

## DEVELOPING WRITING COMPETENCE AT THE ADVANCED STAGE OF FRENCH LANGUAGE LEARNING

Berezina Anna Sergeevna

French language teacher

Department of Second Foreign Languages

### Abstract

This article examines the features of developing writing competence at the advanced stage of French language learning. Special attention is given to the cognitive and discursive mechanisms of written language, typical difficulties faced by C1-level students, and ways to overcome them. The requirements for written production are analyzed within the framework of the Common European Framework of Reference for Languages (CEFR) and the DALF C1 exam. A set of methodological techniques aimed at developing argumentative writing, logical text coherence, and stylistic appropriateness is proposed. The conclusions drawn can be applied in the practice of teaching French at the university level.

**Keywords:** writing competence, French language, C1 level, argumentative writing, discourse, cognitive approach, teaching methodology.

In the context of globalization and academic mobility, mastering a foreign language at an advanced level requires not only a high degree of oral communication skills but also well-developed writing competence. For those learning French as a foreign language, writing presents the greatest challenge during the transition from level B2 to level C1.

According to the Common European Framework of Reference for Languages (CEFR), a C1 level learner should be able to produce extended, logically structured texts of various genres, demonstrating accuracy of expression, well-reasoned arguments, and stylistic flexibility. However, in practice, there is often a discrepancy between formal knowledge of grammatical structures and the actual ability to create coherent written discourse.

The relevance of this research stems from the need to develop effective methodological approaches for developing written competence at the advanced stage of French language instruction.

The aim of this article is to identify the main challenges in developing written competence among advanced French language learners and to determine effective methodological strategies for overcoming these challenges.

To achieve this goal, the following objectives are set:

1. to define the concept of written competence within the context of the communicative approach;
2. to identify the specific features of written language at the C1 level;
3. to analyze typical errors made by learners;
4. to propose methodological techniques for developing well-argued written discourse.



In modern language teaching methodology, written competence is viewed as an integrative construct that includes linguistic, discursive, pragmatic, and cognitive components. According to D. Coste, writing is a complex cognitive process that requires planning, conceptualization, and linguistic realization of the utterance.

Within the cognitive approach, written speech is interpreted as the result of the interaction between mental operations and linguistic means. Research shows that at the advanced stage, the key role is played not so much by the mastery of grammatical forms as by the ability to organize text in accordance with communicative tasks and genre requirements.

### ***Features of written competence at the C1 level***

The C1 level assumes the ability to create the following types of written texts:

- argumentative essay;
- analytical article;
- formal letter;
- critical commentary.

The main characteristics of written language at this level are:

- logical coherence and structure;
- appropriate use of cohesive devices;
- variety of syntactic constructions;
- stylistic appropriateness.

However, even with good knowledge of grammar, learners often experience difficulties with logical development of argumentation and adherence to French written discourse norms.

### ***Typical difficulties in developing written competence***

Analysis of written works by C1 level students allows us to identify the following groups of errors:

1. *Discursive errors* related to violations of text logic and weak argumentation;
2. *Interference errors* caused by the influence of the native language;
3. *Stylistic errors* expressed in the mixing of speech registers;
4. *Lexical-semantic errors* related to incorrect choice of words and set expressions.

A particularly characteristic tendency is the literal transfer of native language structures, which reduces the idiomaticity of written expression.



***Methodological approaches to developing writing competence***

An effective approach appears to be comprehensive, including:

- analysis of model texts, allowing for the assimilation of genre and discourse patterns;
- step-by-step writing instruction, including planning, drafting, and editing stages;
- work on argumentation, aimed at developing logical thinking in a foreign language;
- reflective writing that promotes awareness of one's own mistakes.

Of particular importance is systematic work with the DALF C1 exam assessment criteria, which allows learners to better understand the requirements for written production.

Thus, the development of writing competence at an advanced stage of French language learning is a complex and multifaceted process. Successful mastery of C1 level written expression is possible through purposeful development of discourse and cognitive skills, as well as the use of comprehensive methodological strategies.

The research results confirm the need to shift emphasis from formal grammar study to the development of reasoned written discourse, which aligns with modern communicative language teaching requirements.

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