

**CONCEPTUAL FOUNDATIONS FOR THE
DEVELOPMENT OF ENGLISH-LANGUAGE WRITTEN
COMMUNICATIVE COMPETENCE AMONG LEARNERS**

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INTRODUCTION

Language is a means by which people pass on their experience and spiritual heritage from generation to generation¹. Written speech is an important type of speech activity that ensures that an individual's communicative needs are met. That is why, for decades, methodologists have focused their attention on the difficulty of teaching written speech in a foreign language. If writing was formerly seen primarily as an auxiliary means of teaching a foreign language, modern approaches regard it as an autonomous objective of learning and an important tool for the development of foreign language communicative ability. Previous methodological conceptions gave little attention to the development of written speech, necessitating a reconsideration of its role and significance in modern language teaching. Today for teachers the important task in language lessons is to simulate real communication situations. It is about the need for a fundamental shift from traditional educational practice to finding specifically new forms of teaching that underlie the competency approach².

**1. Normative and legal principles of teaching writing in institution
of general secondary education**

The modern school curriculum emphasises writing as both a goal and a valuable instrument for teaching a foreign language. According to the State Educational Standard in Foreign Languages, mastery of writing entails

¹ N. Skrypnyk, I. Khomiak, I. Lebed, I. Spatar, O. Overchuk, and I. Golopych, (2022) Neuropsychological Approach in the Study of Linguistic Phenomena in the Context of the Study of the Conceptual Sphere of People's Morality. *Brain-broad research in artificial intelligence and neuroscience*, vol. 13, no. 2. P. 169. doi: 10.18662/brain/13.2/338.

² Skrypnyk N., Lebed Iu. (2020) Formation of professional competences of future philologists teachers in a new educational space. Innovative scientific researches: European development trends and regional aspect. Collective monograph. 1st ed. Riga. Latvia : Baltija Publishing., P. 316.

achieving elementary communicative competence, which enables applicants to interact in the most common situations of everyday life through writing.

According to the State Standard of Ukraine on English for General Education Institutions and the Pan-European Recommendations on Language Education, written speech should include all aspects of social life, including personal, professional, social, and educational.

According to the State Educational Standard on Foreign Languages, it is necessary to achieve elementary communicative competence, which ensures that students effectively use written communication in ordinary situations of everyday life. To achieve this level of written speech skills, students must perform various communicative tasks:

1. Fill out a form or questionnaire using a foreign language.
2. Write a greeting card to a foreign peer on one of the holidays celebrated in the country whose language is being studied.
3. Write a letter to a foreign peer, exchanging impressions and information about their life.
4. Make notes for yourself or for others on a specific topic, for example, the events of the day, impressions of a book you have read or a movie you have watched.
5. Write a short message on a relevant topic and share it with other students.

These assignments seek to build specific skills and abilities in written communication, which are critical for students' successful communicative competence. At developing specific skills and abilities in writing communication that are necessary for students' effective communicative competence.

One of the primary objectives of the approach for studying foreign languages is the development of written speech. This skill is taught in accordance with the curriculum and the outcomes specified for each class. According to the programme, an applicant's competent personality must be able to effectively use English-language material, analyse it, and apply it in their own way.

Modern communication technologies, particularly the Internet, are bringing new advances to the development of written speech. Learning a foreign language currently requires the use of written language not only to improve language skills but also to engage via the Internet, which reflects modern realities and communication requirements.

The foreign language programme for general secondary education institutions establishes the goal of reaching a level of competency in a foreign language at the general B1 level, as well as developing writing skills at this level. According to the Common European Framework of Reference for Languages (CEFR), level B1 requires the ability to compose "simple connected

texts on topics that are familiar or related to personal interests". "The ability to write personal letters describing events and impressions"³.

The State Standard defines the requirements for high school pupils to write in a foreign language at the level specified. These requirements are consistent with the Pan-European Recommendations on Language Education and include the ability to express oneself in writing, utilising appropriate language tools; expressing one's own attitude; and supporting one's point of view on the topic of communication.

In the context of studying foreign languages in primary school, the formation of written communication skills in accordance with the specified tasks and the development of effective communication both orally and in writing, as well as using electronic means, are provided, as defined in the Explanatory Note to the Foreign Language Curriculum for Grade 9 of General Secondary Education Institutions⁴. Written competence is viewed as a separate type of speech activity in the curricula, which the candidate must be able to "perform in writing depending on the educational tasks"⁵. This means that the emphasis is on mastering specific writing genres and their associated communicative roles, such as informing, debating, or constructing a request or response. Tasks for developing students' written skills are based on guidelines from European institutes in the field of language education and are geared toward level B1. This level requires the ability to write simple comprehensible texts on a variety of topics, send personal letters, and convey one's own thoughts and impressions.

The foreign language teaching programme in general secondary education institutions, based on the principles of European standards and the provisions of the state standard, defines the following expected results in written communication for ninth-grade graduates: "Writes personal letters, describes one's own experiences, feelings, and events in sufficient detail; writes notes that convey urgent information to friends, service workers, teachers, and other people with whom one interacts; publishes simple posts on known topics during online discussions relating to personal interests, preparing the text in advance if possible, and using online tools (e.g., dictionaries) to fill in gaps in language expertise and check the correctness of what has been written. posts

³ Державний стандарт загальної середньої освіти. URL: http://www.mon.gov.ua/derzht/derj_standart.doc.

⁴ Зимомря І. М., Мойсюк В. А., Трифан М. С., Унгурян І. К., Яковчук М. В. Модельна навчальна програма «Іноземна мова. 5-9 класи» для закладів загальної середньої освіти. URL: <https://mon.gov.ua/static-objects/mon/sites/1/zagalna%20serednya/Navchalni.prohramy/2021/14.07/Model.navch.prohr.5-9.klas.NUSH-poetap.z.2022/Inozemni.movy.5-9-kl/Inoz.mov.5-9-kl.Zymomrya.ta.in.14.07.pdf>

⁵ Зимомря І. М., Мойсюк В. А., Трифан М. С., Унгурян І. К., Яковчук М. В. Модельна навчальна програма «Іноземна мова. 5-9 класи» для закладів загальної середньої освіти. URL: <https://mon.gov.ua/static-objects/mon/sites/1/zagalna%20serednya/Navchalni.prohramy/2021/14.07/Model.navch.prohr.5-9.klas.NUSH-poetap.z.2022/Inozemni.movy.5-9-kl/Inoz.mov.5-9-kl.Zymomrya.ta.in.14.07.pdf>

on the Internet about personal experiences, feelings, and events and responds in detail to comments, though sometimes having difficulty formulating statements; collaborates online and carries out exchanges that require simple clarification of important details, such as registering for a training course, excursion, or event. communicates online with a partner or small group working on a project if visualisation tools (pictures, statistics, and graphs) are accessible to demonstrate concepts connected to the task"⁶.

These intended goals are specified in accordance with the Common European Framework of Reference for Languages (CEFR) and the State Standard's framework, ensuring that students' writing skills are fully developed. At the basic level, writing proficiency entails the achievement of elementary English-language communicative competence, which allows using writing in the most common situations of everyday life: "writes simple, detailed messages on a range of familiar topics that are within the scope of personal interests; talks about his/her experiences; describes feelings and reactions in the form of simple connected text; writes very short reports in a standard simplified format"⁷.

To meet these requirements, students must be able to perform specific communicative tasks such as creating slides for presentations or speeches, writing stories (70–100 words (formal style) or 300–400 words (informal style)), writing reviews, writing concise retellings, writing stories, articles, e-mails, comments, and reviews on the Internet, and writing film reviews⁸.

Regular completion of such projects helps pupils improve their skills in efficient and appropriate writing communication. For example, all styles of creative writing have a writing algorithm, which includes the following: 1. Developing the required motivation. 2. Gathering thoughts. 3. Planning. 4. Taking notes. 5. Drafting materials. 6. Proofreading the material. 7. Writing the Final Material⁹.

Writing greeting cards requires students to understand the purpose of the writing, determine the recipient, choose appropriate vocabulary and topics

⁶ Зимомря І. М., Мойсюк В. А., Трифан М. С., Унгурян І. К., Яковчук М. В. Модельна навчальна програма «Іноземна мова. 5–9 класи» для закладів загальної середньої освіти. URL: <https://mon.gov.ua/static-objects/mon/sites/1/zagalna%20serednya/Navchalni.prohramy/2021/14.07/Model.navch.prohr.5-9.klas.NUSH-poetap.z.2022/Inozemni.movy.5-9-kl/Inoz.mov.5-9-kl.Zymomrya.ta.in.14.07.pdf>

⁷ Зимомря І. М., Мойсюк В. А., Трифан М. С., Унгурян І. К., Яковчук М. В. Модельна навчальна програма «Іноземна мова. 5–9 класи» для закладів загальної середньої освіти. URL: <https://mon.gov.ua/static-objects/mon/sites/1/zagalna%20serednya/Navchalni.prohramy/2021/14.07/Model.navch.prohr.5-9.klas.NUSH-poetap.z.2022/Inozemni.movy.5-9-kl/Inoz.mov.5-9-kl.Zymomrya.ta.in.14.07.pdf>

⁸ Зимомря І. М., Мойсюк В. А., Трифан М. С., Унгурян І. К., Яковчук М. В. Модельна навчальна програма «Іноземна мова. 5–9 класи» для закладів загальної середньої освіти. URL: <https://mon.gov.ua/static-objects/mon/sites/1/zagalna%20serednya/Navchalni.prohramy/2021/14.07/Model.navch.prohr.5-9.klas.NUSH-poetap.z.2022/Inozemni.movy.5-9-kl/Inoz.mov.5-9-kl.Zymomrya.ta.in.14.07.pdf>

⁹ Мисечко О. Є. Методика навчання англійської мови у середній школі. Житомир, 2002, 152 с.

(taking into account the country's cultural characteristics), adhere to the message structure (greeting, summary of information, and expression of wishes), and personalise the text. Performing such assignments helps to build both written speech and intercultural competence.

Other critical tasks in writing notes, short messages, and memos include generalising information, concisely formulating concepts, selecting vital facts, adhering to the text's logical structure, and avoiding extraneous details. Such assignments develop the ability to express oneself concisely and clearly in everyday written conversation.

The Ministry of Education and Science of Ukraine's instructional and methodological suggestions for teaching foreign languages in the 2025/2026 academic year highlight the importance of building communicative competence, which encompasses oral and written discourse in a variety of circumstances. This includes teaching students how to effectively use language in writing to achieve communicative goals¹⁰.

The Institute for Modernisation of Educational Content has established model programmes that provide precise criteria for teaching foreign languages in high school. They include a description of tasks that contribute to the development of written communicative competence, such as essay writing, letter writing, and report writing, as well as language proficiency levels A2 and B2. These programmes also provide criteria for evaluating written work, allowing teachers to successfully assess the achievements of general secondary education pupils, as well as key needs for the development of written communicative competence:

1. Candidates should attain a level of language proficiency (A2–B2) that allows them to successfully write in a variety of communicative circumstances.
2. Candidates must be able to compose texts of various genres, such as letters, essays, and reports, that address communication objectives and situations.
3. Written works should be evaluated based on specific criteria, such as content, structure, vocabulary, grammar, spelling, and punctuation.

The importance of teaching creative written speech in English to primary school kids stems from the need to cultivate creative personalities, which is one of the fundamental goals of modern education¹¹. Creative written speech entails understanding numerous written work models, each with its own unique traits in terms of text design and structure.

¹⁰ Методичні рекомендації щодо викладання іноземних мов у 2025/2026 н.р. URL: https://www.schoollife.org.ua/metodychni-rekomendatsiyi-shhodo-vykladannya-inozemnyh-mov-u-2025-2026-n-r/?utm_source=chatgpt.com

¹¹ Гладка О. Розвиток умінь креативного письма на заняттях з іноземної мови. *Наукові записки. Серія: Філологічні науки (мовознавство)*. Кіровоград, 2015. С. 424–429.

At the same time, the current condition of the development of schoolchildren's written speech is characterised by an insufficient level of formation, which is attributable to a mismatch between the number of exercises at various stages of training and the requirements of the condition standard¹². In this context, teachers should employ supplementary materials and exercises to help pupils overcome these deficiencies and improve their writing competence.

2. Psycholinguistic principles of the formation of written speech

According to I. M. Boyko, psycholinguistic research views the speech process as a sequential movement from motivation to outward design. As a result, motivational support for text-creation activities is especially important because a lack of enthusiasm has a poor impact on the quality of written work produced by secondary school pupils¹³.

A variety of factors influence the efficiency of communicative skill development, with pedagogical and psychological settings playing a significant role. Suitable pedagogical situations include the following:

- taking into account the age and individual characteristics of students;
- a positive microclimate in the team and opportunities for socialisation;
- a high level of professional skill of the teacher;
- appropriate selection of speech means and mechanisms;
- formation of sustainable motivation for learning the language;
- use of methods for activating cognitive activity;
- modelling real communication situations in the lesson;
- providing the necessary methodological materials;
- developing cognitive activity and forming adequate communicative behaviour¹⁴.

Writing is regarded as the most complex sort of speech activity, using all speech analysers in psychological and physiological studies. This shows that orthographic structures are fixed in speech analysis processes and are then used to communicate concepts in writing. It is critical to note that we are not just discussing the mechanical act of writing but also the operation of speech mechanisms that assure proper use of speech means in written communication.

¹² Бецько О. С. Концепції навчання писемного мовлення у сучасних умовах. *Сучасні підходи та інноваційні тенденції у викладанні іноземних мов* : зб. матеріалів міжнар. наук.-практ. конф. Київ, 24 берез. 2015 р. М-во освіти і науки України, КАМГС «КПІ» ; редкол.: Н. С. Саєнко (голова) та ін. Київ : КПІ, 2015. URL: <http://interconf.fl.kpi.ua/node/1249>

¹³ Бойко М. І. Формування і розвиток писемної грамотності на уроках. *Англійська мова та література*, 2010. № 19. С. 7–12.

¹⁴ Бігич О. Б., Бориско Н. Ф., Борецька Г. Е. Методика навчання іноземних мов і культур: теорія і практика: підручник для студ. класичних, педагогічних і лінгвістичних університетів. Київ, 2013. 590 с.

From the standpoint of psychology and psycholinguistics, the problems of written speech were actively studied by B. V. Babenko, V. T. Bilyk, L. S. Vasylenko, I. O. Zabuzhko, V. I. Zubko, O. R. Lazarevsky, K. O. Lytvynuk, T. V. Rudyk, I. O. Synytsia and others. Further development of the methodology of teaching writing can be found in the works of K. A. Gorpenko, who proposed reproducing the text of the textbook without its transformation. Although this approach contributed to memorisation, it did not form the ability to express one's own thoughts¹⁵.

A potential avenue in the study of written speech is the examination of its cognitive dimension, which emerges as a social phenomenon. Beginning in the 1970s of the twentieth century, the "writing crisis" emerged as a result of a reduction in the quality of written abilities, and the need for a comprehensive study of writing within the framework of language policy and cognitive research became important¹⁶.

Modern techniques include the study of communication models, rhetoric, creative writing, and text genre variety. Psycholinguistics studies the distinctions between the internal mechanics of oral and written communication, as well as the varied locations of these processes in the brain.

Research into English-language written communicative ability focuses on key psycholinguistic variables such as motivation, attention, imagination, memory, and thinking. These components serve as the foundation for the investigation of three types of speech activity: incentive-motivational, orientation-research, and executive.

Written speech is distinguished by its freedom of creativity and ability to express original thoughts, ideas, and feelings, ensuring the author's self-expression. A literary work's primary purpose is to reflect the author's subjective vision of the world, as well as the originality of their ideas and personal sentiments. When producing a holistic text, all types of sensations are active, and several analysers are involved, including acoustic, speech-motor, visual, and manual-motor¹⁷.

The development of written speech skills involves the ability to express one's own thoughts, impressions and observations about the surrounding reality, which is implemented through the following areas:

- compiling detailed and selective retellings of listened or read texts;

¹⁵ Абрамович С. Д., Чікарькова М. Ю. Мовленнєва комунікація. Київ: Центр навчальної літератури, 2004. С. 15.

¹⁶ Білан Н. М. Роль письма на заняттях з іноземної мови. Сучасний соціокультурний простір: матеріали III Міжнародної наукової інтернет-конференції, 2016. С. 57.

¹⁷ Андрієвич І. В. Мовленнєві опори як засіб навчання усного мовлення на уроках іноземної мови в старшій школі. *Проблеми сучасного підручника : зб. наук. праць*. Київ : Пед. думка, 2012. 231 с.

- creating one's own written statements (descriptions, stories, reflections) on current topics;
- formation of communicative written messages with a specific purpose (letter, announcement, greeting, invitation, instruction, etc.).
- the writing process itself is based on the interaction of speech-articulatory, auditory, visual and motor analysers. Violation of the work of one of them can negatively affect the entire chain of actions because writing requires not only cognitive but also volitional and physical efforts¹⁸.

3. Principles of teaching English writing

The formation of writing skills involves mastering sentence construction, vocabulary selection and grammatical structures, which results in the creation of a coherent written text. T. Hedge identifies several main types of writing:

1. educational (reviews, theses, research, reports, narrations);
2. professional (business letters, public announcements, contracts);
3. social (letters, invitations, messages, notes);
4. personal (diaries, recipes, lists, magazines, addresses);
5. creative (stories, poems, and songs)¹⁹.

Teaching writing includes three major components: linguistic, methodological, and psychological. Linguistics includes spelling and principles for utilising graphic signals to record thoughts and better comprehend material. The methodological component focuses on building abilities in graphic design and spelling, as well as documenting, annotating, and summarising. The psychological component focuses on the development of graphic and spelling skills, as well as their application to the writing process.

Today, there is an increased emphasis on teaching writing, which is regarded as a productive type of speaking activity focused on transferring content in a defined format. The outcome is a text. At the same time, it is critical to identify whether the objective of writing is to convey ideas through content or form. The author must strike a balance between these two elements, taking into account handwriting, neatness, spelling, punctuation, grammar, and word choice.

The leisurely and introspective nature of writing allows the author to painstakingly work out formal features, but the marriage of content and form presents the most difficult difficulty.

¹⁸ Бідюк Н. М. Теоретико-методологічні підходи у навчанні іноземної мови. Хмельницький : ХНУ, 2018. 194 с.

¹⁹ Калініна Л. В. Навчання англійської мови та культури у соціокультурному аспекті. *Іноземні мови*, 2008, № 2. С. 48.

A variety of elements complicate the process of establishing writing skills in a foreign language, including particular student traits and the idiosyncrasies of the foreign language, as well as learning settings such as the teacher's credentials, methods, technology, and resources. Writing helps to consolidate lexical and grammatical content while also improving speaking and reading skills.

Researchers (V. O. Gotsulyak, D. S. Petrenko) emphasise that written consolidation of material allows pupils to independently repeat, train, and build associations that aid memory.

Writing instruction is inextricably linked to all forms of speech and serves as an excellent instrument for cognitive skill development. For high school pupils, the systematic organisation of grammatical content, as well as the development of analysis, logical thinking, and presentation sequencing, is critical.

Teaching English writing to secondary school pupils is organized around the ideas of communicability, situationality, personal individualization, novelty, consistency, role organization, and multifunctionality. At this stage, students develop their ability to write extracts and notes, plans and theses, questionnaires, autobiographies and resumes, as well as numerous sorts of essays and letters.

The idea of communicability entails a series of activities targeted at honing skills such as logical thought presentation, inventiveness, and text creation via analogy or expanded structure. Its use, when combined with other concepts, guarantees that the writing learning process is more closely related to real-world communication settings²⁰.

The mix of classic educational methods and cutting-edge technologies greatly widens the options for acquiring the English language. The use of electronic platforms (Google Classroom and Moodle), multimedia presentations, video courses, interactive assignments, virtual excursions, and online forums ensures individualisation of learning while increasing motivation and efficacy.

The combination of these approaches puts the process of generating written English speech closer to its actual functioning in communicative practice, which is a prerequisite for successful mastery of English writing skills and abilities as a component of speech activity.

The mix of conventional methods and current information technologies dramatically improves the process of learning English, making it more dynamic, cognitively rich, and efficient. The utilisation of computer resources and network technology opens up new possibilities for organising interactive and personalised learning. Examples of such opportunities are:

²⁰ Ковалевич І. І. Концептуальні засади підготовки вчителів засобами інформаційно-комунікаційних технологій. *Науковий вісник Миколаївського державного університету: зб. наук. праць. Педагогічні науки*. Випуск 20. Том 2. Миколаїв: МДУ, 2008. С. 255–263.

Electronic educational platforms (Google Classroom, Moodle) enable you to create interactive classes, tasks, and assessments, as well as facilitate extracurricular engagement between teachers and students.

Video tutorials that help students visualise instructional materials and improve their listening skills by demonstrating speech samples.

Interactive tasks that make learning more engaging and enable good language assimilation.

Multimedia presentations that mix text, audio, and visual elements to engage secondary school pupils.

Virtual excursions and online maps provide chances for learning about the cultural and historical features of English-speaking countries.

Electronic forums and discussion platforms that help to improve written communication skills and contribute to the development of collective interaction abilities.

The teacher's primary responsibility is to develop psychological and pedagogical settings that encourage pupils to reach a level of communication competence suitable for effective interaction in a variety of life situations.

A review of the psychological conditions for teaching professional written English reveals a close link between oral and written communication. It is founded on the unity of their communication function, the usage of common speech material, and the internal speech rules. Thus, understanding one style of speech helps improve another²¹.

Given that the structure of speech activity is closely related to the structure of the personality, it is advisable to use the personal-activity approach to the formation of written speech, proposed by I. O. Zimnyaya on the basis of the theory of speech activity by S. L. Rubinstein. This approach ensures the development and actualisation of the personal potential of the applicant.

From a psychological standpoint, the writing process is complex and multifaceted. Written speech is a kind of idea production and expression that uses linguistic indicators that are fixed in the cerebral cortex's neural connections in the form of visual and manual pictures that interact with auditory and speech-motor signals. Graphic representations of words, as well as sound pictures, are generated as students study English written speech. Visual-graphic images contain hand-motor parallelism, which is regulated by the hand's motor mechanism.

Written speech is regarded as a sort of speech activity in the psycholinguistic sense, as it consists of independent acts based on the associated operations.

²¹ Скуратівська Г. С. Навчання писемного англійського професійного мовлення студентів фінансово-економічних спеціальностей: автореф. дисерт. канд. педаг. наук: 13.00.02. Київ : КНЛУ, 2002. 20 с.

The activity as a whole implements the motivation, whilst the actions attempt to achieve the goals required for its implementation, and the operations provide the best manner to carry out these actions. The thought process is fundamental to the organisation of speech activity because it establishes the methods of expression and assumes the presence of communicators – the addresser and the addressee. Any behaviour, including communication, is intentional, motivated, and purposeful. Thus, when creating operating instructions for a technical device in English, a future information technology specialist must take several key actions, including indicating the name and details of the manufacturing company, the date of manufacture, regulatory documentation (DSTU or TU), a description of the device and its functions, a step-by-step presentation of operating instructions, compliance with safety requirements, and so on.

Experimental data demonstrate that using functional communicative supraphrasal units to ensure the integrity of the written statement improves the effectiveness of teaching English written speech in terms of promoting reflection.

Various techniques for identifying text units have been offered in the scientific literature, including logical (focus on suprasphasal unity), syntactic (complex syntactic whole), semantic-semantic (information block), and theme-rhematic (theme and rheme division). The three primary criteria for identifying supraphrasal unity are pragmatic, emotive, and communicative, with the last being the most promising. Its essence is that supraphrasal unity is a distinguishing feature of both oral and written text, regardless of genre or mode of presentation.

Creative writing includes a variety of activities such as project execution, dialogue writing, essay writing, descriptions, directions, theses, annotations, reviews, and record-keeping. All of the types listed above can be used in the learning process, but their relative importance should change according to the activities. Regardless of the genre of creative writing, this process follows a specific algorithm: motivation formation, idea accumulation, planning, drafting, editing, and preparing the final text²².

CONCLUSIONS

The review of current regulatory guidelines and model programmes reveals a systematic strategy to developing English-language written communicative ability in primary school children. This strategy includes defining explicit

²² Лубянова О. В. Психолого-педагогічні особливості формування англомовної писемної комунікативної компетентності. *Вісник Національного технічного університету України «Київський політехнічний інститут»*. Серія: : Філологія. Педагогіка. 2013. Вип. 1. С. 124.

requirements for the degree of language ability, genre diversity, and assessment criteria, all of which help students acquire this competency effectively.

Thus, written speech plays an important role in developing a modern individual's English-language communicative ability. To attain this purpose, conventional forms of exercise must be combined with new interactive technologies, resulting in greater efficiency, motivation, and productivity in the educational process.

Taking into account the psycholinguistic mechanisms of written speech, secondary school students' age characteristics, and social demands for the teaching of controlled, accompanying, and creative writing, the main stages of the formation of written speech competence are identified, as is the algorithm of written activity in foreign language classes.

The personal nature of creative writing necessitates an educational procedure in which neither the teacher nor the students interfere with the writing process itself, and the author of the work bears sole responsibility for the final outcome.

SUMMARY

The theoretical, regulatory, psycholinguistic, and methodological underpinnings of teaching English written speech in general secondary education are examined in this work. It emphasizes how writing is becoming an important part of communication competence in foreign languages as well as a separate educational goal. The Common European Framework of Reference for Languages (CEFR), which specifies the desired results of written communication at various stages of language learning, is examined in this study along with Ukrainian educational standards and curricula. Students' capacity to produce a variety of written genres and successfully employ written language in real-life communication settings is given special attention.

The study delves deeper into the psycholinguistic processes that underlie the generation of written speech, highlighting the significance of individual learner characteristics, motivation, and cognitive processes in the development of writing abilities. It describes the pedagogical tenets of teaching English writing, such as genre-based instruction, communicative and learner-centered techniques, and the incorporation of contemporary educational tools. The results highlight the need to improve students' written communicative skills by integrating interactive digital technologies with conventional teaching techniques. In order to guarantee the successful development of English-language written competence among secondary school students, the study finds that effective writing teaching should be based on modern educational standards, psycholinguistic principles, and communicative approaches.

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