



DEVELOPING STUDENTS' WRITTEN DISCOURSE COMPETENCE THROUGH DIGITAL TECHNOLOGY AND SELF-MANAGEMENT

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Currently, according to most scientists, discursive competence is one of the most important. N.I. Almazova believes that discursive competence is what modern education should strive for in the field of teaching foreign languages. Before defining the concept of “discursive competence,” something should be said about discourse. In our work, we consider discourse as a process and define it from two positions – the author and the recipient. From the author’s point of view, discourse is the process of encoding information in accordance with lexical, grammatical, syntactic norms, as well as taking into account stylistic, genre, sociocultural, psychological and emotional factors. In this case, the means of cohesion and coherence are used in order to achieve the communicative goal - to convey information to the recipient. From the perspective of the recipient, discourse is the process of decoding information in accordance with lexical, grammatical, syntactic norms, taking into account stylistic, genre, sociocultural, psychological and emotional factors, based on the means of cohesion and coherence used in order to achieve the communicative goal - to obtain information from author. If we consider discourse as a bidirectional process, then discursive competence is the ability to carry out this process.

The introduction of Internet technologies into the learning process is due to the rapid pace of development of scientific and technological progress. The modern development of the Internet is characterized by the emergence and wide dissemination of social services and services (Web 2.0) aimed at communication between people. Over the last decade, many works have been written that reveal the positive impact of various forms of Internet communications on the formation of foreign language communicative competence of students. Today, information and communication technologies are no longer considered as additional or auxiliary educational materials, but as analog ones. In our work, we explore modern Internet technologies and how they contribute to the development of discursive competence skills among language university students. We consider the following modern Internet technologies: email, web forum, blog, wiki technologies, and podcast. E-mail is one of the new information technologies that offers ample opportunities for teaching a foreign language and culture through contact with representatives of different countries and cultures. An e-mail group is an educational technology that allows a group of students located at an unlimited distance from each other to exchange electronic messages.

Unlike personal student blogs, each of which is located on a separate page, a study group blog places student comments one after the other on one page. This makes it much easier to hear the opinions of others and stimulates discussion. Wiki technology is a type of Web 2.0 social server that allows one person or group of people to create and post their materials on the Internet (popular science or popular articles). The name of the service “Wiki” was borrowed from the Hawaiian language (“wikiwiki”), which means “fast” - quick access to information. This name of the service is quite justified and reflects the dynamism of working with the material. Through the Internet, an unlimited number of people located at an indefinite distance from each other can take part in the creation of wiki pages. Each registered user of the wiki service can participate in the creation, addition, correction and deletion of content (site content, including text material, pictures,

photographs, audio and video files, links to other Internet resources), and can also return to the original version of the page, if the revised version does not suit him. As a result of public “polishing”, fairly correct and relatively complete information material is created, reflecting different positions on the issue under discussion. Many wiki pages have a hypertext structure, which allows the reader to easily move from page to page on the Internet in search of additional information of interest.

Interactive approach _ teachers create a comfortable environment for good organization of the lesson process. Students are allowed to exchange ideas (information). They discuss and resolve the pending issues together. They will find a solution in cooperation to get out of the situation. They demonstrate their knowledge to each other based on the information they have received . Sh. Sariyev's research shows that it is necessary for the teacher to take the lesson seriously in order to develop students' speaking competences. In order to read the text in the lesson , the teacher should prepare thoroughly, try to understand the content more deeply, determine how certain parts of the text should be read. After the teacher explains how to read some sounds, syllables, words, students read the text in turn. The teacher follows them and corrects them" The teacher should read the words as in the brochure, pay attention to intonation and stress while reading the words, pronounce the lexical units in the sentences clearly and fluently. Digital literacy is modern is a set of knowledge, skills and competencies necessary for life in the world , for safe and effective use of digital technologies and Internet resources. Creating and maintaining dynamic online profiles is the ability to manage large and complex online social networks.

These are some principles of a digital storytelling that we use as the basis in our work: 1) it must be personal and narrated from the 1st person; 2) it may combine moving video and stills; 3) it must combine spoken text and written text in English; 4) sound effects should enhance the impact of the video; 5) it should last from 2 to 6 minutes; 6) the story must be spoken by the student in English. We have integrated digital storytelling in teaching IT students English. According to the Federal State Educational Standards, graduates of higher education institutions majoring in computer and information science must possess the ability to communicate orally and in writing in Russian and foreign language¹ . Our experience proves that students majoring in IT demonstrate interest to the use of modern electronic resources in learning. Implementation of digital technologies in foreign language teaching helps to form both foreign language communicative competence and professional competence of IT-students: “the use of modern means of information and telecommunication technologies allows to substantially increase the efficiency of the educational process as the technologies applied in the training process fully correspond with the content and purpose of the discipline studied”.

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