Development of female prose in the Victorian age was accompanied by numerous difficulties in the historical and social context. Female authors had to face the problem of neglect and rejection, along with the need to conceal true authorship. Nevertheless, it became a manifestation of rebellion against the canons of that time and a requirement to recognize a woman to be worthy of being called a writer.

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THE SPECIFICS OF TEACHING WRITING TO SECONDARY SCHOOL STUDENTS

Writing and written speech were previously considered in the methodology of teaching foreign languages mainly as a means of learning, which was reflected in all previous school curricula. The fact that written speech was not the purpose of teaching a foreign language was the reason that little attention was paid to this issue in the methodological literature. The problem of teaching writing is relevant because now it is often possible to observe an insufficient level of students' written speech development.

The object of our research is teaching writing in English. The subject is the specifics of teaching writing at secondary schools. The following tasks were set in this paper: 1) to explore the skills and abilities needed for students to master the written language; 2) to analyze existing methods of teaching writing; 3) to investigate the types of tasks used for the development of writing skills.

In accordance with the requirements of the new State Standard of Basic and Complete General Secondary Education, mastering the written language requires students to develop the following skills: to make extracts from the text, study notes, abstracts; write short congratulations on birthdays, other holidays, express wishes (30–40 words, including writing the address); write works and essays; fill in the forms (indicate name, surname, gender, age, citizenship, address); write a personal letter on a sample / without reliance on a sample, using material from one or more topics learned in oral speech and reading, using the necessary formulas of language etiquette (the volume of a personal letter 80-90 words); identify various facts, phenomena, events and impressions; compose written supports for oral statements (reports, abstracts) [1, p. 112].

Writing as a learning goal is provided in the curricula of different schools at all stages of studying. The development of the ability to express one's thoughts in writing, to use writing as a means of communication is put forward as the final requirement for the writing skill development at secondary school level. The subject matter and volume of written statements should be expanded, the qualitative characteristics of texts should be improved [5, p. 84].The content of education at this stage should be more informative and based mainly on authentic material: samples of epistolary type – texts of letters, leaflets, as well as articles from newspapers and magazines. For middle school students (5-6 forms), these texts serve as models for the development of the following specific skills:

• inform a foreign friend about himself/herself, his/her family, school, the city, about their interests and hobbies;
• request the same information from your recipient;

• write a note / letter in a newspaper or magazine, adhering to the country cultural norms;

• report basic personal information in the questionnaire / form;

• make working notes after reading the printed text (make a plan, write out keywords, language formulas, etc.) for the purposes of using them in writing [3, p. 24].

General strategic skills are developed at all stages of studying. They include the following: use sample text as information and language support; compare what is written with the sample; refer to reference books and dictionaries; use periphrases; simplify the written text; use words – descriptions of general concepts; resort to synonymous substitutions; link your experience with the experience of a communication partner [2, p. 79].

The so-called "creative writing" has become widespread in modern methods of teaching writing. It refers to productive exercises of different degrees of complexity, varying in form and content. Such method can be used at any stage of training.

The three most important conditions should be noted:

– learning goals;

– principles, methods and techniques of teaching;

– assessment.

There are many exercises and tasks based on the technology of creative writing. They are all performed in writing and are linguistically creative or semi-creative in nature [4, p. 54]. Successful teaching of writing contributes to the improvement of writing skills, the end result of which is the effective use of these skills in real life, as well as the implementation of the written part of the State Final Attestation (SFA) and External Independent Testing (EIT) in English.

It is these activities that have received the most attention in the teaching of writing and written speech in primary school. The task of the examination test in the section "Writing" is to check the level of formation of skills to use written language to solve communicatively oriented tasks. Communicatively oriented tasks are tasks that set up and motivate students to solve the problem posed in this task in a communicative way.

The problem of writing assessment criteria has always been relevant for teachers. Methodologists suggest the following assessment criteria for a personal letter or a written statement with elements of reasoning: 1) compliance with the communicative task; 2) completeness of content disclosure; 3) choosing the right style of speech; 4) compliance with the rules of courtesy; 5) the logic of the statement; 6) the correct use of the means of logical communication; 7) compliance of the text design with the norms adopted in the country being studied; 8) a variety of lexical means; 9) the adequacy, diversity and complexity of the use of grammatical structures in accordance with a given communicative situation; 10) the correct spelling and punctuation of the text [4, p. 263]. These criteria can be modified and used by English language teachers to assess writing skills of their students.

As a result, the purpose of teaching writing in English is the formation of students' writing competence, which includes knowledge of letters, spelling, vocabulary and grammar, composition of written texts, the ability to create different types of written messages, mastery of content and form of written language. The writing as the means and purpose of learning is outlined in the schools curricula at all stages of training. The end result of learning to write is the ability to successfully complete the writing part in the SFA and EIT. Communicatively oriented tasks are recommended for development of writing skills because they motivate students to learn a foreign language.

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SEMASIOLOGICAL PERSPECTIVE OF THE POETIC TEXTS BY G. BYRON

Poetry is the pinnacle of literary development, it is one of the most interesting and perfect works of mankind. The uniqueness and aesthetic value of a poetic work depends on a characteristic organization of lexical units. Since language units in a literary text perform a dual function – communicative and aesthetic – the words can bear not only its direct nominative meanings, but also literary-stylistic with all their inherent emotional, expressive-image components [2, 10]. The peculiarities of the use of lexical units are fully revealed only in the holistic context of the work. Some words undergo a sharp semantic shift, which is prepared by micro- and macro-context, acquire an unusual essence and become important literary and figurative elements of the ideological and aesthetic structure of a poetic work.

The aim of the research is to identify the use of synonyms and antonyms as semasiologically predetermined types of lexical units in George Byron's poetic texts.

George Byron's poetry is a striking example of the use of stylistic means to create images in poetry. The originality of the poetic language consists in the richness of vocabulary and the way it is used, the subject of the image, the poet's, mental type and temperament, which are marked by passion and dynamism.

George Byron's works are created due to lexico-stylistic means, in particular, the use of synonyms and antonyms is noticeable. The term "synonyms" means words belonging to the same part of speech, differing in sound form, and possessing one or more identical or nearly identical (similar) denotational meanings. There are two main groups of synonyms: ideographic (which have different shades of meaning) and stylistic (which differ in stylistic characteristics) [1, 64].

As our research shows, the most numerous group in George Byron's poems are the synonyms of the ideographic type. This is due to the aesthetic guidelines of the author, the originality of his creative style, the peculiarities of the oganization of the poems: it is important for him to convey the subtlest nuances of the phenomenon, which is why ideographic synonyms are numerous in the poetic texts.

According to scholars – Krainikova, Pakharenko and Tkachenko, the main purpose of ideographic synonyms lies in the language of accurate expression of thought in each case of language use [5, 31]. Depending on the component that distinguishes the meanings of the two synonyms, the following subgroups of ideographic synonyms are distinguished: synonyms that serve to emphasize and highlight a certain feature of the same concept, which from the speaker's point of view is essential; synonyms used to identify the degree or measure of a sign, quality or condition; synonyms that characterize the intensity of action or state; synonyms that emphasize a feature [4, 41].

The poetry by George Byron is dominated by ideographic synonyms, which bear the same idea but not identical in their referential content. For example:

... A woman's promises are naught ..
How quick we credit every oath,
And hear her plight the willing troth ..
"The woman's vows are writ in sand" (To Women, 1810).