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## НАВЧАННЯ СТИЛІСТИКИ МАЙБУТНІХ УЧИТЕЛІВ АНГЛІЙСЬКОЇ МОВИ І ЛІТЕРАТУРИ

У статті наголошується на необхідності посилення уваги до організації курсу «Стилїстика (англійська мова)» у процесі підготовки майбутніх фахівців з іноземної освіти. Опанування стилїстики сприяє оволодінню стилїстичними нормами англійської мови, поглибленню розуміння мови як системи та культурного явища, її функціонування в різних комунікативних контекстах, розвитку професійних умінь роботи з іноземним текстом. Мета статті – висвітлення дидактичних аспектів організації навчання стилїстики як компоненти професійної підготовки майбутніх учителів англійської мови і літератури. Акцентовано, що ефективна організація навчального процесу в межах курсу передбачає взаємодію особистісно орієнтованого, діяльнісно-компетентнісного та когнітивно-комунікативного підходів, що визначає добір відповідних форм і методів роботи. З урахуванням особливостей зазначених підходів, запропоновано авторське бачення реалізації навчального потенціалу дисципліни, зокрема акцентовано увагу на інтерактивному форматі проведення лекційних занять та семінари-практикумі, що органічно поєднує теоретичний і практичний виміри через активну взаємодію всіх учасників освітнього процесу. Описано особливості організації лекції-діалогу та лекції за участю здобувачів. Як прийоми інтерактивізації на лекційних заняттях визначено формулювання запитань, що спонукають до когнітивно-мовленнєвої діяльності, використання тригерів уваги, ініціювання коротких дискусій на базі проблемних питань курсу, завдання, що забезпечують пошук власного розуміння через аналіз та критичне осмислення. Особлива увага в статті приділяється завданням для опрацювання на практичних заняттях та самостійної роботи. Описано систему завдань, спрямованих на розвиток стилїстичної компетентності, що охоплює аналітичні, аналітико-інтерпретаційні, творчі завдання та вправи на стилїстичне редагування. Аргументовано доцільність їх опрацювання під час семінару-практикуму у форматі професійної дискусії, роботи в малих групах, мозкового штурму. Для організації самостійної роботи рекомендовано індивідуальні навчально-дослідні завдання у форматі комплексного або порівняльного стилїстичного аналізу текстів, а також проєктну діяльність. Описано досвід реалізації творчого конкурсу проєктів «Stylistics in Use», що підтвердив ефективність завдань на особистісно значущій тематиці для підвищення мотивації студентів і якості їхньої навчальної діяльності.

**Ключові слова:** стилїстика англійської мови, підготовка майбутніх вчителів англійської мови, стилїстична обізнаність, стилїстична компетентність, дидактична організація, інтерактивне навчання.

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## TEACHING STYLISTICS IN PRE-SERVICE ENGLISH TEACHER TRAINING

The article addresses the importance of the course “Stylistics (the English language)” in the professional training of future English language and literature teachers and its organisation. Studying stylistics enables students to master stylistic norms, to obtain a deeper understanding of language as a system and cultural phenomenon, its functioning in various communicative contexts and to develop professional skills necessary for working with foreign language texts. The purpose of the article is to outline the didactic aspects of teaching stylistics as a component of the pre-service English language and literature teachers' professional training. It is emphasised that the effective organisation of the educational process within the course involves the integration of the learner-centered, activity- and competence-based and cognitive-communicative approaches which determines the selection of appropriate forms and methods of work. Considering these approaches, the author's vision of realising the educational potential of the discipline is revealed: the focus is on the interactive format of lectures and on seminar-workshops which combine theoretical and practical aspects through the active interaction of all participants in the educational process. The author describes the peculiarities of organising the lecture-dialogue and the lecture with student involvement. Interactive techniques used in lectures include asking questions that stimulate students' cognitive and speech activity, the use of attention triggers, short discussions based on problem-based issues, tasks that promote the development of individual understanding through analysis and critical reflection. The emphasis is also on the assignments offered for practical classes and independent work. A system of tasks aimed at developing stylistic competence is outlined. It embraces analytical, analytical-interpretive, creative tasks and stylistic editing exercises. A deduction is made regarding their implementation within the seminar-workshop in the format of professional discussions, work in small groups and brainstorming. As a part of independent work, the author offers individual research-based assignments: a complex or comparative stylistic analysis of the text and project-based learning activities. The experience of implementing the creative project competition «Stylistics in Use» is also described, demonstrating the efficacy of tasks based on personally meaningful topics in enhancing students' motivation and the quality of their learning outcomes.

**Key words:** English stylistics, pre-service English teacher training, stylistic awareness, stylistic competence, didactic organisation, interactive learning.

**Introduction.** Nowadays, it is essential for universities to train specialists in foreign language and literature education who can successfully meet the

challenges of the time. This requires the development of a wide range of professional competences, among which competences ensuring advanced language proficiency and

effective communication are pivotal. In this context, stylistics is particularly important as it develops students' ability to recognise, interpret and appropriately use stylistically marked language units in different communicative situations, contributing to the formation of key professional competences. Thus, this study reviews the ongoing task of pre-service English language and literature teacher training – the development of language proficiency through the teaching of English stylistics.

According to I. Kolomiets, stylistics is «a science and an academic discipline that studies and goes into: the functional-stylistic system of literary language in its current state and diachronic development (language and speech styles, substyles, their genre differentiation and structural organisation, expressive and individual styles, stylistic colouring), the stylistic inventory of language (stylistic features of language units of all levels), ways of using language units to express the intellectual, emotional and aesthetic content of speech; and also demonstrates the communicative and expressive potential of the language, its richness and beauty» [4, p. 147].

G. Lazar states that stylistics aims, on the one hand, «to expand students' knowledge and awareness of the language in general» [12, p. 31] and, on the other hand, «to enable students to make meaningful interpretations of the text» [12, p. 31]. Rugaiyah et al. emphasise that as a discipline it facilitates «a deeper understanding of the language and its literary and cultural aspects» [14, p. 195], being a kind of «a link between the form of language and the use of language» [14, p. 196]. N. Saienko underlines that insufficient knowledge of stylistic norms is one of the main causes of students' errors in oral and written speech [7, p. 1200], thus claiming the pivotal role of stylistic awareness and its development in teaching foreign languages.

We agree with K. Wales who considers stylistics «a significant teaching tool in language and literature studies for both native and foreign speakers of English» [15, p. 401]. In university practice it helps not only to promote future foreign language teachers' mastery of the stylistic norms of the English language but also to extend understanding of language functioning in different communicative contexts, thus improving their communication skills, to foster their ability to understand, analyse and interpret texts of various functional styles and to create their own texts/discourses, to form motivation to use the acquired knowledge in professional activities. Therefore, stylistics as an academic discipline is included in the curriculum for pre-service foreign language and literature teacher training.

**Literature review.** The last few decades have witnessed a surge in research on teaching stylistics within the foreign language teaching paradigm. Scholars have studied this topic from various perspectives.

A number of studies emphasise the educational value of stylistics as a tool for language development (pedagogical stylistics). Chuanmei Kang (2018) highlights the importance of stylistics for enhancing students', English majors', stylistic awareness across various courses, such as literature and other language-learning disciplines, especially at advanced level [10]. This view is supported by Rugaiyah et al. (2024) who also consider stylistics an effective tool for teaching English through text-based analytical activities at advanced level. The authors argue that its use in English language teaching is primarily displayed through stylistic analysis which can help develop students' awareness in

reading and writing, as well as their critical thinking [14]. S. Zyngier (2020) reviews the development of pedagogical stylistics which has empirically proven to be an effective tool in language and literature teaching [16].

The problem of teaching stylistics as an academic discipline has also received scholarly attention (pedagogy of stylistics). A. Chesnokova and V. Yakuba (2011) regard stylistics particularly effective for foreign language education, namely for non-native speakers of English majoring in linguistics. They highlight some aspects of the organisation of this course, focusing on its benefits and drawbacks [9]. K. O'Halloran (2019) offers to teach stylistics creatively via producing a «film poem» [13]. M. Lambrou (2020) is also interested in teaching the course of stylistics in university practice. She offers a flipped classroom model and collaborative whiteboard activities to increase students' engagement and confidence in stylistic analysis [11]. O. Tomchakovskiy et al. (2023) reveal some modern trends in teaching English stylistics for university students as those which are aimed at developing students' communication skills and preparing them for the effective use of stylistic means in a variety of real communicative situations [8]. N. Saienko (2024) describes methodological approaches to teaching stylistics in the university and practices of improving the development of students' stylistic skills through belles-lettres texts. She argues that stylistics, namely stylistic analysis, should be integrated into various foreign language disciplines [7].

At the same time, despite a wide range of studies, the issues of teaching stylistics as an academic discipline for pre-service English language and literature teachers still require attention, namely concerning didactic aspects of students' learning activities organisation. In the context of exchanging ideas and experiences, we consider it relevant to outline our own vision of the main aspects of organising prospective English teachers' activity within the framework of the course «Stylistics (the English language)».

**The purpose of the article** is to outline the didactic aspects of teaching stylistics as an academic discipline to pre-service English language and literature teachers.

**Presentation of the main material.** One of the main didactic categories that should be considered to organise the educational process within a framework of a discipline is the approach to learning. It determines the overall system of teaching the course, the methods used to organise the educational material and the peculiarities of the interaction of the educational process elements. Nowadays, in higher education, the combination of different approaches to learning is considered essential, since their interaction allows for a more in-depth organisation of the educational process and increases the efficacy of professional training.

We align with A. Popovych's idea that a learner-centered approach together with activity- and competence-based approach are particularly important in teaching stylistics for future language teachers [6, p. 118]. The former implies that the teacher defines learning objectives and organises the educational process with a focus on personality development, taking into account students' interests, their level of knowledge and skills [5, p. 37]. In this context, of special importance are the following: the subject-subject interaction between the teacher and the student, their cooperation in the learning process, students' active participation in the learning process, orientation on the students' personal experience

and future professional activity, the search for personal understanding through a thorough study of stylistic issues. The latter is focused on the professional aspect, the development of future teachers' professionalism and competencies. The focus is not on the amount of information learned but on the ability to independently acquire knowledge, understand, remember and creatively apply it in various professionally and problem-oriented situations, which ensures the connection of educational activity with future professional practice [6, p. 123].

At the same time, O. Tomchakovskiy et al. argue the importance of communicative approach in teaching stylistics which is aimed at developing students' communicative skills and their ability to use stylistic inventory to achieve a certain communicative effect and communicate effectively with different audiences [8, p. 228]. However, from our perspective, the system of teaching stylistics to pre-service English language and literature teachers should be supplemented by another approach – cognitive-communicative. We agree with M. Dzyuba and L. Malevich that this approach «ensures a holistic mastery of the language as a means not only of communication but also of thinking, of interpreting information which is extremely important for a modern specialist training» and also «contributes to the development of critical thinking, speech competence and professional reflection» [2]. This approach is a synthesis of the communicative approach with a cognitive one; they are widely used in language education and regarded as effective in higher education. Thus, the cognitive-communicative approach integrates the cognitive and communicative aspects of speech activity, considering language in relation to thinking, perception, memory and attention. According to O. Vovk, the foundation of learning within this approach is cognitive-communicative activity – a process of active cognition of reality through cognitive and speech means determined by the language code as well as socio-cultural and psychological factors. The characteristics of this process are conscious awareness, individual uniqueness, multi-dimensional motivation and the learning of language as a holistic worldview [1, p. 115]. In the context of teaching stylistics to pre-service English teachers, this approach is essential as it focuses on understanding stylistic phenomena as both manifestations of cognitive processes and functional tools used in communication.

Nowadays, it is really important to form in students, pre-service English teachers, the ability to think flexibly and critically, to interact and to communicate as well as a creative approach to solving problems. The implementation of these three approaches may provide this through the use of a carefully selected system of educational methods and techniques aimed at activating students' cognitive and learning activity.

In this context, although the lecture remains an important form of introducing information to students, it should be organised in a way that promotes their active engagement. Thus, we argue the importance of its interactive character. From this perspective, effective are the lecture-dialogue and the lecture with student involvement.

The former implements active interaction between the teacher and students via asking questions, using prompts and attention grabbers, stimulating short discussions, thus involving students in active cognitive-communicative activity and encouraging them to rely on their prior linguistic experience. For example, a story or anecdote illustrating the importance of studying a

particular stylistic phenomenon may be an effective attention grabber. When discussing stylistic errors, it may be useful to ask students to remember their own possible mistakes. When asked to give their own examples of stylistic devices and expressive means discussed within the lecture, it is a kind of challenge for them to give brighter examples than those given by other students. From our experience, a sample of zeugma (*My husband took out the garbage ... and apparently my mind too*) appears to be well memorable and challenging for other students provoking them to give their own vivid examples. When working on the lexical stylistic devices, students may be asked a problem-based question: *Can irony really be considered a stylistic device?*

By carefully selecting attention grabbers, lectures become more interactive and students are more motivated to actively participate in them, to connect new knowledge to their prior experience. Illustrative examples are also effective attention grabbers. We recommend using illustrative examples not only from literature or media materials but also from well-known films, songs or everyday life. This agrees with the results of previous research works which argue that it helps students to obtain a more realistic insight into the use of stylistic devices and expressive means in authentic discourse [8]. For example, when introducing the inversion as a stylistic device, the teacher may use samples of Yoda's speech, a character from the epic science fiction saga «Star Wars». In the film, Yoda's speech plays an important role in character differentiation. The inverted word order, which is one of his characteristic speech features, functions as a stylistic device that contributes to the character's impact on the viewer. Thus, this illustrative example may be an effective attention grabber for students addressing their prior linguistic experience. When simile is discussed, we offer our students to listen to the song «Delicate» by Sananda Maitreya in order to identify and comment on this stylistic device in authentic discourse.

The lecture with student involvement switches the traditional roles of teacher and students. The students individually or in small groups present examples illustrating certain stylistic phenomena, parts of the theoretical material and explain their findings to their groupmates, thus developing their ability to explain course material clearly and confidently, critical thinking and stylistic competence. For example, such a format of work may be suggested within the lecture «Functional styles in the modern English language».

Some other techniques that help to promote students' cognitive and learning activity during the lecture should be mentioned. Mini analytical tasks may be a kind of lecture outcome offered to students. For example, small text extracts (1-3 sentences) for stylistic analysis which can be conducted in small groups or individually with a brief whole-group discussion that follows are effective and interesting to work with as students may practically use information from the lecture. At the very end of the lecture, it is essential to suggest a recap activity to students. It helps to structure the knowledge acquired during the lecture, to build personal understanding and provides the teacher with immediate feedback. For example, these may be a short quiz consisting of a few identification or matching tasks and a «reflective practice questions» activity that asks students to answer the following questions: *How does this topic relate to what I already know? What are the key points I learned today? What did I find most meaningful or useful? What was the*

most interesting example discussed? Which aspects of this lecture were or unclear to me? What questions do I still have? How can I apply this knowledge? According to our observations, both formats have proved productive within the course. It should be noted that for these activities we recommend Google or Microsoft Forms to get immediate feedback. The choice of activity depends on the time available and the teacher's goals. Review activities are effective at the beginning of a lecture as they help to refresh students' knowledge of the previously introduced material. They may be in the form of a quick online test or a brief oral questioning, when the teacher asks several students random questions on key points discussed in the previous lecture/s.

With regard to three approaches to teaching stylistics mentioned above, we consider the seminar-workshop an effective form of conducting practical classes as it involves active interaction of all participants in the educational process, harmoniously integrating theoretical and practical aspects in the form of a discussion. Thus, productive within the framework of a seminar-workshop are formats which involve direct interaction of all participants in the educational process: professional discussions, active work in small groups and brainstorming. This approach allows for a deeper understanding of stylistic phenomena and ensures their effective practical use in a variety of communicative contexts. For example, in the practical lesson «Typology of functional styles in modern English» students may be offered a brainstorming activity in small groups where they suggest their own typology of functional styles. In this context, it should be mentioned that we support A. Popovych's idea that the questions included in the practical class plan are only guidelines for students' preliminary preparation and in classroom work a teacher should modify them, emphasising certain aspects, etc. in order to prevent mechanical reproduction of memorised information without its meaningful understanding [6, p. 242].

An equally important aspect of organising students' learning activity in the seminar-workshop is the system of tasks aimed at developing their stylistic awareness and practical stylistic skills. Scholars single out a number of exercises aimed at developing students' stylistic awareness [6; 7]. Basing on our experience, we identify the following types: analytical, analytical-interpretive, creative tasks and tasks for stylistic editing. All these exercises promote the activation of students' cognitive and communicative activity, providing understanding of stylistic phenomena as both manifestations of cognitive processes and functional tools used in communication. They may be implemented within the seminar-workshop in the format of work in small groups or whole group discussion and used in brainstorming activities.

Analytical tasks are aimed at developing the ability to recognise stylistic phenomena in a text/discourse and to identify them accurately using the appropriate terms. What follows are some examples of these exercises: (1) *Analyse the given samples which illustrate the cases of inversion. Name the type.* (2) *Classify the following epithets according to their structure into (a) single/simple epithet, (b) pair epithet, (c) two-step epithet, (d) chain of epithets, (e) compound epithet, (f) phrase epithet, (g) reversed (inverted) epithet and fill in the table below* [3]. They foster students' stylistic awareness.

Analytical-interpretive tasks require students not only to recognise stylistic devices but also to analyse their stylistic significance, decode their stylistic information

and explain their role in the text/discourse. For example: (1) *Define the type of rhyme, instrumentation means (onomatopoeia, alliteration and assonance) and graphical means. Describe the stylistic effect achieved. Look at the sample of the analysis from Ogden Nash's verse.* (2) *Name the language media of the morphological level that give additional information (logical, emotive, expressive) in the sentence. Comment on their stylistic effect.* (3) *Analyse the cases of using metaphor and metonymy, comment on their role and functions in the headlines of English newspapers.* (4) *Analyse the following extract from «Oliver Twist» by Ch. Dickens and find syntactical stylistic devices. Why are they so appropriate in this very fragment? What effect is achieved by the repetitions of the phrase «stop thief»? What stylistic device defines the tonality of the fragment? Why?* [3].

Creative tasks are aimed at developing students' ability not only to analyse stylistic phenomena but also to actively use them in their own oral and written speech. These activities foster stylistic competence, creative language use and the ability to choose appropriate stylistic means. Some examples of such tasks are given below: (1) *Describe the same situation, person or object twice: at first use literary vocabulary, then use colloquial vocabulary.* (2) *Expand one of the following pieces of information, first in a style which is appropriate for the popular press, then – for the quality press: a serial cyberstalker – women harassment – fake social media accounts – jail sentence ...* (3) *Read the poem «40-Howe» by Roger McGough. Transfer it into a prose text. How do the lay-out of the poem and the rhyme pattern contribute to its effectiveness? Compare the two texts. What does the narrative variant lack as compared to the poem? Comment on the difference between the poem and its prose variant in terms of its lexico-grammatical structure, punctuation and stylistic effect (expressiveness).* (4) *Imagine that you are the President of the University. You are to greet your new students. Make the speech of welcome. Mind linguo-stylistic peculiarities of the oratorical substyle* [3].

It is also necessary to use exercises that teach students, future English teachers, to perform stylistic editing of texts, including their own. Stylistic editing is an essential professional skill for a language teacher as it involves not only identifying stylistic errors but also correcting them appropriately and explaining the changes made. For example, these may be stylistic editing of specially prepared texts with deliberate violations of stylistic norms or peer editing in which students exchange their own written tasks (these may be tasks from their other courses such as essays written in the lessons of oral and written speech practice). Students are asked not only to find the errors but also to explain why they are inappropriate and to suggest their own corrected variants.

In modern higher education, organisation of students' independent work is particularly significant. It is aimed at developing their ability to search for information and evaluate it, to think critically, rather than merely accumulate and memorise it, as well as their creativity and flexibility of thinking. Within the course it involves providing sets of questions and practical tasks for each subtopic that are not covered in class. In addition, students are to work on an individual educational-research assignment within the time allocated for independent study. For this assignment, it is advisable to offer students the following variants: a complex stylistic analysis of carefully selected texts or samples of discourse, a

comparative stylistic analysis of authors' individual styles or texts belonging to different functional styles, genres. For example, students may be offered to analyse the stylistic features of modern digital texts as Twitter threads or TikTok comments.

It should be mentioned that project-based learning is a particularly effective form of educational-research assignment that goes beyond individual text analysis. For example, within the course, we developed and implemented a creative project competition entitled «Stylistics in Use» where students presented their educational-research assignments results. The competition required students working in small groups to produce a short video in which they described the city through the lens of a specific functional style or genre. After presenting the video they were to comment on it explaining and justifying their stylistic choices. Projects were submitted in four nominations reflecting different functional styles and genres: «Odesa Through the Language of Poetry», «Odesa Through the Language of Fiction», «Odesa Through the Language of Drama» and «Historic Odesa Across Genres». Our experience of implementing this project has shown that tasks based on real and personally meaningful topics significantly increase students' motivation and the quality of their work. This format involves a strong creative component, requires students to demonstrate a good understanding of stylistic norms of a particular functional style, develops their oral professional communication skills as well as their ability to make stylistically meaningful choices.

#### Conclusions and perspectives of further research.

The course «Stylistics (the English language)» is pivotal for pre-service English language and literature teachers since each type of language activity or communication is characterised by stylistically oriented skills. The efficacy of teaching this discipline depends to a considerable extent on its didactic organisation. We argue that the learner-centered, activity- and competence-based as well as cognitive-communicative approach used in combination provide an effective framework for organising the course which determines the choice of teaching formats and methods at both lecture and practical class stages, each contributing to the development of students' stylistic competence. At the lecture stage, we prioritise interactive formats: the lecture-dialogue which stimulates short discussions and addresses students' prior experience, the lecture with student involvement which partially transfers the role of presenter to students themselves. The following techniques are effective in providing students' active participation: asking questions, using prompts and attention grabbers, stimulating short discussions. Review and recap activities frame the lecture, helping students to structure the acquired knowledge on the basis of conscious awareness and providing the teacher with immediate feedback. We believe that the seminar-workshop is the most productive form of conducting practical classes as it harmoniously integrates theoretical and practical aspects through active interaction of all participants. The system of analytical, analytical-interpretive, creative and stylistic editing tasks ensures the progressive development of students' stylistic competence, helping them to understand stylistic phenomena as both manifestations of cognitive processes and functional tools used in communication. Interactive formats of work such as professional discussion, work in small groups and brainstorming prove particularly effective within the framework, engaging students not in passive reproduction

of memorised information but in active cognitive processing, critical analysis of stylistic phenomena and creative problem-solving. Assignment for complex stylistic analysis and project activities are effective as independent educational-research work formats.

The perspectives for further research we see in the study of innovative digital tools for developing stylistic awareness in pre-service teacher training.

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**ФОРМУВАННЯ СИНТАКСИЧНОЇ КОМПЕТЕНТНОСТІ В МАЙБУТНІХ УЧИТЕЛІВ-ФІЛОЛОГІВ У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ: СУЧАСНІ МЕТОДИЧНІ ПІДХОДИ**

*У статті розглянуто проблему формування синтаксичної компетентності в майбутніх учителів-філологів у закладах вищої освіти. Проаналізовано сучасні підходи до навчання синтаксису в контексті компетентнісної парадигми освіти. Уточнено*