

УДК 378

## НАПИСАНИЕ ЭССЕ-РАССКАЗА ПРИ ДИСТАНЦИОННОМ ОБУЧЕНИИ

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**Аннотация.** В статье акцентируется актуальность обучения письменной речи при переходе на дистанционный режим во время пандемии. Рассматривается сущность эссе-рассказа и его основные характеристики. Приводятся примерные задания для развития навыков письма при создании эссе-рассказа на английском языке.

**Ключевые слова:** письмо, рассказ, эссе, хронологическая последовательность, целостность, студенты

## WRITING NARRATIVES WHILE STUDYING ONLINE

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**Abstract.** The paper focuses on the relevance of teaching writing when switching to distance learning during the pandemic. The essence of the narration and its main characteristics are outlined. Sample tasks aimed at developing writing skills when creating a narrative in English are provided.

**Key words:** writing, narration, essay, chronological order, unity, students

In the time of the contemporary pandemic, the process of teaching and studying is taking place online. Educators have to find and implement interesting and useful activities, which satisfy all the state requirements as well as provide students with the necessary and comprehensive knowledge [2, 8]. And this is when *writing* comes in handy.

During self-isolation there is a steady need to communicate, to be listened to and have one's story told to anyone. That's why narrative writing is so attractive.

Narration is the form of writing used extensively in various forms of entertainment, i. e. short stories, novels, plays, films and TV series. It is also used to give a factual account of a single happening or a series of related events in history, or in person's lifetime, as in a biography. Whether the story is real or made-up, the

actions and events should be presented in time **order** or chronological order and tell what happened according to natural occurrence [1, 5].

In narration, something must take place and there must be an action of some sort: something must begin, like starting up a company; it must develop, like finding promising partners, suppliers, clients, etc. in order to expand one's business; and it must end, like discovering whether the business is profitable and we should carry on with it or it is a failure and we should think of something else to do for a living.

As for the **length** of a narrative essay, it may vary from one sentence, like Caesar's "I came, I saw, I conquered", to an elaborate novel of "Ulysses" by Joyce, and to five volumes as Macaulay's "History of England". Whatever the length, it may tell about a trifle in daily life or reveal the doings of a lifetime. However, the length is usually specified in an examination or an exercise – usually the limit is from one to four hundred words [3].

In addition to proper order and sufficient length of an essay, **unity** in narration should not be negligible. Whatever the sources of material students use to complete the writing task, the narrative must contain everything to fulfill the requirements for integrity and clarity. Some learners often think that what is clear to them is also clear to the general reader, or what is not evident to them is not evident to the general reader either. Thus, they omit essential details. On the other hand, some students drag unnecessary elements into their stories or begin their essays with too much introduction, believing that readers will not understand them. Occasionally, an essay is attached with irrelevant ending which adds nothing or not much to the interest of a story [4, 6, 7].

In order to avoid the most common mistakes made while creating narratives as well as to polish learners' writing skills, we use a set of engaging activities with various levels of manageability, such as:

**Task № 1. Choose the most suitable word to fill each space.**

Ticocu is the smallest and least (1) ... of all Japan’s islands. Mr. Brook was navigating his (2) ... car along a one-lane road through a mountain valley. He (3) ... past an almost deserted village, turned a corner and saw (4) ... the distance two strange figures.

They were (5) ... in rubber boots, farmers’ trousers, and wore white gloves and baseball (6) ... . Yet something was odd in their postures. They didn’t seem quite (7) ... . As Mr. Brook got (8) ..., he realized they weren’t people. Their faces (9) ... of white cloth with buttons for eyes. They were (10) ... or ‘kakashi’ as the Japanese call them.

- |                  |              |              |            |
|------------------|--------------|--------------|------------|
| 1) A visited     | B seen       | C dwelt      | D stayed   |
| 2) A leased      | B chartered  | C let        | D rental   |
| 3) A was driving | B drives     | C had driven | D drove    |
| 4) A at          | B in         | C on         | D off      |
| 5) A dressed     | B dressing   | C dress      | D clothed  |
| 6) A caps        | B hats       | C helmets    | D bonnets  |
| 7) A people      | B beings     | C human      | D creature |
| 8) A next        | B warmer     | C at hand    | D closer   |
| 9) A are         | B were made  | C made       | D were     |
| 10) A aliens     | B scarecrows | C guests     | D dolls    |

**Task № 2. Find mistakes in the lines, some of them are correct. In each line only ONE mistake is possible. There are three examples at the beginning of the extract (0 – spelling mistake; 00 – correct; 000 – unnecessary word).**

<b>Healing Power of Music</b>	
When I was five, a bed asthma attack landed me in the hospital overnight. Too	0. <i>bad</i>
scared to sleep, I climbed out of bed and wandered down the hall in my yellow	00. +
onesie. As I approached the nursing station, a familiar voice came down from a	000. <i>down</i>
cassette player on the desk: “Hey, little girl, is your daddy home? Did he go	1.
away and leave you all alone? I got a bad desire. Oh, oh, oh, I’m on the fire.” It	2.
reminded me of dancing with my mom in the kitchen, of riding inn the car with	3.
my dad, of being safe at home. The nurses took me back two my room, but I	4.
wouldn’t stop crying. So they lend me their boom box, and Springsteen sang me	5.
to sleep. Something in his gritty voice comforted me and made me less	6.

frightened. After that, my dad's a Walkman became an essential part of my	7.
hospital overnight bag when my asthma acted up, and Springsteen – who, in the	8.
mid-'80s, was an international rock star – became such my lullaby singer.	9.
Since then, he has also become my trusted adviser.	10.

**Task № 3. Find out as much as you can about a well-known person (actor, politician, pop star, etc.) that you find interesting, and write a narrative of their life and what they have achieved and done. Use about 250-400 words.**

In conclusion, it is imperative to mention that any narration should possess the qualities of clarity and interest. In telling about an event, the clearest way to present the moment is to give the details in chronological order. Another method of presenting an event is to provide the details in the order of their importance: tell about the least essential thing first and the most crucial thing last, to build up to the proof that has the most significance. Finally, it is vital to recite personal sensations aroused by the incidents to win the reader's sympathy and break the monotony of direct narration by occasional bits of lively dialog.

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