

METHOD OF PEER EDITING AT FOREIGN LANGUAGE LESSONS

Key words: foreign language writing, peer editing of written texts, advantages and difficulties of peer editing, stages of editing.

The issue of implementation of the method of peer editing of written texts at foreign language lessons is covered; focus is made on the methodical and technical methods of editing, interpersonal interaction of the student group. Special attention is paid to the advantages and difficulties of peer editing of written texts.

Introduction. Nowadays, one of the effective means of improving the level of foreign language writing is peer editing of written texts at foreign language lessons. Thus, the task is to identify the advantages and difficulties of peer editing, as well as to develop practical recommendations.

The issue of using the method of peer editing of written texts at foreign language lessons is at the center of attention of domestic and foreign scholars, including A. Burns, A. Goalty, D. Mazin, K. Mulligan, D. Murray.

Research methods. Analysis, synthesis, comparison, experiment.

Results and discussion. Peer editing of written texts at the lessons of foreign language consists of reading and editing written texts of each other in order to improve the form of the text (language, style, composition). Peer editing can be used in the audience and out of it. The purpose of this kind of work is to teach students to improve the stylistics of the text, to use synonyms, to build expressions using antonymic pairs, to start and finish writing the text, etc. As a result of the work on the texts, we consider it necessary for classroom work to discuss the comments that students made to the texts and to analyze the feasibility of these edits.

During the process of peer editing students are able to master the methodical and technical methods of editing the text, which include the correction of content, logical, linguistic-stylistic and factual errors, and ensure the development of abilities for self-monitoring and self-editing.

Among the main advantages of using the method of peer editing at foreign language lessons the following ones can be emphasized: psychological ones (development of communicative and social skills and raising the level of internal confidence of students), speech (students' awareness of important structural, lexical and grammatical elements of the text) and educational ones (allow the teachers to see the strengths and weaknesses of their students based on their edits and comments while editing other texts) (Mazin, 2015).

We believe that for successful implementation of the method of peer editing at foreign language lessons it is necessary: 1) to explain the students the method of peer editing and describe its value in mastering the skills of foreign language writing; 2) to show the students the structure of the written texts and give them the requirements for writing the texts (essays, theses, articles, etc.); 3) to demonstrate the samples of written texts with detailed editorial comments; 4) to determine the criteria for evaluating written texts; 5) to formulate clear, specific recommendations that will help students understand what they should focus on while editing texts; 6) to organize collective editing of the text with further analysis and discussion; 7) to encourage students to analyze their own written statements.

Among the main complications of applying the method of peer editing, Mazin (2015) highlights the skepticism of students towards peer editing, caused by doubts about the reliability of editorial changes made by non-speakers of the language. The researcher emphasizes that such students want either to receive edits only from their teacher, or to work on their written tasks on their own.

We organized some practical work for students and made a small research. During the observation of the students' work, three instruments were used: notes, video recording and students' draft writing.

Notes. Burns (2001) characterizes notes as detailed descriptions and interpretations of an event or process. The details of the writing process and student relationships during the editing process were recorded.

Video recording. This instrument provided objective records of what was happening and what could be learned. Video captures both verbal and non-verbal interaction in the class. In addition, video is best suited for monitoring teacher-student interaction.

Students' draft writing. Students' written texts were useful tools for analyzing the ways in which students developed their writing process. Archar (2004) says that saving students' compositions is useful for further analysis.

Thus, while peer editing, the following goals are achieved: helping each other, providing mutual support, improving contact between students, concentrating on tasks.

The test groups have shown that leadership is taken by those students who are fluent in language, have knowledge and skills in editing texts. It should be noted that weak students are more inclined to cooperate with leaders and follow them actively. This type of relationship is not fixed, predefined, but rather may be generated by interpersonal and intergroup relationships (Van Dijk, 2000).

While working in the student group supportive relationships were established. Such relationships not only facilitate the transfer and improvement of knowledge, but also establish contact among students. Goalty (2005) states that all relationships imply connections that are related to others through shared experiences, interpretations, perceptions, and goals.

In the process of editing, in particular, while identifying errors, there was a tendency of meta-cognitive thinking of students. While doing the tasks they were required to turn ideas, experiences and thoughts into written assignments; they were also involved in the process of detecting and reviewing errors in the formal aspects of language. This involved assigning tasks using analysis, synthesis and interpretation.

During the process of peer editing of written texts it was discovered that students lack the skills and abilities of text analysis, finding and correcting errors in the text of logical, compositional, lexical-grammatical and stylistic character.

In order to overcome the difficulties, we offer methodological recommendations for implementing the method of peer editing at foreign language lessons:

- 1) the task of the teacher is to create an atmosphere of cooperation, mutual trust and respect;
- 2) to carefully plan each stage of editing and ensure the proper training of students for peer editing of written texts;
- 3) at the initial stage of this work it's important to use the method of editing text with specific tasks (for example, evaluate the relevance of the subject and show that the material is new and interesting to the reader, analyze the composition of the text and specify its shortcomings, etc.);
- 4) at the second stage, the task should be complicated in the volume and depth of analysis, attention should be paid to the compositional construction of the text, its stylistics, etc.

Conclusion. According to the results of this research, improvement of the quality of the students' foreign language writing in the process of peer editing and increasing interest in the process of writing and editing texts were revealed; stronger social interaction between students and determining the leaders of the group was mentioned. We would like to note that peer editing is a necessary tool in teaching foreign language writing, because students learn better when they are actively involved in the learning process and while interacting with other students.

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