

The Features of Teaching Philologist Students in Stylistics of English

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Abstract – The article highlights the main aspects of the English language stylistics course as an integral part of a unified linguistic preparation of students of a philological university. Additionally, it emphasizes the importance of the discipline, its role and place in the system of communicative, cognitive and professional needs of future specialists. The relevance of the article is due to the essence of the competency-based approach and the lack of sufficient scientific justification for this in the theory and practice of teaching English stylistics. The basic aspects of the English language stylistics as an integral part of a unified linguistic preparation of students of a language university are considered.

Keywords - Stylistics, Native Language, Extra-Linguistic Factors, Philologist Students, Functional Styles, Adequate Speech.

Interest in learning English is growing from year to year. The moment came when everyone began to realize that a good knowledge of a foreign language is an integral part of modern life. One of the most ancient and interesting sciences is called stylistics, which systematizes the special concepts of language and methods of its use. The appearance of various styles in different languages, one way or another, is connected with history, because each of them arose as a result of some historical event.

The methodology of teaching the stylistics of the English language is a necessary component of the methodology of teaching a foreign language and expands this area with materials of comparison with the stylistic synonyms of the native (Uzbek) language.

Today's methodology is both a science and an educational discipline, the content of which is not only teaching methods, but also the development of students by

means of the language being studied. N.G. Komlev wrote that language is “the most stable management tool and an obvious carrier of public consciousness. Therefore, the language must be given fundamental strategic importance”¹. Through language we learn the world, enter culture, and regulate student's behavior, which, again through language, is realized as a person. Learning a language is a way to comprehend national characteristics, the spirit of a nation. Only through language can one create an idea of how a

¹ Luzina L.G. Osnovnye napravlenija razvitiya sovremennoj stilistiki // Lingvističeskie issledovanija v konce HH veka: sb. obzorov. M.: INION RAN, 2000. C. 205–214. [9] Molčanova G.G. Kognitivnaja stilistika i stilističeskaja tipologija // Vestnik MGU. Ser. 19. Lingvistika i mežkul'turnaja kommunikacija. 2001. № 3. - P. 60–71.

particular nation evaluates itself as a nation and determines its place in the world, comprehends the sociocultural space².

So, the technique we are developing is built taking into account the basic provisions on the unity of language and thinking, language and human knowledge of the world, the psychology of mastering stylistic concepts and skills, as well as the principles, methods and techniques of work that have already justified themselves in traditional teaching practice.

In the system of students' stylistic preparation, interrelated areas are distinguished: enriching speech with stylistic techniques, the ability to use them at different functional levels, teaching the choice and use of stylistic tools in the process of creating your own text.

Linguistic fields relevant to the study of stylistics:

— functional styles are systems consisting of both neutral and stylistically colored language means; these are not closed systems, they are in interconnection and interaction;

— when studying styles, one should pay attention to the fact that they differ both in extra-linguistic factors (the sphere of communication, the nature of the speech situation, the number of participants) and linguistic proper, therefore, it is necessary to identify the features of a particular style taking into account not only language tools of different levels, but also extra-linguistic factors (knowledge about the world, communication situations, etc.).

By linguistic competence in the field of English stylistics, we mean the sum of knowledge about: 1) phonetic, lexical, semantic and syntactic expressive means and stylistic devices; 2) the functional-style differentiation of the language; and 3) on the functional styles of the language, as well as the ability to use them in practice with the aim of producing their own sentences in a foreign language in the form of texts of different genres³.

The main conditions for successful activities in the implementation of the educational goals of the formation of language competence in the process of training students of philologists are the following:

— to reveal the variety of stylistic possibilities of the English language in different functional styles;

— to acquaint students with the issues of stylistic differentiation of language means;

— to familiarize with the norms of modern English;

— to expand the active vocabulary.

The student's analytical-stylistic competence is general humanitarian, which involves the possession of the ability to comment on the contents of the text, to evaluate a literary work not only as a fact of national culture, but also from the point of view of its intercultural significance, to perceive an aesthetic or world outlook that does not coincide with a traditional or personal point of view. Among the methods and techniques for the formation of stylistic competence, we single out the method of stylistic analysis of a text or text fragment.

To outline a system of stylistic exercises means:

- determine the types of exercises and the sequence of their implementation;

- show the patterns of assimilation of stylistic material in the process of performing exercises.

At the same time, a definite approach to the statement of tasks is supposed: they must be truly stylistic, include information about stylistic norms, give stylistic recommendations, and contain rules for use, schemes for analyzing texts of certain styles, orientation to reference manuals.

The teacher must remember that the university should not mix the study of the norms of the literary language and the language of fiction, in which deviations from the norms are often found if these deviations are stylistically motivated. Such concepts as text, types of text, which were fundamental in the teaching of coherent speech, remain relevant in the study of functional styles. A functional and stylistic approach to the consideration of a text should be aimed at discovering in it certain laws associated with a particular style or genre.

Teaching philologist students stylistically adequate speech requires a presentation of linguistic means that would allow us to identify and observe the differences in their functioning and stylistic coloring so that students learn to predict and make a conscious selection of language units based on their stylistic potential for adequate communication. Based on the foregoing, we consider it appropriate to train foreign philology students in the style of

² Sm: Studennikova N.K. Formirovanie navykov i umenij ustnoj i pis'mennoj naučnoj reči u studentov tehničeskikh vuzov. formirovanie-navykov-i-umeniy-ustnoy-i-pismennoy-nauchnoy-rechi-u-studentov-tehničeskikh-vuzov.pdf.

³ Slobodskaja Ju. V. Soderžanie predmetnoj kompetencii po učebnoj discipline «Stilistika anglijskogo jazyka». Jaroslavskij pedagogičeskij vestnik – 2011 – № 2 – Tom II (Psichologo-pedagogičeskie nauki). -P. 170 -174.

colloquial speech on the basis of fiction. The image of the world that develops among people of different nationalities in the process of comprehending the diversity of the world by them leaves an imprint on a particular language. The logic of national languages is included in the process of interpretation and verbal translation of human experience. Thus, the question of the national specificity of languages is a question of the state of language and thinking, levels of comprehension and modeling of reality.

Thus, the modern methodology of teaching stylistics is a generalization of the teaching experience, both past and modern. The modern methodology of teaching stylistics at school is understood as a single process aimed at mastering basic knowledge and skills in stylistics, and is characterized by the interconnectedness and interdependence of the goal, content, means, teaching methods and techniques, types of exercises, ways of assimilating knowledge and skills.

Work on styling is an organic part of every lesson of the Russian language and the lesson system as a whole.

Tasks of the style:

1) to draw attention to speech styles and systematically show the features of the use of units of different levels in various functional styles;

2) to develop linguistic intuition at the level of the relationship "norm - deviation from the norm";

3) to consolidate in the students' minds the connection of each style of speech with a typical speech situation, familiarize themselves with the main style features and teach them to correlate the content and partially the language form of the statement;

4) to show students that for understanding and interpreting the text, knowledge of the language, knowledge of the world and the situation of communication, social status and roles of interlocutors, the ability to extract information stored there is important. Moreover, none of the

types of knowledge is more important for the processes of understanding.

The goal of the course on stylistics, as we see, is, on the one hand, to expand the linguistic horizons of students through the assimilation of new stylistic knowledge, and on the other, to improve their practical, communicative skills in various types of speech activity. An interconnected study of the stylistics of three traditional areas - the stylistics of resources (stylistic means of all sections of the Russian language), the functional styles of speech (functional and genre-stylistic varieties of speech) and the stylistics of texts of different styles (types of speech activity) - using the data of cognitive stylistics allows, as shown experimental training, to present the course material most fully and consistently.

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