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**Subject of doctoral dissertation:** Text production skills of primary school students in terms of short story with a dialogue

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Many researchers stress the fact that the fundamental instrument of every human being shall be text competence, i.e. the ability to receive and send communicates of various types. Therefore, Polish language education shall also be directed at gaining practical skills connected with creating texts of various genres. Nevertheless, it will not be possible devoid of essential knowledge of a text as a complex, multidimensional item of language and communication, its structure and pragmatics as well as text production operations. Thus in the dissertation the methodology known as text linguistics as well as genology. Scientific presumptions of these research enterprises allow for analyzing students' text production skills in terms of a short story with a dialogue. The research material consists of short stories written by six graders from a municipal primary school and two rural primary schools. 130 short stories were analyzed altogether. Such sources seemed to be the most credible in terms of research on text. So far only the skill of producing short essays by lower secondary school students was completely researched. Therefore, the research aiming at determining how students manage to produce a short story with a dialogue was undertaken. By introducing the term *text producing communication*, the process of producing a text, that is a different aspect of text production competence as a skill of producing and receiving various types of communication acts, was particularly stressed. By researching six-graders' text production skills, the method of realization of genre patterns of a short story, taking into consideration the structure, that is the schema of texts, thus the signals of delimitation, the elements of a frame – the beginning and the end, including the title of the short story, indicators of the orientation in the discourse – division into paragraphs and metatext; cognitive aspect, and within its frameworks the realization of the form of internal experiences in a short story as well as linguistic means of expressing evaluations were analyzed. The examples of language errors most commonly made by six-graders were also provided. The conducted analysis of the assignments indicated that six-graders have problems with selecting vocabulary used in formal situation and the correct use of addressing vocabulary; the dialogue is introduced incompetently, they forget about providing the title to their stories or choose the one proposed

in the task. The students have problem with appropriate construction of short stories. Most often they lack the introductory part. This is connected with the fact that the characters are not introduced into the situation. Very often the introduction turns out to be the further part of a given short story, i.e. the body. Moreover, the analysis of students' assignment indicates poor vocabulary describing the pace of events taking place in the story. Very often they lack enriched description of the character or the setting, which makes the story dreary, plain and not interesting. This indicates insufficient skills of character description or place description. The research also indicates that the students have problems with paragraph construction. Very often they consist of one sentence. In the dissertation emphasis was put on the fact that appropriate choice of exercises is an essential factor of development of students' text production competences. Furthermore, exercises which may facilitate the learning of this type of text production were proposed. Attention was paid to the production of a short story with a dialogue in connection with literature education in the sixth grade. The presented results of research and didactic propositions may facilitate effective learning of text production. Nonetheless, one should bear in mind the fact that teaching production of coherent texts is a process of many stages. It is a skill the gaining of which requires many, very often arduous exercises. Thus it is necessary to make an effort to produce various types of texts by the student. Texts should be always corrected and reviewed by the teacher and accompanied by appropriate corrective exercises.