

Stimulating the Development of Russian Written Speech on the Internet

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ABSTRACT

The article discusses the features of teaching writing on the basis of multi-genre texts from the Internet and presents a teaching methodology using mobile technologies that can stimulate and motivate students to learn Russian as a foreign language, since written speech is the form of communication on the network that connects spoken and book varieties of writing. The article also analyzes and studies the features of "display texts", which can be used as examples for creating text presentations, where students will be able to present any genre of written speech in image, sound and movement. It is considered as a creative task that tests the assimilation and knowledge of the use of genres of written speech of students and can be performed using modern methods and technologies of teaching in a group or independently using mobile devices.

KEYWORDS: *written speech, methods, texts from the Internet, mobile technologies, motivation, communication, writing techniques*

1. Introduction

Due to the expansion of international contacts, the development of society and education in Uzbekistan, the need for communication between students is increasing. At the same time, the observations and experience of university teachers show that students, having a certain vocabulary and the ability to use grammar knowledge in practice, overcoming the language barrier, do not always understand each other. The interlocutors use phrases, necessary replicas to exchange information, but mutual understanding is not achieved as a result. It should be noted that the reasons may be diverse, but first of all it is a low level of socio-cultural competence.

Recently, there has been a scientific interest in teaching foreign languages via the Internet in numerous publications. The complexity of the problem lies in the fact that the methodology of teaching types of speech activity using the Internet has not yet been fully developed. This article suggests considering the features of teaching writing from texts from the Internet, which can stimulate and motivate students to learn Russian as a foreign language. Since written speech is the form of communication in the network that connects the spoken and book varieties of written speech. Written speech is defined differently depending on the purpose of the training. So in the "Modern Dictionary of methodological terms" there are two definitions. In the first, written speech is considered as "a form of speech associated with the expression and perception of thoughts in graphic form." [Azimov 2018; 227]. The second definition is related to communication and a broader interpretation is given. This is "a type of written speech consisting in the ability to express your thoughts in writing in the language being studied on the basis of formed graphic, spelling and calligraphic skills, as well as writing techniques. The purpose of teaching written communicative speech is to develop the skills to create various types and genres of written messages-texts that are used in educational and professional activities." [Azimov 2018; 228].

The definition of A.N.Shchukin is given most clearly and concisely for students of Russian as a

foreign language, where written speech is a productive type of speech activity, which is "the ability to express thoughts (one's own and others') in writing, i.e. to create primary and secondary texts" [Shchukin 2012; 540]. Teaching writing "involves mastering the skills of students to create written texts of varying complexity: secondary (recording someone else's speech) and primary (their own speech). The genres of primary texts include: articles, books, texts of reports, essays. The genres of secondary texts are: plan, synopsis, abstract, abstract, review, exposition" [Shchukin 2012; 517], created by students. For teaching students to write in Russian as a foreign language in the absence of a language environment, it is important that such training should not only be interesting for students, but also have a "personal meaning". Because modern students believe that they should immediately see how the learned genres of speech can be used not only in communication with native speakers, but also for professional and work activities in the future. Therefore, it is necessary to know which genres of writing interest students, how they relate to the curriculum, how to teach them these genres, which texts from the Internet can be a source of examples and a model for students to create their own texts, both primary and secondary genres. At the same time, it is necessary to take into account those genres of written speech that students should master according to the training program, to know the age characteristics, interests and needs of the students themselves, who are striving to gain the knowledge of Russian as a foreign language that they believe will be most useful to them in life. According to oral surveys of students of various courses of Russian philology at the University of Warsaw, we learned that in teaching writing they are most interested in everything related to writing term papers, bachelor's and diploma. They want to know how to write an essay, note, personal letter, business letter, business note, message, report, abstract, resume. Therefore, on the Internet they are looking primarily for samples or examples of multi-genre texts that they can use to write their own text.

For modern students, the Internet "has ceased to be a medium for transmitting information and a transport channel for delivering knowledge, it has become a place where students are constantly, where they perform actions with the help of social services that help to think and act together" (Titova 2014;34). When searching for texts on the Internet, first of all, students are interested in the practical side of their use and application, Therefore, we believe that writing instruction is best carried out on the basis of sample texts from the Internet, since by creating their own text according to sample genres of texts, students acquire the ability to consistently and logically build statements, the ability to organize sentences into one coherent text, the ability to select information appropriate to the subject of the statement, as well as the ability to use selected texts for communication and discussion of a topic in the classroom in a group. From a methodological point of view, the formation of pragmatic competence associated with the desire of students in the practical application of knowledge of the studied foreign language is traced in the actions of students. Therefore, it is necessary to teach them how to write expositions, essays, notes, reports based on texts from the Internet to which you can add traditional tasks and exercises and offer interesting methods of working with the text.

II. Experimental methods

Therefore, we consider the teaching of writing from two sides. On the one hand, we try to show students how to work with texts from the Internet using the example of language and speech tasks of traditional teaching and to present the source of those texts on which students can learn and create their own texts. On the other hand, we teach them writing on the submitted authentic texts taken from Internet sites, where summaries of performances, annotations to articles, business letters and notes are given in Russian. If we consider the traditional teaching of writing, which is carried out through language and speech exercises created by the authors of textbooks based on journalistic special texts from newspapers and magazines, then it is unlikely that such training will motivate students to

creative activity when creating their own text. Modern students are increasingly attracted to the Internet, because "the network media environment is perceived as a means of communication, which implies a conversational style of communication, relaxed and recreational. The volume of illustrative materials is also unlimited" [Trofimova 2011; 189]. Students are increasingly turning to the Internet, where they find modern "display texts" that "convey information not only verbally - by sound or letter. These texts combine letters, sounds and images, in some cases - a video sequence.... In display texts, depiction is very important. Illustrations, photographs, moving frames become carriers of meaning." [Kostomarov 2014; 43]. Such texts correspond to the interests and needs of modern youth, since they combine all kinds of information, and students are used to working on the Internet with texts that provide information in a complex: visually plus language plus sound, since they spend almost all their time on phones, smart phones and the Internet.

III. Development of oral speech skills

A modern student is well-versed in the network, can quickly find any information, but does not always know how and when to apply it. The same thing happens with "display texts" when the teacher's help is needed. Having analyzed and studied the features of "display texts", we believe that they can be used as examples for creating text presentations where students will be able to present any genre of written speech in image, sound and movement. This can be considered as a creative task that tests the assimilation and knowledge of the use of genres of written speech of students and can be performed using modern methods and technologies of teaching in a group or independently using mobile devices. Scientists believe that "no speech genre can be realized without an adequate reaction of a communication partner" [Ovchinnikova 2009;15], therefore, texts from the Internet created by different authors with rich linguistic and cultural content can serve both for teaching communication in different genres of written speech, and for the formation of skills and skills of using written speech to produce different styles and genres.

If we consider the genre system of texts on the Internet, it has not yet been established, and different researchers offer different classifications. Some authors suggest dividing genres into informational and communicative. Information genres include "edited, verified works in traditional genres of literary text, and communicative genres are represented by spontaneous, unprepared texts such as: e-mail, discussion groups or forums, web conferences, chats, instant messaging genre, blogs, social services." [Shtukareva 2014; 293-294]. Other authors supplement this classification with a more detailed division of genres, for example, they distinguish: "directive genres (web advertising, commercial and private ads, online stores and auctions); presentation genres (personal web pages, web blogs); aesthetic genres (online novel, fanfiction); entertainment genres (multiplayer worlds and games)" [Shtukareva 2014; 294]. However, this classification is not permanent and may be open to other additions and changes.

IV. Activity monitoring

Analyzing the genre system of the Internet from the point of view of teaching writing, we came to the conclusion that students can find authentic texts in them that can be used as samples of writing a business letter, advertising, annotations, theses, messages, etc. For example, some blogs can be an example for writing a description essay, or writing a narrative, since blogs usually have all the features inherent in these types of essays: introduction, main part, where events or actions develop and conclusion. For students who often use mobile phones to search for the necessary information, it is possible to teach writing via the Internet using mobile technologies in the form of various applications (dictionaries, encyclopedias), multimedia materials (podcasts, video casts), mobile communication services and services (blogs, e-mail, social networks). Since communication via the Internet implies a certain degree of literacy on the web, mobile applications such as dictionaries,

encyclopedias are widely used to compile tasks and exercises that enable students not only to master written speech, but also to develop their lexical potential, to correctly use the grammatical structures of the Russian language in written and oral communication. Tasks using dictionaries can be aimed at searching for words on a specific topic and translating them into the native language of students, compiling their own dictionary of keywords for each topic and checking written assignments on the platform where they work with the teacher online.

Encyclopedias can be used to search for texts and tasks related to teaching writing, for example: Find a text on the topic. "Seasons in Russian painting", write down the content of the text based on the plan; make a plan of the text; break the text into its component parts and title each part. Work with encyclopedias can take place both on the online platform and in the classroom, where students work with mobile phones. Mobile technologies involve working both on any platform in real time and in a traditional audience using phones and smart phones.

The main goal is to teach students the ability to find the necessary information when teaching a foreign language, critically analyze it and use it correctly when solving a problem. Moreover, mobile devices enable students to have quick access to textbooks and programs anywhere they are, to communicate with the teacher and the group at any time and in any mode, since mobile devices provide visual, voice and text communication, as in working with "display texts". Teaching writing is associated with the formation of sociolinguistic competence, since students develop the ability to "choose and use language forms and means depending on the purpose, social roles of communication participants." [Azimov 2018; 324].

Working with texts from the Internet develops students' socio-cultural competence, since it gives students "a set of knowledge about the country of the language being studied, the national and cultural characteristics of the social and speech behavior of native speakers and the ability to use such knowledge in the process of communication, following customs, rules of conduct, etiquette norms, social conditions and stereotypes of native speakers' behavior" [Azimov 2018;322]. When teaching writing, one of the main components of communicative competence is linguistic or linguistic competence, which involves "possession of a system of information about the language being studied at its levels: phonemic, morphemic, lexical, syntactic ... and the ability to use this system in practice" [Azimov 2018; 401].

Therefore, let's consider what working with texts on the Internet gives, how Internet resources can be used to teach writing, what methods can be effective in using the Internet information space in combination with mobile technologies. First of all, the Internet offers students authentic written communication with representatives of the language environment of the language being studied by authentic communicants based on multi-genre texts from the Internet, which can be used both as speech exercises and as ready-made models of written speech in the learning process. Working with texts and written communication over the Internet develops and enriches the student's lexical vocabulary due to the rich linguistic and extra linguistic information contained in texts and messages.

In addition, the language of texts from the Internet contains speech phrases-cliches, phrases and abbreviations that are characteristic of a certain form of written communication. Researchers of the Internet language have identified 12 features that characterize the Internet language, and we believe that some of them are important for our research:

1. Interaction of oral and written forms of language realization (contamination of written literary and oral spoken languages);
2. The communicative essence.
3. Integrativity, socialization (inclusion of an individual in public life);

4. Strengthening of the personal principle.
5. Dialogicity of communication (even a monologue text often appears here as a reaction to the previous text, increasing its dialogicity);
6. Semiotic complications of the text as new means of expression (as compensation for semantic means – intonation, facial expressions and gestures – along with verbal, iconic means are used...)"[Shtukareva 2014; 292-293]. Since texts from the Internet are saturated with various information both at the linguistic and semantic levels, it is necessary to take this fact into account when selecting materials for teaching writing, as well as critically treat those texts that students choose, explaining to them the features of the text that they should be guided by.

V. Conclusion and Recommendation

Methodological recommendations for teaching writing via the Internet can be presented as follows: Stage 1 - Selection and discussion of the method and method of working with texts from the Internet for teaching writing, selected by the teacher. These are: e-mail, private and business letters, blogs, websites with texts on topics, forums, virtual tours of museums and cities of Russia. This stage corresponds to preparatory and speech exercises in teaching writing, since in the process of discussing texts, attention is drawn to the lexical and grammatical content, form and method of working with a certain type of written speech. Attention is drawn to the peculiarities of texts of different genres, to their informational and content features, to the typology of various forms of written messages. The work is offered by the project method for teaching different types of composition, collage - for teaching private and business letters, excursion technology - for teaching presentation. The 2nd stage is working with the selected teaching methods. Students independently search for and supplement texts from the Internet selected by the teacher with their own texts and information materials necessary for work. At the same time, students decide for themselves how to work: in pairs, groups or individually. Each method and the successive steps of working with it are discussed. Students work using mobile devices with applications and inform the teacher about problems if they arise. The role of the teacher is to give advice, help and control the work process. The work is carried out in the classroom or on the platform online. Stage 3 - Presentation of the completed work. Presentation of the received materials, discussion and presentation of works, collages, essays and expositions. Presentation of websites, mobile applications and texts from the Internet that help in the implementation of projects.

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