

DEVELOPING PHILOLOGY STUDENTS' ENGLISH WRITING SKILLS BY MEANS OF EDUCATIONAL ONLINE RESOURCES

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Abstract

The paper deals with the mechanism of out-of-class work with online resources to provide effective development of Philology students' English writing skills by completing different types of writing assignments. The most common genres of writing assignments for Philology students, such as essays and critiques, have been characterized on the basis of foreign pedagogical experience. The six-stage approach to a writing activity (including planning, drafting, revising, editing, proofreading and presenting) has been considered efficient for self-guided writing.

Keywords: English writing skill, out-of-class work, educational online resource, essay, critique.

INTRODUCTION. Proper attention should be paid to writing as a productive type of communication activity in the process of students' professional training at higher educational institutions. According to the British and American university practice, students of various specializations are given a significant number of writing assignments when they take their professionally-biased courses. On the British Council educational website we find the classification of writing assignments by genre groups, referred to as *Genres* or *Genre Families*: [explanations](#), [exercises](#), [literature surveys](#), [methodology recounts](#), [research reports](#), [essays](#), [critiques](#), [event recounts](#), [public engagement](#), [case studies](#), [design specifications](#), [problem questions](#), [proposals](#) [2].

The issues of teaching effective English writing to Philology students have been raised by many Ukrainian and foreign researchers such as G. Boretska, E. Vasylieva, T. Glazunova, G. Krivchykova, A. Moskalets, and many others. N. Gorobchenko and O. Sereda considered the peculiarities of German written discourse and German e-mail correspondence. Methodological recommendations for essay writing are provided by M. Balaklytsky, K. Shenderovsky, and others.

METHODOLOGY. The topic of our research is limited to the most popular and effective English language writing tasks meant to develop Philology students' powers of independent reasoning, i.e. *essays* and *critiques*. Such tasks, as a rule, are large in scope and time-consuming, and therefore often assigned for students' individual work. The *aim* of the research is to analyze the information of several English educational online resources and define the mechanism of their use for the effective development of Philology students' English writing skills. The *object* of research is peculiarities of writing activities for Philology students majoring in English. The *subject* of research is a mechanism of effective self-guided essay and critique writing by using popular English educational online resources.

RESEARCH RESULTS. In *essays*, students are expected to develop ideas, make connections between arguments and evidence and develop an individualized thesis. They write essays in response to a question given by a lecturer.

On the website of Roane State Community College (US), we find the classification of essays according to their communicative purposes: [analytical](#), [argumentative](#), [persuasive](#), [cause and effect](#), [comparison and contrast](#), [definition](#), [narrative and descriptive](#) [3]. The IELTS website provides similar types of essays: opinion essay, advantages and disadvantages essay, problem and solution essay, discussion essay, two-part question essay [1].

Essays can be structured in many different ways, but they all include a thesis (a statement of the case you are making) and arguments based on evidence to support your thesis, logically organized. Students are often expected to include evidence against the thesis. This will be followed by a conclusion [2].

Table 1

A Typical Essay Structure

expository	discussion	challenge	factorial	consequential	commentary
thesis	issue	challenge	state	state	text(s) introduction
supporting arguments	alternative arguments	arguments	contributory factors	ensuing factors	comments
restate	final	thesis	summary	summary	summary

thesis	position		thesis	thesis	
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In *critiques*, students are expected to evaluate something such as a theory, a book or a piece of equipment. Critiques are common across the disciplines, to evaluate the writer's own work, and the work of others. Types of critiques include: academic paper review, review of a book/film/play/website, business environment analysis, interpretation of results, critique of legislation or policy, programme evaluation, project evaluation, evaluation of a lesson, or teaching materials, etc [2].

There are two main organizational structures for a critique. In the first type, students describe one aspect of the object of study and then evaluate it, and then move on to the second aspect, and so on. In the second type, students describe all aspects of the object of study and then evaluate all the aspects. In both cases, they need to end by giving overall evaluation of the object of study.

In order to produce written material more efficiently, any writing process can be broken down into stages. The WhiteSmoke Inc website suggests the following six stages of writing: planning, drafting, revising, editing, proofreading, presenting [4].

CONCLUSIONS. Nowadays, there are many educational online resources that can help students effectively improve their English writing skills. Thus, the mechanism of work with online resources involves a detailed study of each type of essay and critique, analysis of their structure, learning the vocabulary used to support or argue the author's opinion, logical combination of structural elements of a text, formulation of a thesis, making comments and conclusions, as well as considering samples of various text genres and following the main stages of writing.

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