

UDC 378.147:004.853

THE IMPACT OF INTERNET ON LANGUAGE PERSONALITY DEVELOPMENT

Yelenova Perizat Berikkyzy

yelenova96@mail.ru

Master Student of Eurasian National University, Astana

Supervisor – G.M. Gauriyeva

In linguistics of recent decades, the process of communication associated with new information technologies, increasing interest among researchers. Internet communication provides rich material for research. Qualitative differences in communication in the Internet are conditioned not only by the emergence and development of new genres and types of communication, which are typical only for this.

Starting to characterize the language personality, it should be noted that currently there are several approaches to the definition of the term "language personality". The study of language personality in linguistics is associated with the name Yu. N. Karaulov, who understood language personality understood as a "set of abilities and the characteristics of man, causing the creation of them in speech works (texts)". The concept of the language personality is the relationship of

language with consciousness and worldview of the individual. Any person manifests itself and its individuality not only through subject activity, but also through language.

Technical progress today brings new forms of communicative interaction in the interpersonal space; it contributes to the emergence of a new space that did not exist before. Language personality receives not just a new communicative experience, but also directly interacts with other language personalities. Thanks to the Internet, a person can cross borders, communicating with people, involuntarily transferring some of their habits, manners or achievements in the field of social and psychological space. In this case, it is necessary to distinguish two fields of social space: mental and physical.

Mental social space is a virtual world of social communication. Physical social space is the social space in which a person is physically present. In addition, the mental space can be differentiated by the way of converting the information: instant communication, deferred communication and reflective communication aimed unilaterally with a specific designated purpose that does not require the reverse communication links (e.g., Internet advertising). This division helps not only to distinguish the conditions of formation of the information structure, which is a necessary component for linguistics and psychology, but also to identify the new that has brought to the social system of modern progress, dividing it into two independent, although interrelated, components. In this regard, the problem of text messages and text interpretations is on a par with the problem of information space called the Internet and the problem of social interactions of individuals. Today, a huge amount of information is operational in this system and the problem of language personality's interaction in this specific space in linguistics and psychology, as in other fields of science and education. Although this fact is easily explained by its low development: four years ago, the Internet was perceived as a "warehouse" minimally demanded by most information. Today, the global network in one way or another not only affects, but also forms many language personalities. Probably, in linguistics it is already time to allocate a new subsection: Internet or language of entertainment (informative language), as it was before with the language of street, literary, etc. In this case, we can note the fact that today in the English, Russian and Kazakh languages is clearly expressed the lack of a number of defining modern concepts of terms, which indicates a certain lag in the development of the language with the surrounding subject-system reality. However, this trend is always observed, despite the fact that opponents of the emergence of new terms often forget that the language, as a kind of basic and regenerating system, ultimately gets rid of all unnecessary, turning frozen codification into archaisms.

Highlighting the two fields of social spaces in which a person - both language and psychological - finds new forms of interaction, we can talk about changing the transparency of his behavior. It should be noted that in the conditions of mental social space, a person is more focused on verbal and graphic (figurative) series, therefore, with such a change in the attributive - the individual studies the virtual linguistic behavior of another individual through communicative sets, which include images and symbolic forms of the embodiment of language. This kind of imagery has a serious impact on the process of mastering the language material, which is often not so effectively achieved in the auditory operationalization of text messages. Although on the other hand, this kind of process may appear to be very average: it is similar to the process of assimilation of text material in a child studying on the figurative material of classical alphabet. At the same time, the language, embedded in its system, contributes to the development of a whole communicative series (the principle of associative-language chains), sometimes intuitive, which the language personality binds to it - this greatly facilitates the process of memorization. In this case, we are not talking about the universality of this process because figurative language thinking depends on the psychological characteristics of the individual, dissecting sets of sign communication systems.

To activate the cognitive process, along with the traditional classroom teaching of all types of speech activity in a foreign language, it is possible to use the information resources of the Internet, which contain audio-visual and text material, as well as allow real-time communication with a native speaker. Let us proceed directly to the consideration of each of these resources. On the Internet portals, you can find many podcasts on any topic. Podcasts or correct to say podcasting is

the process of creating and distributing sound programs (i.e. podcasts) on the World Wide Web. With the help of audio podcasts, a student can not only replenish their vocabulary, but also learn English for a certain period and get communication skills that will help to quickly find the key to many grammatical concepts and spoken language. In addition, audio learning English words, phrases and dialogues with any level of knowledge in this area is completely free. Video footage, unlike audio material, allows not only to hear live speech, but also to see how to pronounce certain words, to assess the situation. On the Internet there are many videos and series that can be viewed with subtitles and learn English clearly. Video materials help students to create an atmosphere of real language communication, making up for the lack of a natural language environment. In the process of working on video materials, students improve their level of foreign language proficiency, as a variety of articulation features, phonetic coloring of speech subconsciously makes students listen and understand what is happening on the screen. Learning English using video material is a reception (audio-visual perception), during which there is an activation of information activities, the formation of consciousness and thinking through a foreign language, as well as the development of cognitive activity of the student and meaningful perception of foreign language speech by ear, the formation of speaking and listening skills. However, along with all the positive aspects of watching videos in a foreign language, there are certain difficulties: the perception of speech by students is much more difficult to understand than the perception of written speech. If the understanding of the word in the text is problematic, its meaning can be easily found in the English dictionary, because the word is written and it is known how it is written (Spelling). The video is an excellent incentive for effective communication and discussion. The video creates an atmosphere of diversity of the surrounding world, in which there are people of different nationalities, ethnic roots, gender, age, education; each of these people have their own preferences in food, clothing; in topics for communication and reading, watching TV, movies and various videos. Moreover, the appearance of favorite characters or just interesting people on a computer monitor causes positive emotions in the student. Any theoretical material can be found without any problems among the Internet resources devoted to the study of the English language. Today there are an infinite number of online textbooks, dictionaries, as well as e-books in a foreign language, which are conveniently divided for students both in terms of language proficiency and the level of complexity of the information presented to them. The communicative method is one of the most effective for the learner of the ways of improving pronunciation and expanding vocabulary. It is quite easy to find an interesting interlocutor in the World Wide Web, because you can use special Internet resources to share knowledge and find friends in different countries of the world. Such communication allows the student not only to find friends in different parts of our country and abroad, but also to minimize the language barrier in the study of a foreign language, which, of course, is not the best way, affects the communication process. With this method of obtaining knowledge, the learning process is quite simple: you help foreigners learn your native language, and they, accordingly, help you master their means of communication. With this method, the student can not only improve their speaking skills, but also to constantly practice a foreign language. Thus, the possibilities of the World Wide Web resources occupy an increasingly strong position in the study of a foreign language, in particular English. And it has a good impact on language personality formation.

Literature

1. Киселева В.В. Интернет и языковая личность, теория социальных пространств.
2. Муратова Е. Н., Сенцов А. Э. Выражение концепта «народ» в английской лингвокультуре // Молодой ученый. — 2011. — № 10. Т.2. — С. 35–37.
3. Тумакова Н. А. Активизация иноязычной коммуникативной деятельности студентов посредством видеоматериала // Молодой ученый. — 2015. — № 4. — С. 633–635.

4. Ларин А. Ю., Тумакова Н. А. Иностранный язык: проблема или необходимость.