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PRESTYLISTIC PREPARATION OF FUTURE TEACHERS OF UKRAINIAN LANGUAGE AND LITERATURE IN HIGHER SCHOOL

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Prestylistic Preparation of Future Teachers of Ukrainian Language and Literature in Higher School

The article outlines the preparatory, basic and deepening stages of the stylistic preparation of future Ukrainian language and literature teachers at the higher school. The attention is focused on the prestylistic generally linguistic preparation, which is carried out during the course of mastering by students the basic linguistic disciplines-prerequisites. The aspects of studying The Ukrainian language workshop, The introduction to linguistics, Business Ukrainian language, Modern Ukrainian literary language, Ukrainian dialectology, The history of the Ukrainian literary language, The old Slavonic language, The Ukrainian language culture, which will be needed during mastering Stylistics, are used. The preparatory stage involves mastering by students the general knowledge about language as a holistic system, the components of which are language and speech elements. The connection with the modern Ukrainian literary language is learned, studying which students not only learn the systemic features of linguistic units, but also pay attention to the functioning of linguistic means of different levels and requirements for the construction of these units is analysed in details. The attention is paid to the fact that the functional-stylistic principle is taken into account during the lessons in The modern Ukrainian literary language, as well as directions of studying of the stylistic aspects are pointed out.

It is concluded that the linguistic knowledge that students get during the lessons in basic linguistic disciplines-prerequisites, lay the foundation for studying The stylistics of modern Ukrainian language.

Key words: methodology of teaching The Stylistics of the Ukrainian language, high school, the Ukrainian language and literature teacher, linguistic discipline, stylistic preparation.

Teaching stylistics in higher pedagogical institutions is an integral part of a language teaching system – a holistic object in which the interconnected elements operate. Nowadays, it is extremely important to implement a systematic approach to studying a particular discipline at a higher school, since it enables the consideration of various elements of the teaching system, means of their organization and

interaction.

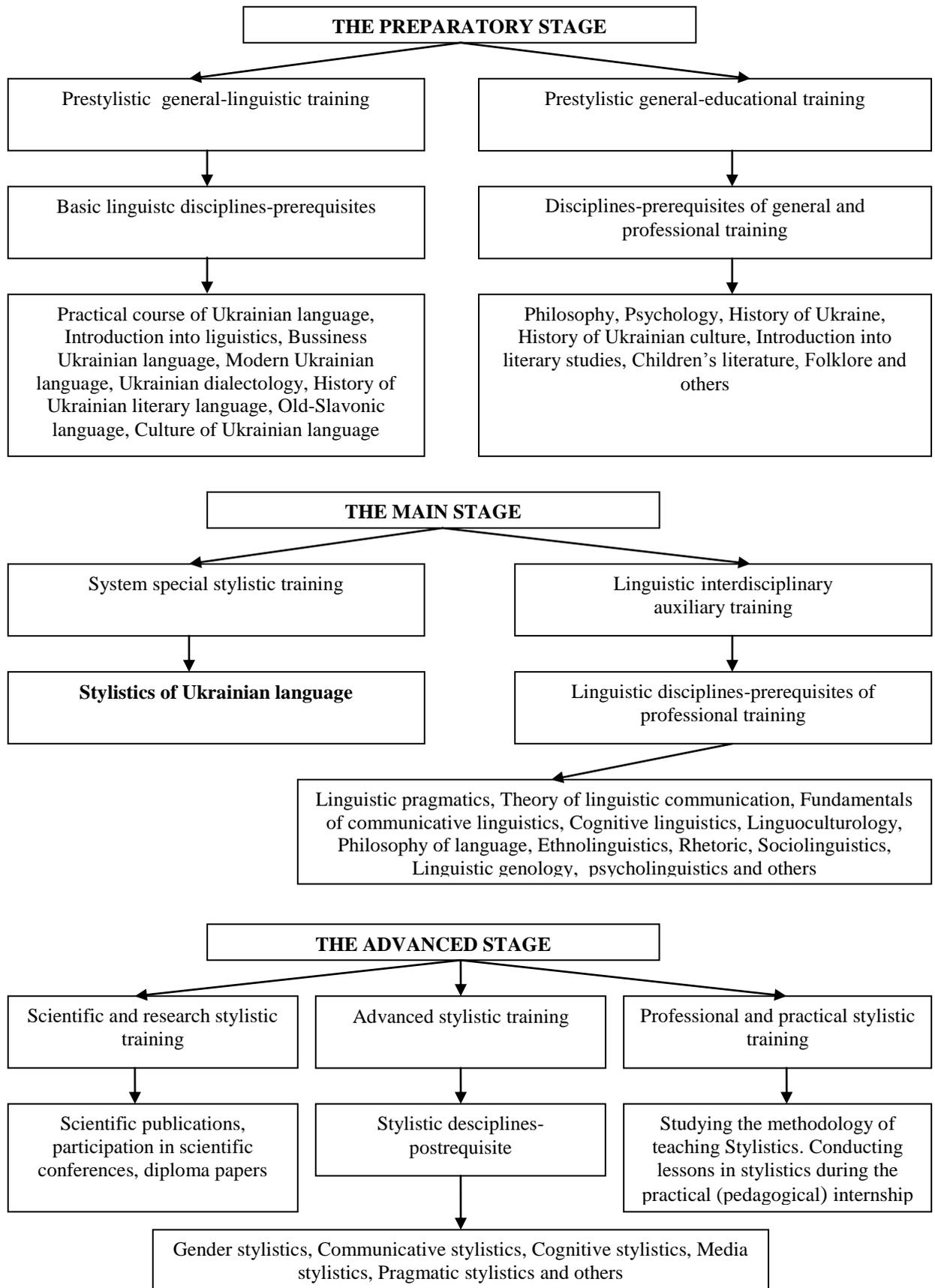
Teaching stylistics is a holistic, dynamic and open system characterized by the interconnection and interdependence of the components, and which interacts with other components of the educational process (linguistic, literary, linguistic and pedagogical disciplines, practical internship, research work, etc.), and it is directed to perfect mastering of theoretical aspects of stylistics, acquisition of stylistic competence and achievement of the highest level of performance.

Linguo-didactic aspects of studying stylistics in high school are reflected in the research works of B. Bader, Z. Bakum, N. Barannyk, L. Boiko, I. Haidaienko, S. [I]. Yermolenko, O. Karaman, S. Karaman, I. Kolomiets, P. Kordun, K. Klymova, G. Kontorchuk, L. Kravets, I. Kucherenko, T. Lishtab, V. Lutsenko, I. Mamchur, I. Nahrybelna, V. Novosolova, S. Omelchuk, M. Pentyliuk, L. Ruskulis, D. Semchuk, K. Serazhym, L. Suheiko, L. Shevchenko, N. Shulzhuk, N. Yanko and others. At the same time, the studying of scientific and methodological literature revealed that some issues of the methodology of teaching stylistics need to be elaborated.

In methodology of teaching stylistics, as well as any other discipline, we mark the components of the teaching system that are interconnected and form an integrity – the purpose and objectives, approaches to teaching, the content, the learning process, the principles, methods, means, organizational forms and teaching outcomes. In addition, the system approach is characterized by phasing.

The theoretical analysis of normative documents in the field of higher education, linguo-didactic literature and empirical experience made it possible to distinguish the following stages in stylistic preparation of future teachers of the Ukrainian language and literature (Pict. 1):

- 1) a preparatory phase, in which the prestylistic general linguistic preparation of students is carried out through studying of basic linguistic disciplines-prerequisites and the prestylistic achievemental general educational preparation, in particular, the mastering of disciplines-prerequisites of general and professional training;



Pict. 1. Stylistic preparation of future teachers of Ukrainian language and literature in higher school

2) a basic phase (systematic):

- systemic special stylistic training – studying the discipline "Stylistics of Ukrainian language" at "Bachelor's" educational level;

- linguistic interdisciplinary auxiliary training – an accompanying acquisition of knowledge in linguistic disciplines-corequisites of professional training;

3) an advanced one, involves the deepening of knowledge in stylistics, through mastering the selective disciplines-prerequisites of stylistic direction; studying the methodology of teaching stylistics in comprehensive educational institutions; formation of professional and pedagogical skills during conducting lessons in stylistics on practical internship in comprehensive educational institutions; acquirement of scientific and research skills in the process of scientific publications preparing, participation in scientific and research and practice conferences, writing diploma papers, etc. Professionally oriented areas for studying stylistics are very important on this phase.

The purpose of our research is to characterize the prestylistic general linguistic training of future teachers of the Ukrainian language and literature at the preparatory stage of teaching stylistics in higher educational institutions.

This stage involves the students' mastering of general knowledge about language as a holistic system, the components of which are language and speech elements. According to L. Matsko, the attention of students is concentrated "on the nature and essence of linguistic units, semantic and formal-grammatical features" [1, p. 3]. At the same time, students must understand the peculiarities of linguistic units functioning, the partial aspects of the stylistic norm of the Ukrainian language, and so on.

S. Vartapietova affirms: "Today we can speak about the stylistic aspect of the linguistic preparation of students, understanding it not only as an educational activity, limited by a separate course, but also as a work related to studying of language in general" [2, p. 107].

The stylistics of Ukrainian language is based on students' knowledge acquired

during the mastering of basic linguistic disciplines-prerequisites – a practicum in Ukrainian language, business Ukrainian language, introduction into linguistics, modern Ukrainian literary language, Ukrainian dialectology, the history of the Ukrainian literary language, Old Slavonic language, Culture of Ukrainian language

In particular, the practicum in Ukrainian language deepens students' knowledge about the linguistic resources of the Ukrainian language at different levels – phonetic, word-forming, morphological and syntactic. Students will base themselves on this information, by means of figuring out stylistic functions of language means.

Stylistics is connected with the discipline "Business Ukrainian language", which enriches the students' knowledge of the official-business style of Ukrainian language, forms the skills of business communication, develops the general culture of speech. Basing on Introduction to linguistics is necessary, because the discipline forms the basic knowledge of linguistic terminology and reveals the peculiarities of linguistic units.

The closest connection is with modern Ukrainian literary language, studying which students not only learn the systemic features of linguistic units, but also pay attention to functioning of linguistic means of different levels and requirements for construction of those units. The acquisition of linguistic and communicative competences forms a solid basis for the subsequent forming of stylistic competence.

The stylistic aspect goes through studying of all parts of modern language. In addition, lately the communicative-dynamic speech analysis prevails over the structural-static description of the language [2, p. 108]. These aspects are well implemented, for example, in the textbook by A. Moisiienko, O. Bass-Kononenko, V. Bondarenko and others. "Modern Ukrainian Literary Language: Lexiconology. Phonetics" [4] (table 1).

During the studying of modern Ukrainian literary language, students acquire phonetic-stylistic, lexical-stylistic grammatical and stylistic skills, which are later improved and deepened during classroom studies in Stylistics.

Table 1

Stylistic aspects in the textbook of Modern Ukrainian literary language

№	Parts of the textbook	Issues, related to stylistic aspects
1.	Lexical semantics	Functional loading of linguistic units, frequency of their usage, pragmatic (appraisive, emotional, expressive) aspect of lexical meaning, term «connotation», expressive and stylistic word meaning, defining of semantic components of the words, semasiological approach to studying the polysemy, studying of metaphor as a direction of scientific researches, stylistic functions of paronyms, paronomasia, synonymy as a stylistic phenomenon, stylistic functions of senonyms, in particular, the style distinguish ones, periphrasis, euphemism, enantiosemy, oxymoron.
2.	Classification of Ukrainian language vocabulary	Functioning of lexical units of different layers, sociolect, idiolect, means of a language game, individual-author's neologisms, emotionally loaded and emotionally marked lexical units, pastiche.
3.	Phrazeology	Stylistic functions of transformed phrazeological units, expressive and stylistic properties of phrazeology.
4.	General issues of Phonetics	Phonosemantics and phonostylistics.
5.	Over-segment phonetics	Typological features of intonations of communicative types of sentences in Ukrainian language. Main intonational models; Intonation of narration, intonation of question, imperative sentences.

O. Semenoh convinces about the necessity to take into account the text-centric approach and to acquaint the students with features of the text, which makes it possible to understand better the meaning of the linguistic units in the text at the beginning of the course of modern Ukrainian literary language [3, p. 190].

Usage of functional-stylistic principle is basic at the lessons of modern Ukrainian literary language. These areas (first of all in comprehensive educational institutions) were studied by B. Bader, N. Barannyk, O. Karaman, S. Karaman, P. Kordun, I. Kucherenko, G. Leshchenko, V. Lutsenko, V. Melnychaiko, I. Nahrybelna, M. Pentyliuk, L. Palamar, A. Popova, L. Ruskulis, L. Suheiko, N. Yanchuk and others.

G. Leshchenko, explaining the functional approach, believes that its essence "consists in determining the functions of linguistic means, their role in creating their own statements, acquiring the complex of different linguistic means in their interaction and contextual conditioning, preparing for the development of texts of

various types and styles of speech, adequate to using of linguistic means" [5, p. 83–84].

Consequently, in the lessons of modern Ukrainian literary language, work on stylistic aspects should be carried out in the following directions:

- finding out the meaning of linguistic units (phonetic, lexical, phraseological, word-formation, morphological, syntactic) in the texts of different genres and their functional features and expressive capacity;

- analysis of requirements for the development of linguistic units and their compatibility;

- mastering of the basic level of stylistic norms of modern Ukrainian literary language and the stylistic basis of speech mistakes;

- in development of skills it is reasonable to use linguistic means in all styles and genres of speech activity;

- formation of stylistic orientation and sense of style, etc.

Students should be able to replace synonymously some linguistic units with the others, choose the necessary synonymic word, to perform speech activity, to develop skills of critical attitude to their speech and speech of groupmates, and so on.

For example, while studying the noun, future teachers-philologist learn to use correctly the gender forms of a noun, to determine the gender of abbreviations; to choose the appropriate case forms: to use the vocative case, not to confuse the accusative and genitive cases, to use parallel inflexional endings of nouns of masculine gender in a dative case. Attention should be focused on the transition of common nouns to proper nouns and vice versa, expression of proper nouns-anthroponyms with the value of the plural and, consequently, the change of the lexical meaning, usage of abstract nouns in the concrete ones, the change in the lexical meaning of nouns in the plural, etc.

Linguodidacticians in scientific studios trace the implementation of a functional-stylistic principle at the lessons in higher educational establishment. In particular, O. Popova analyzed in detail the way of forming the stylistic skills of future primary school teachers during the studying of syntax of modern Ukrainian

literary language [6]. N. Yanchuk considers the actual problems of teaching modern Ukrainian literary language on the material of studying the parts "Lexiconology" and "Phraseology" in the context of implementation of functional and communicative approach to language learning [7]. N. Barannyk explains the functional-stylistic approach to studying grammar in high school [8].

According to L. Ruskulis, "the training of future teachers-philologists is impossible without taking into account the functional-stylistic aspect. After all, only under this condition the teacher of higher education will be able to achieve the desired result – to educate a linguistic personality who would fluently possess all the riches of the language on phonetic, lexical, grammatical and stylistic levels" [9].

At the same time, in linguistic-didactic literature various explaining of studying connection between stylistics and modern literary language are found. S. Varttapetova [2] suggests avoiding certain duplication of educational material in stylistics, which is revealed in analysis of linguistic means in accordance with levels of language and within the functional styles. The researcher offers an outlet that we do not approve – the integration of duplicated educational material from the course of stylistics into the course of modern language. In addition, it should be noted that this will reload the themes in modern Ukrainian literary language and partly alleviates the subsequent systematic studying of stylistics as normative discipline.

We fully agree with N. Babych, who clearly delineates the task of disciplines: modern Ukrainian literary language acquaints with the regularities, history, normativity of the written and oral forms of language (teaches to speak and write correctly), and practical stylistics teaches to distinguish in these regularities the obligatory and the possible, commonly used and individual, stereotyped and varied features (teaches to speak and write well) [10, p. 3].

Studying Ukrainian dialectology, students will need abilities and skills to discover and distinguish dialects; to determine types of dialectal opposition in vocabulary (lexical, semantic, ideographic); to know the composition of the dialectal vocabulary from the point of view of its origin: dialectal words-archaisms and dialectal words-innovations, dialectal words-borrowings, dialectal differences in

phraseology, semantic-stylistic synonyms of dialectal origin; to explain the meaning of hyperisms as phenomena of inconsistent, unsystematic substitution of sounds or forms to avoid non-normative, dialectal, and reproduction of correct, literary forms that are in fact false. In the future, the higher education students will determine the stylistic load of dialecticism.

We find thoughts of H. Hrymashevych conformable with ours, she speaks of proper attention to issues of dialecticisms functioning in the works of contemporary Ukrainian writers at the lessons on dialectology [11]. The studying of dialectology will help to understand the notion "the language picture of the world" and will help to orient better in cognitive aspects of stylistics.

Sometimes it is difficult to analyze the linguistic peculiarities of a literary work without analyzing the dialectological evidence of a certain period and modern dialectological descriptions of the relevant area, especially the data of linguistic maps. "This – according to P. Hrytsenko – will allow making reasoned assumptions about the limits of the visual and the authorial among the units registered in the texts, to find out from which potential number of units the author chose, and therefore – why such a choice had been made. The last one is an important component of the knowledge of idiollect as a result of the creative process – the constant author's choice among a number of possible alternative elements "[12, p. 40].

The Old-Slavonic language lay the groundwork with the help of clarifying the features of the Old-Slavonic units (on the phonetic, lexical and grammatical levels), their ability to define different functional styles in texts and to find modern analogues.

The history of the Ukrainian literary language studies the historical (diachronic) aspect of stylistic phenomena, in particular the literary language in historical development. Analyzing the text that belongs to the ancient periods of literary language development, it is necessary to take into account the cultural and historical context of text existence, understand the relation between functional and expressive styles of that time [13, p. 26].

It is impossible to study the idiostyle of the writer without taking into account

the linguistic environment and the textual diversity of idiolect's creator. P. Hrytsenko observes: "Modeling of the linguistic world of the writer as a separate speaker, studying the repertoire and the genesis of his linguistic features, defining his linguistic priorities, the attitude to language as a multifaceted phenomenon are possible not so much on the basis of the special testimonies left by the author (essays, letters, diaries), but in his authentic texts" [12, p. 21]. It is necessary to take into consideration the chronotopes of the Ukrainian cultural continuum. Knowledge in the history of the Ukrainian language will allow to understand the actual linguistic history of the text, to find out the dynamics of megatex.

The influence on mastering the stylistics and "mutual enrichment" is carried out through the acquisition of a language culture that forms the linguistic competence, which will be used in the course of stylistics. The discipline "Culture of language" teaches to comprehend the linguistic norm, explains the system of communicative qualities of speech, teaches the perfect mastery of the laws inherent in the Ukrainian language. Partly, the culture of language is attached to stylistics, for example, a textbook by L. Matsko [1, p. 411–422], a textbook by N. Babych [10, p. 191–420]. P. Dudyk is convinced that the theory and practice of culture of language and culture of speech are more appropriate in stylistics and he claims: "the thing, which is used to be named a Culture of language (speech), does not have a separate linguistic material, it uses the theory and practice of all other parts of the science about language (phonetics, lexicology, phraseology, grammar and stylistics)" [14, p. 32], therefore in his research work he presents a separate part "Communicative and stylistic quality of language".

Consequently, the stylistics of the Ukrainian language is an integral part of the general linguistic preparation of future teacher-philologist. Linguistic knowledge that students master at classes from the above mentioned basic linguistic disciplines-prerequisites, lay the foundation for studying of stylistics.

The prospect of further research is seen in explaining the basic and deepening stages of students' stylistic training in higher educational institutions.

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Попович А. С.

Достилістична підготовка майбутніх учителів української мови і літератури у вищій школі

У статті виокремлено підготовчий, основний і поглиблювальний етапи стилістичної підготовки майбутніх учителів української мови і літератури у вищій школі. Увагу акцентовано на достилістичній загальнолінгвістичній підготовці, яка здійснюється впродовж опанування студентами базових лінгвістичних дисциплін-пререквізитів. Заналізовано аспекти вивчення практикуму з української мови, вступу до мовознавства, ділової української мови, сучасної української літературної мови, української діалектології, історії української літературної мови, старослов'янської мови, культури української

мови, що знадобляться при опануванні стилістики. Підготовчий етап передбачає засвоєння студентами загальних знань про мову як цілісну систему, складниками якої є мовні й мовленнєві елементи. Детально потлумачено зв'язок із сучасною українською літературною мовою, вивчаючи яку студенти не лише засвоюють системні ознаки мовних одиниць, а й звертають увагу на функціонування мовних засобів різних рівнів та вимоги до побудови цих одиниць. Звернуто увагу на врахування функціонально-стилістичного принципу на заняттях із сучасної української літературної мови, а також вирішено напрями вивчення стилістичних аспектів. Зроблено висновок, що лінгвістичні знання, які студенти опановують на заняттях із базових лінгвістичних дисциплін-пререквізитів, закладають ґрунтовні підвалини вивчення стилістики сучасної української мови.

Ключові слова: методика навчання стилістики української мови, вища школа, учитель української мови і літератури, лінгвістична дисципліна, стилістична підготовка.

Попович А. С.

Достилистическая подготовка будущих учителей украинского языка и литературы в высшей школе

В статье выделены подготовительный, основной и углубляющих этапы стилистической подготовки будущих учителей украинского языка и литературы в высшей школе. Внимание акцентировано на достилистической общелингвистической подготовке, которая осуществляется в течение освоения студентами базовых лингвистических дисциплин-пререквизитов. Проанализированы аспекты изучения практикума по украинскому языку, введения в языкознание, делового украинского языка, современного украинского литературного языка, украинской диалектологии, истории украинского литературного языка, старославянского языка, культуры украинского языка, которые понадобятся при освоении стилистики. Подготовительный этап предполагает усвоение студентами общих знаний о языке как целостной системы, составляющими которой являются языковые и речеведческие элементы. Подробно объяснена связь с современным украинским литературным языком, изучая который студенты не только усваивают системные признаки языковых единиц, но и обращают внимание на функционирование языковых средств разных уровней и требования к построению этих единиц. Обращено внимание на использование функционально-стилистического принципа на занятиях по современному украинскому литературному языку, а также выделены направления изучения стилистических аспектов. Сделан вывод, что лингвистические знания, которыми студенты овладевают на занятиях по базовым лингвистических дисциплинам-пререквизитам, закладывают фундаментальные основы изучения стилистики современного украинского языка.

Ключевые слова: методика обучения стилистике украинского языка, высшая школа, учитель украинского языка и литературы, лингвистическая дисциплина, стилистическая подготовка.

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The article was received by the Editorial Office on 08.09.2017

The article was put into print on 29.09.2017

Reviewer – V. M. Labunets`, Doctor of Pedagogical Sciences, Professor