

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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Николин Вікторія

група АМ–42 (Тернопільський національний

педагогічний університет імені Володимира Гнатюка)

Науковий керівник – канд. пед. наук, доцент Серняк О. М.

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].

In Psychology, writing is recognized as the most complex type of speech activity, which involves all speech analysers. The material base of writing consists of spelling and graphic competence [2, p. 75].

Modern methodology of teaching EFL distinguishes between the following types of writing: **expository writing, a discursive essay, narrative writing, descriptive writing, persuasive writing** and a **formal letter**.

Expository is a widespread type of writing that has a purpose of explaining, informing, or describing. In other words, it provides information to the reader about a particular topic or subject. The purpose of this type of writing differs from creative writing. The aim is merely to inform – to provide information. Expository type is focused on the facts about a concrete topic. The expository kind of writing does not include the author's thoughts about the topic discussed.

The tasks the teacher gives the students in training expository writing may include: *giving the description of some school event, reporting on the sequence of stages in a project or providing statistics collected about activities connected to their school life.*

“A **discursive essay** is a type of writing where you are required to write on something, which can be either argued for the topic or against the topic. It can also be written in a way where you don't have to choose any particular side but to present your views on both the sides in a balanced manner”[3, p. 56]. Nevertheless, it must be taken into consideration that one's own unbiased views and opinion on that matter is also acceptable depending on the task which is given.

We suggest the following topics for writing a discursive essay:

- 1. The mobile phone has made a positive contribution to our lives today*
- 2. Friendships have become more important than family relationships*
- 3. The computer has greatly improved our lives today*
- 4. Is money the most important thing in life?*

R. J. Marzano and D. J. Pickering give the definition of **narrative** as a” kind of writing that tells a special story where chronological description of events is of special value” [4, p. 12]. It can also be broadly defined as story writing; a piece of writing characterized by a main character in a setting who encounters a problem or engages in an interesting, significant or entertaining activity or experience. The authors distinguish between such elements of narrative writing as theme, plot, character, setting and conflict.

I. L. Beck claims that in **descriptive writing** the author describes something from their own experience and, through careful choice of words and phrasing, makes it seem real. Descriptive writing is vivid, colourful, and detailed. It is mainly found in fiction but it can also appear in nonfiction. The writer can use various literary devices in order to describe his /her own impressions. Regarding a certain point of view in this type of writing, it is necessary to describe things realistically [1, p. 28].

In academic papers prevails a **persuasive** type which provides the opportunity to convince someone to adopt a particular viewpoint or to convince the reader to take a certain action. This type of writing is very common in ad campaigns where marketing wants to convince you to buy something formulating sound arguments and tries to distribute goods to the public. Persuasive writing is defined as argumentative justification of the author's position. Here reasons and evidence are preferable to express the accuracy of own thought.

Some topics for training persuasive writing may be as follows:

- 1. The school where you study has been given a grant to be used for improvements
Write a letter to the school authorities outlining your suggestions how to use the money.*
- 2. The situation with littering in the community you live has deteriorated of late. Your local newspaper has asked readers to send in articles about how to tackle the problem.*

The **official letter** is one of the types of written coverage that requires the usage of formal language. Methodologists state that official letters should be concise, not including unnecessary information and abbreviated forms of verbs, idiomatic phrases and the language typical for oral expressions.

In the publication under consideration, we want to direct attention to the main points of teaching learners how to write a formal letter. The official letter should begin with the words Dear Mr / Mrs / Miss / Ms and the surname of the person you are addressing. It is not appropriate to write a person's name in a business letter after Mr., Mrs. or Ms, only surname. The main part has to be structured by semantic paragraphs. Each paragraph must reveal one of the conditions in the task. [3, p. 44]. The connection between paragraphs and sentences is provided by conjunctions of coordination and subordination, the words connection, or insert words. The final part of the letter should express hope to receive the answer by means of certain phrases [4, p. 33].

In order to achieve proper writing competence of a learner, teacher may give the following types of tasks:

1. *Write a letter of application for a job.*
2. *You would like to attend a language school in Great Britain. Write a letter of inquiry in which you will ask about: enrolment requirements, the price of a two-week course and accommodation.*
3. *You visited a restaurant yesterday, but you are not pleased with the service. Write the letter of complaint to the chief manager of this restaurant.*

In our opinion, the above stated tasks contribute to the development of critical thinking, teach to form the pupils' own opinion through writing, develop vocabulary and encourage its active usage in writing. Furthermore, they serve as a driving force in learning a foreign language.

To sum up, writing is an important component of communicative competence that reveals students' skills in reflecting thoughts on paper. As a result of active use of the specified tasks, students will have the opportunity to gradually gain experience in the process of vocabulary development, enriching and improving writing skills.

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Одинцова Ю. В.

група МАМ–11 (Тернопільський національний педагогічний університет імені Володимира Гнатюка)
Науковий керівник – канд. філол. наук, доцент Шонь О. Б.

VERBALIZATION OF CONCEPT “HAND” IN ENGLISH PHRASEOLOGICAL SOMATISMS

In the modern scientific studies the investigation of concept, its structure and ways of verbalization gained the particular popularity. The notion of concept became the object of research in various linguistic branches and caused different approaches to its definition. One of the most notable means of concept verbalization contains idioms. English language is rich in idioms. Each sentence sounds more expressive when the author uses stylistically coloured lexical units. Moreover, as A. Hovhannisyanyan and R. Ghazaryan state, “idioms mirror the national spirit of a language and are always rich in cultural connotation and national flavor.”[2, p. 24].