LEARNING WRITING BY MEANS OF INFORMATION TECHNOLOGIES

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In teaching foreign languages writing plays a significant role. Writing is considered an important means of mastering language material (lexical, grammatical) and the formation of skills in reading and speaking.

Now it is possible to trace the influence of technology on the processes of writing from the time of the person's writing with a pen to a computer processing of the text, the appearance of e-mail, network environments, electronic portfolios, creating text-based virtual environments, etc. With the advent of the latest technologies the possibility of collaborative writing, which implies the joint fulfillment of the written assignment in the group, appeared [3].

If we take into account writing, done by one person, it means the ability of a person to write or how well this person can write on his own. The collaborative writing focuses on writing in a social context. If students work together on the text, they can communicate through comments, discuss and read posts, express their ideas. In this way they receive feedback from their groupmates, as opposed to the process of the writing done by one person, where the feedback comes only from the teacher and the computer.

Such a letter enables to develop critical, reflective thinking and also concentrates the student's attention on the literacy of writing, the use of vocabulary and discourse. Collaborative letter prepares students for work in the real world. This kind of letter emerged in the context of business communication. Lowry P.B. notes the widespread dissemination of collaborative writing in the business, scientific and managerial environment [5]. This is a special form of work in a group and it has many benefits such as learning, socialization, generation of new ideas, maximum awareness, variety of points of view, balance, experience, joint knowledge, writing skills and a better outcome.

Mobile communication is also done in writing. Of course, different ways of communication require different style of writing, different styles of speech and different levels of officiality. Taking into account a deeper context, such as business, education and employment, writing skills are really important here, as well-written documents demonstrate the level of professional development of a person [2].

A poorly written summary will not lead anyone to the desired job, so writing is important throughout life, because writing skills will always be useful to stu-

dents in a variety of situations outside the classroom. Very often written student's work is the only way to measure the level of knowledge or his academic potential and productivity.

The instructor should do tasks for the development of writing skills and motivate students to write creatively. According to the American scientist Kotos [4], teachers should contextualize tasks and make them a real form of communication. They should also provide students with the opportunity to rewrite their work several times in order to get a better rating and provide sufficient feedback on routine student work.

Professor Kotos advises not to try teaching all aspects of writing at the same time. There are too many aspects to consider in writing: content and style, connectivity and logical development of ideas, spelling and punctuation, grammatical accuracy and vocabulary. Each of them needs to be developed and focused on the individual results of students in the writing process. Professor Kotos also offers to give students the opportunity to practice in writing every day in a journal or blog, and develop tasks for modeling real communication situations that are interesting and relevant to students [4].

Modern technical means of learning, including the smart board and writing texts on the computer display, play an important role. The first means provides an opportunity for everyone to see the text, created by the student, for the purpose of discussion or editing; the second means is for passing the text to the teacher to check emails, written by the students at home. If lessons are held in a computer class, students can use self-control by emphasizing spelling errors of students and filling the correct option, that is, the keys. A computer display and a smart board can also serve to feed a sample of a particular type of text.

A significant place in writing is the process of editing grammatical and spelling mistakes. There are many tools available to help students do this, such as «Grammarly» (https://app.grammarly. com/) and «Spellcheck». «Grammarly» is a system, that follows the student›s writing and offers feedback on mistakes made in spelling, grammar and punctuation. The program does not just fix the bugs, but also gives an explanation why the typed is incorrect. There is a free version of «Grammarly», which students can download. This online editor examines spelling and grammar on services such as Gmail, Facebook, Twitter, Linkedin, Tumblr and almost everywhere the student writes on the Internet, reveals words that are used in the wrong context, retains all the documents. «Spellcheck» is a similar program, that is built into most text processing tools. It emphasizes spelling and grammar mistakes and also offers corrections.

As a pedagogical tool, during the course of practical training, the blog begins to apply more and more. It acquires more communicative character than less interactive computer literacy programs of a foreign language [1]. Using the blog in the learning process of writing contributes to creating comfortable conditions for students' interaction, enabling them to impress their

readers through their written work, thereby enhancing the motivation and responsibility for their ownwritig, confidence in their knowledge and trust in those, who will read and evaluate the work.

With the development of diverse approaches to learning as a whole, numerous approaches to writing have evolved and although they have changed the role and status of writing for years, writing is still the most complex area in language skills, as students lack academic writing skills and motivation to write in English. In this view scientists are looking for the possibility of introducing information and communication technologies into the teaching of a foreign language.

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