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THE LINGUISTIC FRAMEWORK FOR TEACHING WRITING TO YOUNG LEARNERS

Writing is an integral skill of successful second language learning. Teaching writing in the primary classroom should be a communicative and a structured process [2]. Having observed the process of teaching writing to young learners in secondary schools as well as the analysis of the content of basic English coursebooks, it is possible to state that students have many difficulties when replicating written speech. Thus, a special system of exercises for teaching writing in primary school should be designed. First of all, the system should incorporate psychological characteristics of young learners, namely memory, attention and thinking which show up in the skills to independently set aims, find ways to reach them, overcome different obstacles and so on. Secondly, and most importantly, creating written messages presupposes the application of specific linguistic means: lexical, grammatical and punctuation.

Lexical means include learners' active vocabulary that helps to express ideas when creating a written message. Grammatical means consist in the use of grammatical structures in correspondence with active vocabulary. Punctuation means are regarded as specific punctuation characteristics of different types of writing. All of the means mentioned above are contextualised within the four domains of language use [1; 14]: personal, occupational, educational and public.

Within the personal domain the following types of written texts are created: holiday postcards for a foreign friend, birthday postcards, and letters to friends and family. The occupational domain embraces writing specific forms of invitations, short messages and making notes. The educational domain is concerned with the learning context in order to

acquirespecificknowledgeorskills. Within this domain learners write short descriptions, fill in simplified application forms or questionnaires. Thepublicdomainreferstoordinarysocialinteraction such as publicserves, culturalandleisureactivitiesof a publicnature, etc. It should be noted that creating written products concerning the public domain in y primary school is only partially covered.

So, designing anappropriate system of exercises based on psychological characteristics of young learners in connection to analyzed linguistic characteristics can enable the formation of primary students' speech competence in writing.

Literature

1. Common European Framework of Reference for Languages: learning, teaching, assessment. – Cambridge University Press, 2001. – 260 p.
2. Ur, Penny. 2005. A CourseinLanguageTeaching: PracticeandTheory (ed). CambridgeUniversityPress.

