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## **THEORETICAL AND PRACTICAL BASES OF CONSTRUCTING TEACHING COURSES FOR PRIMARY SCHOOL**

Educational material in existing English coursebooks for primary and secondary schools recommended by the Ministry of Education and Science of Ukraine is organized in different ways. In general, educational sets of coursebooks (NMK) on foreign languages for junior school pupils are contributing to the intellectual development of the pupil, the development of their interest in studying English and are providing practice in using a foreign language as a means of communication in natural communicative situations.

In our master's research "Theoretical and practical bases of constructing teaching courses for primary school", we have analyzed the NMK, especially from the point of view of sequencing tasks for teaching English to the young learners as well as the difficulties of assimilation of the foreign language material.

The object of the study is domestic educational sets of course-books on English for the first four school grades designed by the authors A.Nesvit and O.Karpuk, and an authentic educational set "Kid's Box" by K.Nixon and N.Tomlinson issued by Cambridge University Press.

The aim of the study is to identify theoretical and practical bases of constructing sets of English teaching courses for primary schools, and to analyze their potential for the formation of English language competence.

The main criteria for the assessment of English teaching courses for primary schools were: conformity with the existing syllabus for primary school and their ability to develop pupils' phonological, lexical, grammatical, orthographic competencies, as well as skills to read English texts, understand them, listen, write in English and to communicate within level A1 of language proficiency.

NMK by A.Nesvit, A.Karpuk, K.Nixon and N.Tomlinson for primary school selected for the analysis were compared among themselves according to the criteria mentioned above. We also took into consideration the following: the communicative

value of the tasks; the usage of different visual means; the authenticity of the language material; the typicality and normativity of speech patterns; thematic organization of language and speech material; interdisciplinary and cross-cultural communication; educative, educational and developing value of teaching material.

Although all the NMKs for primary schools under analysis are recommended according to the current school syllabus changes adopted in 2016, all of them have their strong and weak points.

The results of the conducted research led to the following conclusions.

English NMKs for primary school, selected for our analysis, correspond to the existing syllabus for primary schools; contribute to the formation of pupils' English language competence and skills necessary for the level A1.

NMKs by A.Nesvit, O.Karpuk, K.Nixon and N.Tomlinson correspond to the selected criteria: have a communicative focus, involve the usage of visual aids, contain authentic language material, contain typical and normative speech models. Along with this, the thematic organization of language and speech material corresponds to the modern general concept of coursebooks design for primary school, preserves strong interdisciplinary and cross-cultural ties. The educational and developmental value of the teaching material is high. In addition, the "Kid`s Box" set is effective in preparing for Cambridge Young Learners English Tests.

But unfortunately, there are some problems in using authentic teaching courses that do not arise while using domestic NMKs. In the first place, they have high price, which, for example, for the series "Kid`s Box" varies from 150 to 200 US dollars for one academic year.

In the second place, the authentic teaching set causes certain difficulties by its one-language style. It may be a problem for younger pupils and their parents, who help their children on the early stage of learning English. Working with authentic coursebooks is based on the usage of English dictionaries, because any support in the native language is absent.

And in the third place, the universality of educational material for any country is a problem, because it does not contain Ukrainian culture-specific material. There is no national, patriotic component in authentic teaching sets. The peculiarities of Ukrainian culture and traditions are not studied. This fact prevents complete implementation of the socio-cultural function of learning a foreign language. As a result, the usage of authentic teaching materials presupposes additional search for information about learners' native culture in order to achieve the required dialogue of cultures.

Thus, our research gave an integrated idea about the raised issues. Therefore, in our opinion, the essential requirements to authentic and domestic foreign language coursebooks should be their clarity, accessibility, transparency, completeness of

components, correspondence of educational material to the age peculiarities of pupils, the level of language and speech training, culture-bound character of the language material.

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