COMMUNICATIVE AND SOCIO-CULTURAL COMPETENCE IN TEACHING WRITING CONNECTED WITH THE CHANGE IN A FOREIGN LANGUAGE STATUS

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The purpose of learning the written language in high school is to develop students' communicative competence in writing, which includes possession of written characters, content and form of the written works of the speech.

Problems solved in teaching writing, associated with the creation of conditions for learning mastery of content writing. These tasks include the formation of students necessary graphic automatisms, skills to formulate the thought in accordance with the written style, expanding knowledge and horizons, learning culture and intellectual readiness to create the content of the written works of speech , forming authentic representations of subject content, style of speech and graphical form of written text.

To the problem in formation of communicative competence had been paid much attention by such Methodists as Sysoeva E.E., Milrud R.P., Galskova I.D., and many others. Communicative competence, the ability to implement speech activity with the means of the target language in accordance with the goals and situation of communication within a particular sphere of activity.

Sysoeva E.E., argues about the approach to formation of communicative competence, that it is recited in the modern education system at all levels, and it involves the formation of a person's ability to use existing knowledge and skills to solve specific practical problems.

It is difficult not to agree with the author that of writing and speech gives you the opportunity to use already existing knowledge of a foreign language when communicating with native speakers using modern means of communication, being outside of the language environment. Opportunity to correspond with peers, write personal and formal letters, fill out forms, blank documents in a foreign language motivate students to take an active mastery of written communication in the target language.

N. Chomsky writes that in the concept of communicative competence includes adequate use of a foreign language skills in a particular communicative situation. Communicative competence is defined as a person's ability to use creative inventory of linguistic resources (in the form of sayings and discourses), which consists of the knowledge and readiness for their appropriate use. Acquisition of communicative competence of the individual becomes the dominant purpose of training.

Sysoeva E.E., the organization of educational process based on the formation of communicative competence approach involves:

- Knowledge and skills to work with written texts produced by students in the study of other disciplines and their personal life experience;
- teaching such skills during acquisition of a foreign language, which can be used in various fields related to the processing and production of text information.

Izarenkov D.I. believes that in the content of communicative competence, which can be characterized as methodically , psychologically and linguistically coherent unity of all components, contains the following interrelated topics:

- sphere of communicative activities , themes and intellectual significance for students;
- situation and their deployment programs (scripts communicative events);
- social and communicative role of interlocutors in situations conduct programs of each role in accordance with the progress of the deployment of communicative events;
- speechacts, pragmaticgoals;
- types of discourses / contexts and rules of their construction;
- listslinguisticlows;

Now we will try to reveal the contents of communicative competence, formed in a foreign language classroom and the ultimate goal of language learning and language acquisition.

There are complex skills at the heart of communicative competence, which gives the opportunity to participate in verbal communication in its productive and receptive forms. Communicative competence is based on a number of other competencies

A.N Shchukin, tells about Socio-cultural competence that it implies knowledge of the students about national and cultural characteristics of the social and verbal behavior of speakers: their customs, etiquette, etc. In the result of familiarity with target language's culture and the mastery of intercultural communication methods are formed by students socio-cultural competence as part of communicative competence.

Filatov V.N proves that the written communicative competence, including mastery of written characters with content and form of written work, limited in the program of teaching a foreign language in high school skills to:

 - Graphically correct letters;

- The letters as an independent type of speech activity , i.e. at the end of the basic course students should be able within the most typical communication situations make extracts from the text; make a plan and write text heard or read; write a short greeting, express a wish; fill out the form; write a personal letter and ect…;

 - Writing as means of teaching to other kinds of speech activity.

Sysoeva E.E., states that the development level of communicative competence in the written language depends not only on the knowledge of a particular foreign language, but also from the general education level of the writing, as it is based on a general ability to work with information.

Thus, the role of writing in the formation of communicative competence in foreign language teaching is great because it allows you to save the language and factual knowledge, and it serves as a reliable tool for thinking, stimulates speaking, listening and reading in a foreign language.

Final training requirements in teaching writing offers students the ability to use foreign writing almost as a way of communicating, learning and creativity in accordance with the reached program level of mastering a foreign language.

Written speech can be viewed in three perspectives: the content (thinking), expression (speech) and execution (schedules) .

Content of the written speech product is defined by its purpose and objectives of the activity- such as emotional impact, recourse management activities, request for information, perform transactional formalities, information preservation, written expression of human creativity.

Thought- content determines the form of written work. To forms of written speech products that may be included in the content of the training include: greeting cards, telegrams (personal and business content), notes (family members, friends, colleagues), signs (in homes, offices), labels (on commodity packaging), captions, advertisements , instructions , announcements, information (about the search for work on the job, about the events of sports and cultural life), menus, advertisements, invitations, sympathy, personal letters, business letters, in particular letters for a job, thank you letters, i.e. bread-and-butter letters, letters of protests and complaints handling (to the head, to the public), the responses to the statements, autobiographical information, i.e. curriculum vitae, characteristics, i.e.   confidential references, completed questionnaires and forms, help, support schema mind-maps (for public speaking), instructions (safety for the job), recipes (cooking, both known and own), diaries (observations), glossary, dictations, bibliography (works of the author, the book on the issue), abstracts , i.e. notes (brief summary of the

reading), notes in the wall newspaper experience (what they saw or heard), book reviews, review, i.e. reviews (of a book, a story, a movie, a work of art) , reports that reports (on observations about the survey , about the survey), the reports (about the state of the problem. On the study of specific cases of type case-studies), presentation, i.e. reproduction (read, heard), resume, i.e. summary (the main idea of reading, heard), posts (about the news on the latest developments), reviews (newspaper articles, events per week), annotations, i.e. pr?cis (the main content of the story, book, movie), abstracts, i.e. synopses (read an overview), theses, i.e. abstracts (summary of presentation), projects, i.e. projects (look at the state and change of the world), essays , i.e. essays (own view of things and phenomena), works (interpretation of the topic or problem), stories (inventing plot and story), poetry (the creation of poetic works of different shapes).

Written language has almost no extra-linguistic, additional means of expression. It does not involve any knowledge of the situation by the addressee, it has no means of gestures, facial expressions, intonation, pauses, which play the role of " semantic markers " in the monologue speech, and only a partial substitution of the latter are the technique to identify individual elements expounded italic text or paragraph. Thus, all the information, expressed in writing, should be based only on the use of expanded fairly complete grammar for the language.

Hence, the written word should be as semantically and grammatical means that it uses must be fully sufficient for the expression of the transmitted message. Writer must build your message so that the reader could go all the way back from a deployed, external speech to the inner meaning of the text.

The process of understanding written language is very different from the process of understanding speech, that is written can always be read, i.e. arbitrarily return all included in a link, which is absolutely impossible in understanding speech.

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