

# Teaching of written language via the internet

*Narmin Aliyeva*

Linguistics Institute named after I.Nasimi of Azerbaijan National Academy of Sciences, Baku, Azerbaijan

**Abstract.** By the words of L.S.Vigotskiy, the written speech is “speech without intonation, expressive, generally without the whole sounding side. This is speech in thought, in representation, but speech devoid of the most essential feature of oral speech - material sound. It is largely due to internal speech. When expressing thoughts through writing, inner speech is, as it were, formed into a verbal shell. The transmission of thoughts through written speech is a complex, multifaceted process. The purpose of this study is a scientific search in areas of the potential of written language for solving urgent problems of modern teaching methods. The main function of speech in humans, however, is that it is an instrument of thinking. Speech is the area where memory and thinking come into contact so much that it is sometimes difficult to decide what in speech belongs to memory and what to thinking. But it is with the formation of concepts that thinking begins its activity. Moving further and further away from written language, the students lose one of the important factors in the development of imagination, thinking, and creative activity. Therefore, in the classroom it is necessary to do the planned systematic work on the development of written speech.

## 1 Introduction

Modern learning technology is the most rational ways of organizing the educational process, those in which the goal of learning is achieved in a minimum of time, effort and money. At the same time, the educational process is considered comprehensively. Recently, in numerous publications, there has been a scientific interest in teaching foreign languages via the Internet. The complexity of the problem lies in the fact that the methodology for teaching types of speech activity using the Internet has not yet been fully developed. This article proposes to consider the features of teaching written speech using texts from the Internet, which can stimulate and motivate students to study the English language as a foreign language, since written speech is the form of communication on the network that connects colloquial and book varieties of written speech. The written speech is the main form of Internet communication. This is explained by the fact that this form of communication was originally conceived on the basis of the use of graphic symbols. This made to draw the attention of the communicants to the need for a clearer presentation of thoughts. The written form of the language - the objectively dominant system of verbal communication on the Internet - cannot but generate new trends in the processes of transformation of written speech in general. At the same time, recognizing the dominant role of the written form of the language, one should not belittle the influence of oral speech on it. As a result, under the influence of various factors, the written speech in Internet communication is subject to two

seemingly opposite laws: the initially synergistic (non-linear) law of communication [1, p. 17]. This law endows Internet communication with certain advantages: the ability to make various references, clarify the thought with the help of digressions, thereby expanding and deepening the narrative, without, however, blocking the connection with the addresser (he continues communication, i.e. formulates another remark). In addition to the above, the nature of communicants in social media is also significantly influenced by informational occasions as a communicatively significant event that serves as an effective tool for this communicant to create his image, to amend and clarify a previously expressed idea.

## 2 Methods

In the process of the study, a descriptive method of linguistics was used to study written speech.

## 3 Results

The literature review shows that the professional community has a great interest in the use of modern educational technologies. A number of studies in this area have been carried out abroad [2, 3, 4]. The use of modern technologies to provide access to educational resources for a wide range of students, improve the quality of education and develop critical thinking. At the same time, the interaction between the teacher and students does not lose its relevance.

The use of modern technologies in teaching a foreign language is of great importance for the development of students' basic language skills. Researchers highly appreciate the role of modern technologies in language teaching [7, 8]. With the use of modern teaching technologies, students are more motivated, their communication skills, interaction between teachers and students are improved.

Written language is defined in different ways depending on the purpose of learning. 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 a graphic form" [9, p.227]. The second definition is related to communication and is given a broader interpretation. This is "a type of written speech consisting in the ability to express one's thoughts in writing in the target language 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" [9, p. 228].

Teaching written speech "involves students mastering the ability to create written texts of varying complexity: secondary (recording someone else's speech) and primary (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, presentation" created by students [10, p. 517]. For teaching students to write in English 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", since modern students believe that they should see immediately how they can use the learned speech genres 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 written speech are of interest to 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 of both primary and secondary genres. At the same time, it is necessary to take into account those genres of written speech that students must master according to the curriculum, to know

the age characteristics, interests and needs of the students themselves, who are striving to acquire the knowledge of English as a foreign language that they believe will be most useful to them in life. According to oral surveys of students of different courses of English philology, we found out that in teaching written speech they are most interested in everything related to writing term papers, bachelor's and diploma theses. They want to know how to write an essay, composition, personal and business letter, business note, message, report, annotation, resume. Therefore in the Internet, they are looking, first of all, for samples or examples of texts of different genres that they can use to write their own text. For today's students, the Internet has ceased to be an information transfer medium and a transport channel for the delivery of knowledge, it has become a place where students constantly perform actions using social services that it help them think and act together.

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 teaching writing is best done on the basis of exemplary texts from the Internet, since by creating their own text in exemplary genres of texts, students acquire the skills consistently and logically build statements, the ability to organize sentences into one coherent text, the ability to select information relevant to the subject of the statement, as well as the ability to use selected texts for communication and discussion of a topic in group classes. In the actions of students, 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 foreign language being studied can be traced. Therefore, it is necessary to teach them how to write summaries, essays, notes, reports based on texts from the Internet, to which you can give traditional tasks and exercises and offer interesting methods for working with text. Therefore, we consider the teaching of written speech 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 learning and provide a source of those texts on which students can learn and create their own texts. On the other hand, we teach them written speech on the presented authentic texts taken from sites Internet, where summaries of performances, annotations to articles, business letters and notes are given in English.

If we consider the traditional teaching of written speech, which is carried out through language and speech exercises created by the authors of textbooks on the basis of journalistic special texts from newspapers and magazines, then such training is unlikely to motivate students to be creative 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. Students are increasingly turning to the Internet, where they find modern "display texts" that transmit information not only verbally — by sound or letter. These texts combine letters, sounds and an image, in some cases — a video sequence. Visualization is very important in display texts. The bearers of meaning are illustrations, photographs, moving frames. Such texts correspond to the interests and needs of modern youth, since they combine all types 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 the time on phones, smartphones and on the Internet.

A modern student is well oriented in the network, can quickly find any information, but does not always know how and when to use it. The same thing happens with "display texts" when the teacher's help is needed.

The main goal is to teach students the ability to find the right information, critically analyze it and use it correctly when solving a problem when teaching a foreign language. Moreover, mobile devices enable the student to have quick access to textbooks and programs anywhere he is, 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" [9, p. 324].

## 4 Discussion

Written speech is distant and indirect, since there is no direct contact between the participants in communication. In linguistic knowledge, the level of organization of written speech answers the question of what means the writing is carried out. According to A.A. Leontiev, this level provides writing with linguistic means of implementing the process, that is, it implements the translation of the internal meaning and content that are formed at the psychological level into linguistic codes - into lexico-morphological and syntactic units, i.e., into words, phrases and texts [5, p.214]. A.R. Luria argues that the process of writing is least of all a simple "ideomotor" act. It includes many processes that lie both outside the visual sphere (associated with the representation of letters) and outside the motor sphere, which plays a role in the direct implementation of letters [6].

The absence of a situation common to the writer and the addressee of the speech and feedback at the time of the action requires thoughtfulness and deployment of the message, makes it difficult to understand, creates prerequisites for misunderstanding. Therefore, written speech should be contextual, while it is desirable that the writer take into account the characteristics of the readership (awareness in the topic, age, speech development, etc.). The lack of contact between the "interlocutors" makes it impossible to use non-verbal means, hence the need to use speech means more efficiently, especially to convey emotions, attitudes towards the subject. Thus, due to the limitation in the use of compensatory means, the need to accurately convey semantic shades, communication in writing requires strong and well-formed speech lexical and grammatical skills, possession of the graphic form of the word, and features of the book-written style of speech.

Working with texts from the Internet develops students' sociocultural competence, since it gives students "a body 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, norms of etiquette, social conditions and behavior stereotypes of native speakers" [9, p. 322]. When teaching written speech, one of the main components of communicative competence is linguistic or language competence, which involves "possession of a system of information about the language being studied by its levels: phonemic, morphemic, lexical, syntactic ... and the ability to use this system in practice" [9, p. 401].

Therefore, we will consider what working with texts on the Internet gives, how Internet resources can be used to teach writing, which 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, authentic communicators based on various genres of texts from the Internet, which can be used both as speech exercises and as ready-made models of written speech in the learning process. Work with texts and written communication on the Internet develops and enriches the student's lexical vocabulary due to the rich linguistic and extralinguistic information contained in texts and messages. In addition, the language of texts from the Internet contains speech phrases-clichés 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 study: "1. interaction between oral and written forms of language implementation (contamination of written literary and spoken languages; 2. communicative

essence ... 3. integrativity, socialization (inclusion of the individual in public life); 4. strengthening of the personal principle ... 5. dialogue of communication (even a monologue text often appears here as a reaction to the previous text, increasing its dialogue); 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 ...)” [11, p. 292-293].

The work on the development of written speech of students is diverse and depends on: a) the age characteristics of students, b) the level of their literary and speech development, c) the type and genre of the work of art, on the basis of which speech work with students is carried out, and d) the cognitive and communication tasks set by the teacher.

While teaching we must take into consideration that each type of written speech has its own specific features: structural, content, stylistic, linguistic.

## 5 Conclusion

Despite the relatively recent appearance, the Internet has rapidly entered the life of every person and has penetrated almost all spheres of human activity. Today, life without modern technologies and communication in the virtual media space seems impossible for most people. If initially the Internet was created as a means of storing and transmitting information, then soon it began to function as a communication medium and in our time serves as a means of establishing social relations between people. It is easier for users to overcome barriers in communication, as more and more “live” communication is being replaced by virtual communication, which has a number of advantages, such as: the anonymity of the writer and reader, freedom of expression, the ability to supplement the statement with non-verbal means, not to follow grammatical or ignore punctuation rules.

It remains an open question how extensive will be the entry of oral speech into the Internet environment and how in the future the metamorphoses of computer communication will affect the written style of the language.

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