Modern Written Communication: Lingu-Methodological Basis of Learning and Control

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A B S T R A C T

The article is devoted to the actual problem of the theory of modern communications - written speech as an activity that contributes, on the one hand, to intellectual development, on the other, to the social adaptation of a person in the global world, the main feature of which is the prevalence of telecommunication technologies in the system of human interaction. In modern society, the role of written communication is increasing, becoming more complicated, the latter receives new development opportunities due to the introduction of computers and the Internet into all spheres of life, which support the written recording of information.

A R T I C L E I N F O

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Introduction

At the present stage of teaching RFL, written speech has received new development opportunities due to the introduction of modern technologies into life: computers, the Internet, SMS, distance learning and education. Written communication in modern society ensures the functioning of all the most important spheres of people's intellectual activity: literary and artistic creativity, scientific and technical work, education, centralized dissemination of information. The overwhelming majority of the total amount of information is transmitted and stored in letter signs; the spread of computers, the Internet convincingly supports the importance of the written record of information.

The share of letters in international communication, including professional and business communication, is great.

In modern conditions, the task is to form a foreign language communicative competence in accordance with the requirements of the time and scientific and technological progress, socio-economic changes taking place in society, the interests and desires of the individual, the peculiarities of its adaptation to the conditions of life in an information society.

The goal of teaching writing becomes the assimilation of the culture of writing, the content is a foreign language culture. This approach to learning contributes to the intellectual development of the individual, her participation in intercultural communication.

Written speech is an integrative, complex phenomenon that is not a secondary system in relation to oral speech and requires special training, taking into account the cultural, educational, social processes taking place in society. Writing is a complex analytical process.

The writer does not transfer the skills of oral speech to written speech: he chooses in written communication the means characteristic of her, restores the non-speech situation, makes it as clear as possible to the recipient due to the logical coherence, development, structural and semantic organization of the text. In this regard, it is unjustified to consider written statements as a fixation of oral statements and to use in teaching those types of written work that help to better master the vocabulary and grammar of the Russian language.

From a psychological point of view, written speech is complex and diverse, therefore, writing should be taught taking into account the psychophysiological and psycholinguistic processes inherent in this type of speech activity. The process of mastering written speech includes the mechanisms of comprehension, memorization, design, etc., the ability to reproduce and transform statements, synthesize them with others, generate new speech units on the basis of and by analogy with those learned.

The role of writing in teaching foreign languages is determined by the specific conditions and objectives of teaching. Traditional teaching of written speech in the system of higher professional education is a process divided into certain stages (basic, intermediate, basic, advanced, final). The place of writing in the learning process is determined by the stages of work on speech material. At each stage of teaching writing, the formation of general language and professionally oriented skills, skills, competencies corresponding to a certain level takes place. Each of the stages of training is a complete whole in its content and form.

The main approach to teaching foreign language writing is recognized as a text-centric approach. On the basis of the provisions of the theory of speech activity and the theory of the stage-by-stage formation of mental actions, three systemically related stages of teaching written speech based on the source text are distinguished: indicative / (preparatory), productive, developing.

One of the primary tasks of teaching RFL is the formation of the skill of self-control as a component of the process of optimal mastering of the Russian language. Tests are recognized as one of the most effective means of self-control, as well as a scale of introspection of achievements in mastering the Russian language in its written tradition.

In the formation of competent written speech and the development of self-control skills in Russian (foreign) language, it is important that the teacher takes into account typical speech errors in the written statements of foreign students. Analysis of the causes of errors contributes to the development of creative, authentic written speech, its consistency, coherence, purity.

The objectives of testing written speech are aimed at checking the formation of language and speech skills and abilities, as well as the adequacy of the test taker's speech behavior when solving certain communication problems in writing.

For fruitful and promising teaching of written speech, a number of problems should be solved: first, it is necessary to create textbooks for teaching written speech in accordance with the requirements for the levels of proficiency in RFL; secondly, take into account the educational profile of foreign students; use materials that meet the goals and objectives of a particular profile; thirdly, it is necessary that students perform tasks that are close to real communication needs and take into account the specifics of specific areas of communication.

Conclusions

So, the role of written communication in society and in the education system is increasing due to the fact that writing is increasingly recognized not just as a way of communication, the goal and a means of teaching foreign students the Russian language, but also as an important epistemological category that performs in society and especially in the formation of an individual, the function of conceptualizing knowledge, which ensures the formation of the conceptual sphere of the subject of the educational process - the subject-content basis of the secondary linguistic personality.

In this regard, the statement of Yu.V. Rozhdestvensky about the properties of the written text, which lead to a change in the structure of society, create a new system of connections between people and texts, create a new system of linguistic communications.

Writing intellectually changes a person, transforming him from a “cultural product” into a “cultural creator”.

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