

INTERNET DISCOURSE IN FORMING WRITING SKILLS

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With the development of information technologies, which in the business world have become the main tool for professional contacts at the international level, and thanks to unlimited access to information sources, there have been significant changes in the process of teaching a foreign language in a non-linguistic university. The widespread introduction of such modern means of communication as e-mail and the Internet, and the associated rapid increase in the volume and pace of information exchange in the Internet environment have contributed to the emergence of the so-called "electronic communication space", in which new genres of Internet discourse are constantly emerging.

The concept of "Internet discourse" has entered the linguistic science relatively recently. According to A. I. Samaricheva, Internet discourse is "a set of texts united by a common theme related to modern information technologies" [1].

Based on various definitions, it can be assumed that the Internet discourse has all the characteristics inherent in texts and should be interpreted precisely as a text that exists in the Internet system, in which its features such as semantic and structural completeness, communicative orientation, compositional design, and informative saturation are obvious.

Many scientists, highlighting the features of Internet discourse at different levels of the language system, agree that in linguistic terms, online communication should be considered as a kind of language that combines the features of written and oral forms of speech.

Considering the Internet discourse as an incentive for the formation of foreign language written speech, it is possible to open up huge opportunities for improving the quality of teaching professional communication to students of various specialties. In the process of studying English language through e-mail and the Internet, you can achieve parallel mastery of foreign language culture and the Internet language, which is important for communicative interaction in the professional and business environment and other related areas.

It is logical to assume that in connection with the transition of most of the professional communication on the Internet to the field of writing, the ratio of oral and written forms of speech changes. Accordingly, in modern conditions, knowledge in the field of written speech and computer-mediated communication skills become an important part of the real professional activity of future specialists. All this leads to the fact that the formation of skills and abilities of written communication when teaching a foreign language as a written expression of thought and as a type of speech activity (for example, the ability to competently and promptly conduct business correspondence with foreign colleagues) is of particular practical importance.

Since our area of interest includes business e-mail correspondence in the foreign language, it is also worth noting that in methodological science there are only a small number of studies devoted to the development of students' intercultural skills through the e-mail group, when communication between participants of an international telecommunications project was carried out through the exchange of electronic messages [2].

All these factors determine:

firstly, the need to develop an innovative technology for teaching foreign languages in order to form and develop the necessary skills and abilities in the field of foreign language productive writing based on their immersion in the information and communication space using the resources of the Internet;

Secondly, the search for the most effective approaches to the process of learning business writing in the foreign language, based on real situations of professional communication using modern means of communication (in particular, via e-mail).

Thus, due to the prevalence of written speech communication and the increasing role of Internet communications, the issue of forming and developing the skills of productive written speech in the professional foreign language training of a modern legal specialist, as well as determining its place and role among other types of speech activity, is of great interest.

As R.P. Milrud notes, in the educational process, teaching foreign language writing as an independent type of speech activity for many years was given only secondary importance, which led to a significant lag in writing from the level of formation of other types of speech activity - speaking, listening and reading. It should be recognized, however, that in recent years the attitude to writing has changed for the better: today it is present in the educational process of different types of educational institutions as a means and as a goal of teaching a Foreign Language.

R.P. Milrud says that written speech is a type of speech activity aimed at the formation of written communicative competence. According to the scientist, "written speech is a creative execution of thoughts in a written word", it "allows you to preserve language and factual knowledge, serves as a reliable tool for thinking, stimulates speaking, listening and reading in foreign languages" [3]. From what has been said, it becomes obvious that the basis for teaching foreign-language productive written speech at the university should be the development of skills to carry out written distant communication and with the help of language tools to create your own written text related to the official business sphere, in accordance with the communicative attitude. In the context of the problem under discussion, proficiency in foreign language productive written speech makes it possible to create various types or genres of written business correspondence and actually use the knowledge of a foreign language outside the language environment - in the process of communicating with native speakers using various Internet services, in particular via e-mail.

At first glance, it may seem that students with a sufficient level of lexical and grammatical skills and speech skills should not have any difficulties with composing an email in a foreign language. However, based on the analysis of correspondence via e-mail of students, it can be concluded that their level of proficiency in productive written speech is not high enough, especially at the initial stage of training. Checking the written works of students of the first and second courses showed that in the field of paperwork and writing letters in a foreign language, students face similar difficulties in their native language. Such difficulties include:

- * lack of formed skills and abilities to compose a letter (for example, to consistently and in detail present the transmitted information);

- * incoherency; insufficient level of logical thinking necessary for reasoned statement of one's point of view, analysis; skills of generalization and systematization of information;

- * ignorance of the basic requirements for the design of modern correspondence;

- * inaccuracy in the transmission of the requested information;

- * incorrect application of spelling and punctuation rules;

- * lack of genre differentiation of correspondence;

- * mistakes in the selection of language tools (cliches, service words, professional terms, etc.);

- unjustifiably frequent use of borrowed vocabulary (internationalisms).

Today, the teacher has a responsible task to teach future specialists not only the peculiarities of the style of electronic business letters, forms of address, politeness, farewell, certain cliches depending on the type of letter, but also to reveal the characteristic features of the process of written communication, which come from national traditions. Despite the fact that teaching a foreign language in universities is generally multi-purpose, nevertheless, it can be considered quite legitimate to define

the formation of intercultural and communicative competence in productive writing as a key component of the professional development of a future legal specialist.

Therefore, recognizing the extremely important role of written communication by e-mail in the aspect of the formation of intercultural and foreign language communicative competence, we must take into account that the teacher selects the content of the foreign language learning process and searches for the most effective ways to implement the appropriate methods of developing and improving productive written speech.

The method of teaching foreign-language productive speech presented by A. S. Kobysheva, aimed at creating your own text of a business letter in a foreign language, seems to us the most complete. It includes four stages:

1) theoretical stage (pre-text work: identification and prevention of problems that may arise during the creation of a business letter in a foreign language, planning the content of a written message);

2) incentive-motivational and analytical-research (working with a sample text, training in the implementation of the idea of a written statement: training in the structuring of a written message and mastering the composition of the text);

3) implementing stage (creating your own text);

4) the stage of control and self-control (post-text work: editing a written business letter) [4].

As a result of considering the issue of the formation of cross-cultural and communicative competence in writing when teaching English language, we can say that in order to learn how to write an electronic business letter, special written training exercises are necessary.

The main principle of selecting exercises in the production of independent texts of e-mails and working with them can be considered the principle of expediency, according to which the content and volume of exercises are most appropriate for the task of developing the relevant skills of students.

To avoid mistakes in business correspondence with the help of communication by e-mail, it is necessary to pay special attention to language and written-speech exercises in foreign language classes. Select such types of tasks that are designed to teach you how to correctly and clearly formulate the main idea in writing, structurally and logically formalize the text of an electronic business letter, argue your point of view, and draw a conclusion based on the entire text.

You should start performing these exercises at the initial stage of learning a foreign language. For example, language (training, preparatory, motivational) exercises involve mastering the language material and preparing for operations related to the expression of thoughts in writing, as well as overcoming grammatical, lexical and lexical-grammatical difficulties. The main types of language exercises include imitation, substitution, and transformation exercises. These can also be tasks aimed at translation, selection, construction, combination, reduction, expansion, etc.

The basis of written-speech exercises is the gradual formation and development of language and speech-thinking skills and abilities. These include all types of tasks that teach you to formulate a thought in accordance with the written style, to convey semantic information in writing, to predict, analyze and comprehend the text. They provide students with a speech strategy and tactics of written business communication, update the relationships of communication participants, develop speech activity, contribute to the structural diversity of statements, expand knowledge and horizons, instill a common culture and form an intellectual readiness to independently create a written work of speech and exercise control over their activities. The main types of written-speech exercises used by us in classes with students of non-linguistic profile: question-and-answer, situational, reproductive, descriptive, and translational.

Today it is becoming obvious that creative tasks, like the creation of written speech works, which are peculiar only to the global information environment, have a huge educational and creative-developing potential: they help to form and improve the skills of producing foreign-language written

statements, have a positive emotional impact on students, and motivate them to learn a foreign language. In addition to studying the rules of writing in a foreign language, you can instill a culture of writing, expand and deepen the socio-cultural and linguistic-regional component, develop the ability to use writing in different situations of communication in the field of professional and personal interests.

Literature

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