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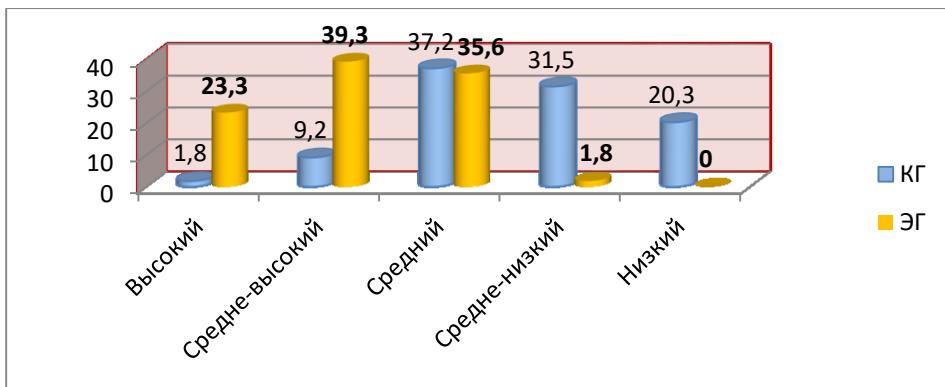
ON THE USE OF SOCIAL SERVICES IN THE FORMATION OF THE FOREIGN LANGUAGE WRITTEN COMMUNICATIVE COMPETENCE OF STUDENTS OF LANGUAGE SPECIALTIES

The modern stage of modernization and informatization of the Kazakhstan education and science system presupposes the availability of high-quality preschool education and school education for everyone, the opportunity to acquire new professional skills in college and university, and to develop research and creative competencies [1]. The process of modernization of education has an impact on expanding the possibilities of educational technologies and electronic learning tools. Modern information and communication technologies imply such conditions for the formation of students' skills of intercultural interaction, the use of which contributes to the transition of students to a higher level of formation of foreign language written communicative competence. One of the ways to increase the level of formation of foreign language written communicative competence of students is the introduction and active use in the educational process of ICT and the means created in this context. Today, virtual educational environment, online services (social services, e-mail, web 2.0), Internet blogs, wiki technologies are considered the most popular means of teaching foreign language writing and are considered promising, especially in relation to higher education. In the article, we will try to describe the methodological system for the formation of a foreign language written communicative competence using the means of social services that have become part of our life. The content of teaching written speech of students of language specialties based on social services includes the following components: lexical-grammatical, spelling and punctuation, stylistic, structural-organizational, content, socio-cultural.

Having analyzed the studies devoted to Web 2.0 technologies in teaching aspects of language and types of speech activity, we can identify methodological conditions for the formation of foreign language written communicative competence among students of language specialties on the basis of social services: - the formation of students' competence in ICT; - motivation of students to study in cooperation; - the work of the teacher, aimed at developing students' needs for independent work; - availability of technology or algorithm for working with social services; - the presence of tasks in the methodology for working on the content, structure, correct grammatical and spelling of messages and created written and speech works. Insufficient development of the practical methodology for the formation of foreign language written communicative competence among students of language specialties using electronic teaching aids, by which we mean Internet blogs, online services, social networks, made it necessary to develop and describe a methodological system for the formation of foreign language written communicative competence among students of language specialties based on social services. Achieving the goal of the described methodological system is possible when solving problems aimed at the formation and development of the following competencies: - express clearly and logically your thoughts in writing and highlight your views in detail, arguing your point of view, show agreement / disagreement in an adequate and non-aggressive form, using the necessary language means; - to state in detail in letters, essays, reports complex problems, highlighting what seems to be the most important; - use a language style appropriate to the intended recipient; - write articles and stories on social and professional topics; - write essays of different types [2]. To the theoretical basis of the methodological system, we include the approaches that should be relied upon in the formation of a foreign language written communicative competence, based on social services: competence-based, personality-oriented, communicative-activity, communicative-cognitive [3, 4]; principles of teaching foreign languages by means of ICT: interactivity, informatization of education; methods of formation of foreign language written communicative competence: communicative, interactive, information-receptive, control [5, 6]. Organizational forms of training in which

students are involved in the process of working with social services can be individual and group, classroom and extracurricular.

The process of forming foreign language written communicative competence among students of language specialties on the basis of social services includes 4 stages: organizational, preparatory (technical), procedural, evaluative [7]. In order to confirm the effectiveness of the application of the proposed methodological system in practice, experimental training was organized, in which 30 students of 4 courses of specialties 5B011900 - Foreign language: two foreign languages, 5B021000 - Foreign philology, 5B020700 - Translation of the Faculty of Foreign Languages studying French as a second foreign language. Students of the experimental group (EG - 15 people) and the control group (CG - 15 people) studied using French language textbooks: Catherine Dollez, Sylvie Pons. *Alter ego 3. Méthode de français* (B1), Hachette FLE, 2013; Michel Guilloux, Edith Turbide *Alter ego 3. Guide pédagogique*, Hachette FLE, 2013; Emmanuelle Daill, Pascale Trévisiol. *Alter ego 3. Cahier d'activités*, Hachette FLE, 2013; Claire Miquel *Vite et Bien 2* (B1). *Méthode rapide pour adultes*, CLE international, 2009; Popova I.N., Kazakova Zh.A. *French grammar (practical course)*. M.: "Nestor Akademik Publishers", 2000. EG students were offered to work on group and individual projects in social networks in classroom and out-of-class time based on Instagram or Twitter. In the course of experimental training, the following competencies of foreign language written speech, formed on the basis of social services, were taken into account and evaluated: 1. writing a review of the film; 2. writing a story; 3. writing an article on socially significant topics; 4. writing an abstract, message, report, essay; In the figure below we present a comparative analysis of the obtained results of the formation of the foreign language written communicative competence of the students from the CG and the EG by levels after the experimental training.



These data make it possible to conclude that the main part of the students from the EG, after performing the experimental work, demonstrated a sufficiently high level of formation of the foreign language written communicative competence (from medium to high). The majority of students from the CG at the control stage had a level of formation of foreign language written communicative competence from medium to low. Thus, we can conclude that if we theoretically substantiate, develop and implement a methodological system for the formation of a foreign language written communicative competence of students of language specialties using a set of electronic teaching aids, which are understood as Internet blogs, online services, social networks, then it will be effective subject to the following criteria: - taking into account the peculiarities of social services: brevity, publicity, linearity, hypertextuality, contextuality and research potential. - the presence of lexicogrammatical, spelling, punctuation, stylistic, structural-organizational, content, socio-cultural and psychological components in the content of teaching a foreign language written speech; - observance of specific methodological conditions for the formation of a foreign language written communicative competence of students using social networks; - organization of training in 4 stages: organizational, preparatory (technical), procedural, evaluative.

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