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**GENRE ASPECT OF BUILDING UP PUPILS' COMMUNICATIVE
COMPETENCE**

Presently, the development of the national linguodidactics is characterized by the consolidation of a new scientific paradigm that synthesizes two approaches to teaching the Ukrainian language: communicative and functional and stylistic. Communicative approach can be defined as learning the language through modeling situations that prompt students to produce communicative acts.

The importance of communicative approach for language learning is emphasized across multiple studies (O. Bilyaev, M. Vashulenko, V. Hack, T. Donchenko, M. Zhynkin, I. Zymnya, S. Karaman, V. Kuzovlev, V. Melnichaiko, H. Onkovych, M. Pentyluk, L. Skurativsky, H. Shelekhova et al). The notion of communicative learning contains the following:

1. The process of teaching a language must activate the pupil's speech and cognitive activity as thought and communication are interrelated.
2. Teaching communication is only possible through communication.
3. Language skills are formed on the basis of appreciation of the communicative function of the language.
4. One of the means to motivate pupils' speech should be a situation that reproduces the structure and norms of the use of linguistic means in different kinds of conversation (V. Hack, V. Kuzovlev, U. Passov et al).
5. Language skills become the main criteria of the selection of the content of education.
6. One of the criteria of selecting didactic material is its communicative potential.

Therefore, it is necessary to proceed not from the fundamentals of language science, but rather from basic language skills in selecting theoretical material that is to become the basis of their formation. This approach will increase not only communicative and pragmatic input, but also educational and developmental impact of language theory on the students, because, as it has been proved, theory in practice contributes to the education and help students more, than a plain sum of knowledge.

The basis for the development of this relatively young functional and stylistic approach is the works of Z. Bakum, S. Eymolenko, M. Kozhyna, L. Kravets, L. Lysychenko, L. Matsko, M. Pentylyuk, V. Chabanenko, N. Chornousova et al.

Functional and stylistic approach to teaching Ukrainian includes the study of language units' functioning on the phonetic, lexical and phrase, as well as grammatical levels considering the type, genre, and speech style.

These teaching methods are based on the credible scientific research addressing speech styles acquisition. These include works of T. Ladyzhens'ka, S. Ikonnykov, M. Plyonkin, S. Molodtsova, M. Pentylyuk, P. Kordun et al. Notable contribution to the study of speech styles based on texts has been made by T. Donchenko, M. Krupa, I. Kucherenko, A. Nikitina, L. Suheyko, G. Shelehova et al.

Nevertheless, there are only a few studies into methods of teaching specific genres, including those by N. Holub, N. Ostapenko, G. Shelehova et al. Scientific works that would explain the specifics of mastering speech genres are missing. This is what determines the significance of our research.

The goal of the article is to reveal the nature of the genre aspect of pupils' communicative competence.

The main tasks of the research are the following:

- to reveal the features of genre aspect implementation;
- to justify the selection of genres to include in secondary schools' curricula;
- to develop a system of exercises that would promote improvement of pupils' genre competence.

Introduction of modern linguodidactic approaches to learning the Ukrainian language has certain peculiarities influencing the specifics of the content and technology of teaching.

In our opinion, communicative and functional and stylistic approaches can be developed by means of and supplemented with genre aspect. Pupils' transition to the genre level of meta-communicative reflection brings them closer to the actual speech patterns due to the variety and stability of genre characteristics.

Genre is a well-defined linguistic category that brings learning closer to the needs of communication. In linguodidactics, genre is defined as "a determined by the communicative situation type of text existing within a certain functional style and having a relatively stable unity of content and compositional, linguistic and stylistic, as well as, in some cases, technical and realization features; the dynamic structural model of creating such texts in accordance with specific norms of their generation" [1, p. 56 – 57]. When different genres become the subject of study, language means that characterize them are coming to the fore. The basis for the formation of pupils' genre competence is the following factors: improved knowledge of the communicative situation, content and compositional, linguistic and stylistic features of genres. Having mastered the characteristic of individual genres in their relationship to each other, students gain foundation for constructing their own coherent statements in a particular genre context.

In modern secondary school language education, genre aspect is represented as a systematic study of the genres defined by the curriculum. Thus, there is a need for the revision of the selection of genres to teach at school, as those proposed in the existing Ukrainian language curricula do not fully meet the requirements of today. The criteria for the selection of genres, in our opinion, are genre relevance for the students of certain age, its educational and developmental potential, as well as its communicative value.

Thus, the current 5th grade curriculum presupposes the study of letters [2]. This corresponds to the pupils' age characteristics, as it is important to teach children how to address envelopes or postcards properly. However, modern children rarely

write mail letters, so the genres such as electronic mail, phone call, SMS, which children use more often, should be studied as well. It is important to focus their attention on the compliance with rules of speech etiquette when using these genres.

Linguists and language teachers are facing the problem of how to correctly spell SMS in the Ukrainian language. SMS is an abbreviation of *Short Message Service*, which is translated into Ukrainian as "служба коротких повідомлень" (an organization that sends short text messages). So, can the abbreviation SMS be used in the Ukrainian language? It, probably, cannot, as any language has its own resources for words – its alphabet. Thus, the name should be written in Ukrainian as СМС. However, Ukrainian abbreviation doesn't correspond to its English counterpart "Short Message Service". It is possible to write using low case letters: смс.

As 6th-graders are introduced to the formal business style, it seems logical to include into the curriculum such genres as announcements, rules of behavior in school and in public places [Ibid.]. However, this list needs to be supplemented with such genres, as report, compliment. Report on some interesting events, such as sightseeing tour, celebrating the New Year, will be interesting and useful for the 6th grade students. Compliment is a genre of a significant communicative value, so it is necessary to introduce students to it, make sure that they actively use it.

The current 7th grade curriculum includes the study of telegrams [Ibid.]. Undoubtedly, this genre should be mentioned at least to teach pupils to understand lexical meaning of the word in the literary texts. As we see it, it is more appropriate to show students how to compose greeting cards that would be interesting and vivid, how to personalize them instead of using primitive texts from mobile operators. It is important also to introduce the genre of a book review.

Recently, due to the social transformations in the country, business rhetoric has attracted a lot of attention. Such rhetorical genres, as business negotiations, business conversation, belong to the genres of prepared speech, so students should be trained to use them confidently. This justifies the inclusion into the content of the Ukrainian language curriculum of the elements of rhetoric.

The table below demonstrates the importance of introducing high school students to the business speech genres. The results are obtained during the surveys of teachers (143 respondents) and high school students (325 respondents):

<i>Importance of training</i>	<i>Teachers</i>	<i>Students</i>
<i>Necessary</i>	80,2 %	72 %
<i>Desirable</i>	10,5 %	18 %
<i>Irrelevant</i>	9,3 %	10 %

As we can see, the majority of respondents realize the necessity of special business communication training. We believe that targeted preparation for business communication as a component of professional activity should begin in high school, because this is the age of professional self-identification, active socialization, and preparation for the independent adult life.

It is important to acquaint pupils with the main types of text processing: plan, theses, notes, summary, library research paper, annotation, review, as well as with such genres of journalistic style, as oral presentations and discussions, and of official business style (autobiography, CV, resume).

Of topical significance is teaching students to create secondary texts (annotation, theses, summary, library research paper, report, review, etc.), which are important for other disciplinary areas in the secondary school and beyond it. The basis of this work is the perception and analysis of the text and creation, as a result of its interpretation, of a new text – "the text about the text" (T. Ladyzhens'ka). Working to create a text of a certain genre, students capitalize on such language skills, as reading and writing. This is shown in the following chart:

The Role of Reading and Writing in Creating a Text

Reading	Writing
<p>Original text processing</p> <p>decoding</p>	<p>Creation of a secondary or primary-secondary text of a certain style and genre (according to the communicative situation)</p>
<p>reproduction</p>	<p>comprehension</p>

concise	selective	detailed		summary	critical review	analysis
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Scholars, such as P. Donchenko, N. Ippolitova, T. Ladyzhens'ka, V. Melnichaiko, M. Pentyluk, G. Shelekhova et al., described in details the stages of the secondary texts creation. The stages of summary and library research paper preparation are nearly the same, as their final goal is the creation of a secondary text. Educators advise to focus on the following main questions, when working on a library research paper or a summary :

- what is the primary text dedicated to;
- what are the author's goals and objectives;
- what kind of material does the primary text have;
- what are the constituent parts of the primary text;
- what main problems are discussed in the primary text;
- what research steps are realized in its chapters (parts, paragraphs);
- what are the author's views as presented in the primary text (if any);
- are there any references;
- what is the conclusion of the article that is being analyzed [3, p. 5].

Answering the abovementioned questions, students grasp the model of a certain genre, which is based on certain lexical and grammatical forms giving the text its compositional structure.

Development of skills of preparing a summary or a library research paper occurs on the level of a sentence, phrase, paragraph, text, as is shown in the table below.

The Process of Development of Summary or Library Research Paper Preparation Skills

<i>The level of the sentence</i>	Selection of the key words and phrases; exercises on syntactic synonymy (selection of constructions and sentences typical for scientific style).
<i>The level of the phrase</i>	Phrase reduction (removing insubstantial information), changing of its grammatical structure, identification of the type of connection (line, parallel).
<i>The level of the paragraph</i>	Identification of the information centers, pragmatic classification of information, development of the plan, etc.
<i>The level of the text</i>	Identification of the key words, topic, main idea, identification of the quantity of micro topics, development of the plan, questions, etc.; compression of the text.

Ability to create a secondary text is based on the main communicative skills: identification of the topic, main idea of the text, quantity of micro topics, etc. that are directly related to the ability to read and analyze: library research papers, theses, or abstracts are written by condensing the content of the text, its compression.

Independent work on secondary text includes several stages that correlate with productive language skills:

I – orientation:

- identification the field of knowledge the text (article) belongs to;
- formulation of the main topic of the text, the purpose of the author;
- analysis of each fragment (paragraph), identification of those relatively independent;

II – planning

- development of the programme of the statement;

III – realization

- note-taking based on the previous actions.

IV – control.

Work on secondary texts occurs in the process of reading and analysis of language and other textbooks, which enables interdisciplinary links, enhance cognitive activity of students. The ability to use interdisciplinary links, professionally important skills related to the processing of information from special scientific sources, and improvement of oral and written communication contribute to motivating students to study the Ukrainian language.

Coherent speech teaching is interpreted as "teaching/learning standards and generally accepted (conventional and nurtured by the society) rules of production of coherent statements designed for the presentation to general public" [4, p. 9].

In this context, coherent speech teaching/learning occurs in the process of students' comprehension of the structural components of the statement of a certain genre – a model of the text.

Notes that are used when writing essays, library research papers, summaries, reports, and other written assignments are of great importance. N. Nepyivoda advises: "Organize the text, and the smallest nuance of your idea will be understood by the reader" [5, p. 57]. The researcher believes that students should be introduced to the metatext operators: phrases facilitating transition from one part of the text to the other, helping to introduce conclusion, etc.

Abovementioned constructions will benefit students, who need help, support, which will enhance the process of mastering the texts of various styles and genres. Limited number of hours allocated for the Ukrainian language does not allow for regular exercise in this area. The author shares the ideas of V. Melnychaiko, who emphasized the crucial role of a well designed system of exercises in the formation and development of all skills and faculties [6, p. 21].

Students' communicative competence requires a system of exercises on every specific genre. Analytical (based on the analysis of certain printed, audio- or video materials, analysis of own patterns of communication), analytical and synthetic, and constructive exercises are of great importance. Analytical and synthetic exercises give the opportunity to form students' language skills aimed at partially synthetic activity: create a text fragment based on the given text, augment the original text,

change certain text fragments, etc. Constructive exercises involve students in creative activity. The main means of study is a text (oral or written).

When selecting exercises, the teacher should consider the importance and role of every exercise for students' communicative competence.

Pedagogical experience has proven that most effective in preparing students to write creative pieces are analytical and synthetic exercises, as they involve the identification of the theme and main ideas, division of the text into elements, supplementing the text with fragments, augmentation by compression, transformation of the text, text editing, analysis of the language and compositional features of the text. Abovementioned kinds of exercises help students understand the genre and style of the original text, the author's idea, structure, language means; they also form communicative skills that are important for producing secondary texts.

This article outlines only general provisions of the problem. Critical examination is required to articulate and test the rationale behind the linguodidactic principles that would later become the basis for the development of the system of genre aspect implementation, as well as to develop specific manuals hereto for teachers and students.

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Горошкіна О. М. Жанровий аспект розвитку мовлення учнів

Статтю присвячено проблемі впровадження жанрового аспекту розвитку мовлення учнів. Запропоновано відбір жанрів для вивчення, систему вправ, спрямовану на підвищення жанрової компетенції учнів.

Ключові слова: жанр мовлення, жанровий аспект, розвиток мовлення, система вправ.

Горошкина Е. Н. Жанровый аспект развития речи учащихся

Статья посвящена проблеме реализации жанрового аспекта развития речи учащихся. Предложен отбор жанров для изучения, система упражнений, способствующая повышению жанровой компетенции учащихся.

Ключевые слова: жанр речи, жанровый аспект, развитие речи, система упражнений.

Horoshkina O. M. Genre Aspect of Building up Pupils' Communicative Competence

The article is devoted to the genre aspect of students' communicative competence development. Genres to be included into the secondary school curricula, as well as the system of exercises aimed at the students' genre competence development are discussed.

Key words: genre, genre aspect, communicative competence, system of exercises.

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