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DEVELOPING HIGH SCHOOL STUDENTS' FOREIGN LANGUAGE WRITING COMPETENCE

Today, communication in a foreign language is becoming necessary in all spheres of society. A foreign language is seen as a tool that allows a person to better navigate the world around them and build relationships with people from other cultures. A characteristic feature of modern young people is the attempt to integrate not only into further education and the educational process in universities, but also into further education at the international level. Moreover, the expansion of international communication through Internet resources leads to the need to have the skills of foreign language writing. Modern high school students have the opportunity to expand their circle of communication, express themselves creatively and share their creativity with users around the world. The written form of communication performs an important communicative function in modern society, it is important to demonstrate to students the need to master the written form of communication. Foreign language competence has been seen primarily as a means of socialization that unites different cultures. It should be noted that the development of speech written communication skills is one of the goals of foreign language learning and the need of modern society. Until recently, less attention was paid to writing in school practice than to reading, speaking, and listening. It was used mainly as an effective means of understanding, memorizing, consolidating and practical application of grammatical and lexical phenomena. Indeed, writing has a significant educational function, which determines the support of the process of speaking, listening, and reading, allows you to simultaneously carry out individual productive speech activities of all students, is a rational means of controlling students' knowledge, teaches self-control and self-examination. The explanatory note to the Curriculum in Foreign Languages for 10-11 grades of secondary schools and specialized schools with in-depth study of foreign languages states that one of the tasks of foreign languages in the implementation of the goals of high school is: the formation of communication skills in writing, respectively to the set tasks; interact effectively with others orally, in writing and through electronic means of communication. The foreign language program in secondary schools, based on the Common European Framework of Reference for Languages and the State Standard, defines the following expected written communication skills of students at the end of the 11th grade:

1) In general: the student writes personal letters and notes with a request or simple relevant information, explaining what he considers important.

2) Correspondence, for example, the student writes personal letters, describes in detail his own experiences, feelings and events;

3) Notes, messages, the student writes telephone messages consisting of several items, if the interlocutor dictates them clearly, with understanding of his / her level of language proficiency.

4) Online interaction, for example, posts on the Internet posts about events, feelings, experiences.

Among the written productive skills that students must acquire at the end of high school, the program identifies the following:

- writes simple coherent texts on a variety of familiar topics within their field of interest, combining a number of individual short elements in a linear sequence;

- writes simple, detailed messages on a number of familiar topics that fall within the scope of personal interests;

- tells about his experience, describes feelings and reactions in the form of a simple coherent text;

- writes very short reports in a standard simplified format, reports current factual information and justifies its actions;

- presents the topic in the form of a short report or poster, using photos and short text blocks.

As you can see, the program takes into account the trends of the modern world and the proposed written communication and written productive skills are really relevant for a young person who is on the threshold of adulthood. Written speech has turned from a means of learning into one of the most important goals of learning a foreign language, the achievement of which will help a young person to self-determine and find their place in the changing world of modern information technology. In view of the above, written speech plays an important role in the formation of foreign language competence of the modern personality.

Due to the fact that adolescence is characterized by the desire for self-expression, self-affirmation and career guidance, it is the communicative orientation of learning and the formation of a favorable psychological climate for communication are of particular importance. Therefore, it is extremely important to select material with a problematic nature, which would stimulate reflection, exchange of views, encourage choice.

The purpose of teaching foreign written speech is the formation of students' communicative competence, which includes knowledge of written signs, spelling, vocabulary and grammar, composition of written texts, the ability to create different types of written messages, mastery of content and form of written language, ways to express thoughts in writing. Learning to write is provided in the programs of schools of different types at all stages of learning. Learning to express thoughts in writing at the senior school stage is carried out with the help of preparatory (training) and language exercises and tasks.

The processes of oral and written speech are inseparable and interconnected. In its ways of formation, as well as psychological content, the process of writing differs sharply from the process of oral speech. Written speech, in contrast to oral speech, is planned in advance, designed for visual perception and repeated reading of what is written, it is a slower process.

Thus, to achieve the goal of training highly qualified specialists, whose knowledge and skills would meet the requirements and needs of modern society, it is necessary to use not only traditional forms of practical writing, but also modern interactive technologies, making learning more interesting and productive. Prospects for further research are the creation of sets of exercises for the formation of foreign language competence in writing techniques.

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