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THEMATIC VARIETY OF ENGLISH RIDDLES

A lot of scientific researches have been devoted to folklore but the study of their genre forms occupy a central place. In the system of folklore genres, special attention is paid to genre forms that are relevant in the contemporary culture. Traditional genres such as a song, a fairytale and more are often explored. Among the genres of a small form, the riddle occupies one of the leading places. In the researches of G. A. Onishchenko, I. Ya. Franko, I. P. Berezovsky, Y. I. Levin, E. Kenges Marand, A. Taylor and others, the riddle is considered in the terms of semantics, structure, thematic matter and functional features.

The riddles have an ancient origin. In the oral art of each nation, the riddle is a productive genre that is constantly evolving and changing. Thus, the ancient English riddles depicted in the Exeter Book of the tenth century were based on religious content. Later, during the Middle Ages, their thematic groups were concentrated on a variety of topics, from cosmological and zoological to domestic ones.

In the process of cultural and historical development of mankind, living conditions and the surrounding world were constantly improved. Thus, the riddles were constantly enriched, mastering all the new topics, objects and phenomena of the surrounding material and technical worlds.

Having systematized and generalized the existing classifications, we offer the following most typical thematic categories:

Nature. In a large series of riddles about the nature, first of all, it is felt the desire of man to know the world through analogies, comparisons with other objects and phenomena known to him.

E.g. :At Two sisters fair and bright always running, never meet (The Sun and the Moon)[4,35];

What do cats have that no other animals have? (a kitten) [4,51];

This little red lady is hard to be found, as only her green plait sticks out of the ground [4,79].

Man. Unlike Ukrainian riddles, English ones do not contain texts about a person, only about their body parts.

E.g. :Brother Left, and Right, his brother, hardly ever see each other. Mirrors is the only place where they're coming face to face (Eyes) [4,97];

These two brothers live not very far apart; One on the left, one on the right; but they never see each other (Ears) [4,66].

Material life of man. The man itself, housing, household and everyday items are widely represented in this thematic group. In the perfect artistic form of the mysteries of this thematic group the process of historical development of mankind, its material culture, constant improvement of things and objects of everyday human environment is clearly revealed [3,70].

E.g. :What has no head, no arms, no legs and still has a tongue?(Shoes) [4,109];

What gets wetter as it dries? (A towel) [4,61];

What goes over the fields all day, and sits in the cupboard all night? (Our clothes.) [4,101];

In our kitchen, all the year round, lives old Jack Frost, all safe and sound (A refrigerator) [4,32];

Houses run upon these rails, over hills and over dales (A railway line and a train) [4,58].

Abstract, general, conditional and collective concepts are a completely independent group of riddles in Ukrainian and English. The late origin of these works is evidenced by their language. These works are characterized by clarity and normalization of syntactic constructions and stylistic structure [3,72].

E.g. :A little old woman with twelve children:

Some short, some long, some cold, some hot (A year) [4,45].

Thus, the whole world around us from distant celestial phenomena to household items, all the boundless variety of human concepts is included in the classification of riddles.

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TEACHING WRITING AS PART OF DEVELOPING COMMUNICATIVE COMPETENCE OF HIGH SCHOOL STUDENTS

Writing is a separate type of speech activity, due to which written communication of people is realized. It is closely connected with other types of language acquisition, first of all, with speaking and reading, and the competence of writing should be formed in close connection with the above-mentioned competencies. Being a significant mean of expressing pupils' opinions and substantiating their own judgments writing is one of the most important components of the English language exam.

The goal of the article is the theoretical analysis and differentiating various types of writing as well as sharing some practical experience of teaching writing to students of high school.

Writing is defined, as “an obligatory component of development of literacy of pupils, and a means to convey the opinions of the speaker, describe different events, and analyse information. Moreover, writing is a vital skill that serves as a helping tool in school subjects, especially for better understanding and learning of foreign language” [1, p. 55].