of combining form and content (their organization, connection, and merger). An essay helps a person

in the search for the meaning of life, becoming for him a clue, place of solitude and quiet contemplation and self-awareness (Dmitrovsky, 2013). Baltabayeva describes genre essay: «In many dictionaries and encyclopedias, the most important feature of the essay genre is its theme, which is defined as a smaller genre than a tract. This genre illustrates beauty, substance, and artistic expression of life, forming the conclusion of the thought with an endless idea of I. Underneath me, the whole world is described as life. I am a combination of three genres: autobiography, diary, cleansing (sin). I in the biography depicts a past life, but the daily I describes today's life. Auezov considers Memory is a sculpture created by words, and cleansing from sin is the future manifestation of human life. All three genres are fragile in their own way» (Zaykenova & Baltabayeva, 2014).

The relevance of this genre is recognized today in the practice of speech training for schoolchildren and students because an essay as a genre of school essay is always an in-depth introspection, an explanation from the worldview of those phenomena of life that concern the author. But, turning to the consideration of the genre-defining features of the essay in this work, we, abstracting from the linguistic and methodological requirements for this genre of school essays, which have an outlet to the practice of teaching schoolchildren to create one or another type of written work. The organization of the work of writing an essay allows you to achieve several learning objectives. First, the input to the analysis of the essay is derived and put into practice the optimal concept for the student, the content of which reflects the general strategy for constructing such a text.

Secondly, the whole necessary system is drawn out, and in the linguistic-stylistic analysis of the texts, students in practice are convinced that the topic is what the text says, and the idea, or the main idea, is what the text was created for. It is also important that the expression of the topic and ideas are carried out through a special and conscious selection of language and graphic-expressive means, and the credibility of the author's position depends on the success of their selection.

Thirdly, the set of linguistic and figurative-expressive means is carried out, as well as the author's secrets of constructing texts are revealed: communication tools, type of reasoning, and favorite means of linguistic influence. Fourthly, a psycholinguistic basis is prepared for the introduction of missing conceptual links: type of text, essay, keywords of the topic, keywords of the text idea, means of communication in the text, composition, paragraph, as well as a basis for generalizing the arsenal of language and graphic-expressive means implemented in the analyzed essay. As practice shows, the development of the skill part of essay activity is promoted by teaching students to cliché. Students are provided with a diverse set of clichés themselves, suggested for use by students, and exercises that are designed to help high school students to learn how to use the necessary cliché essays. However, more often, learning to cliché is limited to presenting a list of speech functions and word combinations adequate to them, which the children can use when writing an essay. And the conclusion of a cliché for use in a speech at the level of actual awareness implies activity-based training for doing cliché. The system

of exercises is designed to organize learning, which will allow not only to justify the implementation of adequate training activities but also to determine their sequence. Considering the stages and conditions for the successful formation of lexical skills of speech, we came to the following system of exercises for cliché.

After analyzing the state of teaching genre statements of essays in high school, it can be argued that the skills and skills of writing are not sufficiently formed because there is no training for genres, which contradicts the current methodical position that it is impossible to teach effective communication outside of work on specific speech genres that are widespread in life. The textbooks of the senior classes do not offer theoretical information about the genres of speech statements that would be used by teachers and students to form practical speech activities in the Kazakh language.

6. CONCLUSION

The essay is increasingly included in school practice as one of the types of, it is offered at Olympiads, intellectual marathon tours, where the subject area is literature and Russian, as well as social science disciplines, foreign languages, ecology. This genre is actively used in electronic media, in telecommunications, opening up new technological opportunities for extracurricular activities of schoolchildren. From the point of view of the disciplines involved in the study of a person, his origin, development, existence, essay is one

of the forms of cultural self-awareness, mainly in connection with the problems of searching for individual identity, understanding the tradition or criticizing ideologies (Zatsepin, 2007; Zatsepin, 2010). In accordance with the goal and objectives of the study, the method of teaching essay for high school students in schools with foreign and domestic methodologists was studied, where the content of training, methods, techniques and activities, principles of instruction, the system of communicative genre skills and the system of exercises were defined. to form and improve these skills, interdisciplinary connections are grounded when learning to write an essay.

The problem of learning how to write an essay on the lessons of the Kazakh language today remains very relevant. This problem requires very important scientific and theoretical research with the further development of teaching aids with their introduction into the school curriculum. In general, the systematic implementation of the selected didactic principles, as practical training shows, ensures the high quality of attribution of essayistic activity in teaching. In our understanding, these principles are:

- The principle of accounting for the active nature of the essay;
- The principle of operating the conceptual apparatus of activity;
- The principle of the communicative circle;
- The principle of modeling digestible activities;

- The principle of the spiral development of essay work.

Due to the lack of a unified methodological recommendation for writing an essay on the Kazakh language lessons for high school students, there is a need to conduct a centralized study by methodologists with a wide coverage of this issue. The following questions should be considered:

- Determine the place of the essay in a school essay in a high school course;
- Determine the place of the essay in speech activity, in writing skills;
- Prepare a set of exercises for writing an essay using interactive teaching methods;
- Prepare and implement guidelines for writing an essay in the process of learning the Kazakh language of high school students;
- The role of the essay in the preparation of the future specialist as an educated, competent, highly intelligent individual;
- During the development of guidelines for writing an essay to use the best practices of foreign scientists - methodologists;

- Carry out the probation of these guidelines.

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