

Methods of Teaching Stylistics at Secondary Education

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Abstract: Nowadays modern methods of teaching stylistics may be a generalization of the educating encounter inside the system of the conventional fashion created by V.V. Vinogradov, and approaches, which include cognitive stylistics. This article substantiates to present stylistics into the school educational programs of the Uzbekistan. Dialect of the components of cognitive stylistics permits students to learn, to practice and to distinguish the association between the elaborating the nature of dialect and the most cognitive forms, uncovers elaborative meaning and their part in discourse communication.

Keywords: methodology, cognitive stylistics, competence-based approach, cognitive competence, nomination.

Introduction

Methodology today is both a science and an academic discipline, the content of which are not only ways of teaching, but also the development of students by means of the target language. Impact on the student cannot be realized without support into the language that is the instrument of all pedagogical technologies. N.G. Komlev wrote that the language is “the most stable management tool and an obvious bearer of public consciousness. Therefore, the language should be given a fundamental strategic importance”¹. Through the tongue we get to know the world, enter the culture, regulate the behavior of the pupil and the student, who, again, through the language are realized as a person.

The current stage of development of the methodology is characterized by new approaches: integration of lingo-cultural, sociocultural, practice-oriented and other approaches. A practice-oriented approach is a competence-based approach that focuses on educational outcomes expressed in terms of competencies and approach.

Discussions

The competence-based approach has a general didactic focus and aims to bridge the gap between knowledge, skills and abilities and practical activities in which practical problems need to be solved. In the Republic of Uzbekistan, the competence-based approach is actively implemented in teaching languages, since the language should be actively used to solve life and professional problems. From the point of view of this approach, it is important to form not only knowledge, but also practical skills. When teaching a language, the most important are linguistic competence, language competence, communicative competence, cultural competence (which we tend to call lingo cultural) and cognitive competence. These competencies will allow students to achieve the highest success in a particular activity. We are primarily interested in cognitive competence, in the center of attention which teaching language as a general cognitive mechanism. Within this competence can be divided into several levels:

¹ Luzina L.G. The main directions of development of modern stylistics // Linguistic studies at the end of the twentieth century: cb. reviews. Moscow: INION RAN, 2000. P. 205–214

- theoretical level: information about language as cognitive and stylistic the potential of the language. The basis for the theoretical level is cognitive linguistics, the "mental" foundations of understanding and production of speech from the point of view of how the structures of linguistic knowledge are represented (represented) and participate in information processing.² Focus on cognitive linguistics is a thinking person who is the main character in the world and in language. Comprehension of the world and their attitude to it are manifested in linguistic and speech means of expression of the individual³. - practical level: the ability to analyze the facts of the language and see the connection between the stylistic nature of language and the main cognitive processes, the ability to understand the speech situation, knowledge of the techniques of speech behavior in different situations of communication, the ability to create texts of various styles and genres, own various types of monologue and dialogue;
- personal level: the formation of cognitive and speech culture and an adequate way of self-expression, as well as self-realization and self-actualization through communication.

As such a technique, we choose promotion (actualization), on the cognitive sides of which our method of teaching stylistics will be built. Nomination is the identification in the speech tissue of the text of certain techniques, schemes, figures that focus the reader's attention and help him extract textual information and interpret it, it "activates not only knowledge, but also opinions, attitudes and emotions, facilitates the search for relevant information, reduces the need for large amounts of information" [7. P. 22]. It is the main part of the text that comes to the fore in the general informative system of the text. And this is the study of stylistic devices and stylistically marked means in close connection with cognitive processes, i.e. through linguocognitive comprehension.

The foregoing allows us to include a cognitive component in the school methodology of teaching stylistics, which allows us to discover the cognitive mechanisms of linguistic features of the translation of stylistic information, to reveal the cognitive aspects of individual stylistic categories of the text.

So, the methodology we are developing is based on 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. The school course in stylistics is based on the concept of styles and stylistic means, outlined by V.V. Vinogradov. Linguistic provisions relevant for teaching stylistics:

- ✓ functional styles are systems consisting of both neutral and stylistically colored language means; these are not systems closed in themselves, they are in interconnection and interaction;
- ✓ when studying styles, one should pay attention to the fact that they differ both in extralinguistic factors (the sphere of communication, the nature of speech situations, the number of participants), and linguistic ones proper, therefore, it is necessary to identify the features of a particular style, taking into account not only the linguistic means of different levels, but also extralinguistic factors (knowledge about the world, the situation of communication, etc.).

The teacher must remember that the school should not mix the study of the norms of the literary language and the language of fiction, in which there are often deviations from the norms, if these deviations are stylistically motivated. Concepts such as text, types of text, which were basic in teaching coherent speech, remain relevant

² Demyankov V.Z. Cognitive linguistics as a kind of interpretive approach // Questions of linguistics. 1994. No. 4. P. 17–33.

³ Zolotova G.A. Grammar as a Science of Man // Russian Language in Scientific Illumination. 2001. No. 1. P. 107-113.

in the study of functional styles. The functional-stylistic approach to the consideration of a particular text should be aimed at discovering in it certain patterns associated with a particular style or genre.

Considering the cognitive foundations of teaching stylistics, it is necessary to turn to extension - a method of formal organization of the text, focusing the reader's attention on certain elements of the message. The fact is that a linguistic personality has a certain probabilistic model of the language, which gives the LP an idea of the average norm for a given type of text, and therefore the LP can notice deviations from the norm (see the works of R.M. Frumkina). Anyone who knows the language also knows its probabilistic patterns. The nomination implies that especially important parts of the text are brought to the fore [1. P. 51]. With them, you need to start the stylistic analysis of the text (statement).

Thus, the modern method of teaching stylistics is a generalization of teaching experience, both past and present. The modern method of teaching stylistics at school is understood as a single process aimed at mastering the basic knowledge and skills in stylistics, and characterized by the interconnectedness and interdependence of the goal, content, means, methods and techniques of teaching, types of exercises, ways of mastering knowledge and skills. Work on stylistics is an organic part of each lesson of the Russian language and the system of lessons as a whole. Tasks of school stylistics: 1) draw attention to the styles of speech and systematically show the features of the use of units of different levels in various functional styles; 2) at the level of the relationship "norm - deviation from the norm" to develop language intuition; 3) to fix in the minds of students the connection of each style of speech with a typical speech situation, to acquaint them with the main style features and teach them to correlate the content and partly the linguistic form of the statement with them; 4) show students that 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 from memory is important for understanding and interpreting the text. However, none of the types of knowledge is more important for the processes of understanding.

In general, stylistics explores the dynamic, functional aspect of language, taking into account the situation and status roles in communication, and cognitive stylistics, closely intertwined with the human factor, also drew attention to the relationship between the stylistic nature of language and cognitive processes. For example, the cognitive features of individual stylistic categories, stylistic devices are studied.

The time of the birth of cognitive stylistics is the beginning of the 20th! in. At this time, it takes shape as an independent linguistic direction. This happens in the works of L.G. Luzina [8], G.G.Molchanova [9], D.U.Ashurova [3], N.M.Dzhusupov [6] and others.

According to L.G. Luzina, "the cognitive direction in stylistics in its most general form can be represented as combining studies of two types: 1) studies that develop the general provisions of the theory of stylistics on the basis of cognitive linguistics; 2) studies that provide a cognitive justification for stylistic devices and constructions, expressive means of the language, traditionally attributed to the sphere of stylistics" [8. P. 208]. We will base our methodology on the second type of research.

The main achievements of cognitive linguistics should be recognized as the inclusion in the field of research of living forms of language from the standpoint of the knowledge they contain about the world and man (understanding and interpretation of texts, encoding and decoding of stylistic information), as well as the position that such phenomena as "metaphor, metonymy, personification, allusion, antonomasia and other trope figures are central, and by no means marginal, applied in the study of cognition processes" [3. P. 33]. The main emphasis within the framework of cognitive stylistics is on mental representations, not textual ones: what knowledge is represented by one or another language means or technique, trope, what are the intentions of the speaker (writer), how can the given text be interpreted.

Therefore, we can conclude that cognitive stylistics shifts the emphasis from text models, its composition and structure to models that show the connection between human consciousness and text. As you can see, this approach has a complex, interdisciplinary nature, when data from various sciences should be involved - philosophy, psychology, linguoculturology, information theory, etc. At the same time, the problem of language processing and organization of information in the text is solved as one of the priorities in the framework of cognitive stylistics. And the information itself is investigated on the basis of the structure of knowledge, taking into account which a model of understanding the text is built.

It is the accounting and use of cognitive competence that will allow teaching fully use the native language in all types of speech activity, forms, in different situations of using the language. Educational and practical tasks should not go in parallel, but jointly. The most important characteristic of cognitive-oriented teaching of the Russian language is the use of the text as the highest didactic units of study, and not only literary texts are needed, but also texts other functional styles.

In addition to the formation of cognitive competence, reliance on the text ensures the unity of the processes of the formation of all competencies.

The methodology for teaching cognitive stylistics that we are developing is based on theoretical work on cognitive stylistics. It arose at the junction stylistic theory and cognitive linguistics, but within the framework of traditional stylistics at the very end of the XX century, when it became clear that traditional stylistics did not cover the entire spectrum of possibilities of stylistic science. Where in it should be emphasized that the results obtained within the framework of cognitive stylistics do not contradict the traditional direction, but complement and enrich knowledge about stylistic phenomena. At the present stage, in the traditional style, an expressive stylistics, text stylistics, functional stylistics, practical stylistics, comparative stylistics; from here we see that interdisciplinary studies in stylistics are obvious, but each of the synthesized disciplines have their own object. Particular interest in the work is related to synthesis with cognitive linguistics, which is even now being elevated to the rank of a paradigm, because cognitive science, according to figurative expression of E.S. Kubryakova, turned out to be the umbrella that collected under a set of disciplines, one way or another related to the assimilation and transformation of information⁴: philosophical theory of cognition, cognitive psychology, cognitive linguistics, theory of artificial intelligence. Since cognitive linguistics explores different aspects of cognition (knowledge, cognition, information, human brain, consciousness, mind), its relationship with stylistics is exceptionally fruitful: the stylistic organization in the implementation of mental, communicative and cognitive processes. This is not a simple "addition" of the possibilities of cognitive science and stylistics, namely, the development of a new direction that can overcome the limitations "Narrow departmental" study of facts and thereby provide new perspectives their vision and explanation. Thus, the world of modern stylistics is multifaceted, complex, and therefore insufficiently researched. It is the text that is the relevant unit of stylistic research and research material (M.A.C. Halliday). In general, stylistics explores the dynamic, functional aspect of the language, taking into account the situation and status roles in communication, and cognitive stylistics, closely intertwined with the human factor, I also drew attention to the connection stylistic nature of language and cognitive processes. For example, the cognitive features of certain stylistic categories and stylistic devices are investigated.

The teacher needs to remember that the school should not mix learning 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. Concepts such as text, types of text that were pivotal when teaching coherent speech, remain

⁴ E.S. Kubryakova On the attitudes of cognitive science and current problems of cognitive linguistics // Questions of cognitive linguistics. 2004. No. 1. P. 6–17

relevant when studying functional styles. Functional and stylistic approach to considering that or another text should be aimed at detecting certain patterns associated with a particular style or genre.

Thus, the modern method of teaching stylistics is a generalization of the teaching experience, both past and present. Modern method of teaching stylistics at school is understood as a single process aimed at mastering basic knowledge and skills in stylistics, and characterized by the interconnectedness and interdependence of the goal, content, means, methods and techniques of teaching, types of exercises, ways of assimilation knowledge and skills. Styling is an organic part of everyone lesson of the Uzbek language and the system of lessons in general. Tasks of school stylistics: 1) draw attention to speech styles and systematically show features of using units of different levels in different functional styles; 2) on the level of the relationship "norm - deviation from the norm" to develop linguistic intuition; 3) to consolidate in the minds of students the connection of each style of speech with the typical speech situation, familiarize with the main stylistic features and teach to correlate with them the content and partly the linguistic form of the statement; 4) show students that knowledge of the language, knowledge of the world and the situation of communication, social statuses and roles of interlocutors, the ability to extract information stored there from memory is important for understanding and interpreting the text. At the same time, neither one type of knowledge is not more important for the processes of understanding.

Conclusion

The purpose of the course in stylistics is to expand the linguistic horizons of students through the assimilation of new stylistic knowledge in each class, and on the other, to improve their practical, communicative skills in various types of speech activity.

Interrelated study of the stylistics of three traditional directions - the stylistics of resources (stylistic means of all sections of the Uzbek language) functional styles of speech (functional and genre-stylistic varieties of speech) and stylistics of texts of different styles (types of speech activity) - with the involvement of cognitive stylistics data allows, as shown experimental learning, most fully and consistently present course material.

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