

## TECHNOLOGY OF FORMING THE FOREIGN LANGUAGE COMMUNICATIVE CULTURE OF STUDENTS OF TECHNICAL UNIVERSITIES BASED ON THE STUDY OF STYLES AND TRENDS OF WORLD LITERATURE

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### ABSTRACT

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Strengthening the potential of international integration of graduates of Ukrainian technical universities and their effective adaptation to the socio-cultural environment of industrialised countries requires the development, validation and implementation of educational technologies for training future specialists in such important for the national economy specialities as mechanical engineering, energy, chemical engineering, civil engineering, economics, ecology, transport, IT technologies. Intercultural communicative competence is formed in the process of studying a foreign languages and multicultural education. It is necessary to modernise the existing curricula for the study of foreign languages and cultures by introducing innovative elements that increase the level of preparedness of future professionals for international economic and technological interaction. A developed communicative culture presupposes a qualitative knowledge of languages, the achievement of which is to some extent hindered by students' poor understanding of stylistic norms of language, which are not taught in non-philological universities, and which is a frequent cause of errors in oral and written communication by future graduates. The study attempts to form stylistic skills of students of a technical university, the presence of which means the ability to clearly and distinctly express their thoughts, adhering to stylistic norms, to select and adequately use various stylistic means of the language in accordance with the communication situation. The development of stylistic skills was carried out on the material of English-language fiction, which is considered a rich resource for carrying out stylistic analysis of texts, developing students' communicative competence, and increasing their general cultural level.

### KEYWORDS

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Students of technical universities, foreign language, stylistic skills, fiction.

### 7.1 FEATURES OF THE COMMUNICATIVE CULTURE OF A TECHNICAL SPECIALIST

An important component of the general culture of a specialist is communicative culture, which involves the possession of competences in the field of organizing the interaction of communication subjects, which allows establishing personal and business contacts with other people, achieving understanding in the process of communication.

The main indicators of the formed communicative culture will be sociability, compliance with the norms of behavioral etiquette, the ability to overcome disagreements, and, of course, language proficiency as a component of social regulation and adaptation.

According to researchers of the features of professional communication [1], the communicative culture of a specialist involves a culture of behavior, an emotional culture, a general culture of speech and a culture of business communication, and the latter largely determines the effectiveness of professional activity.

The culture of behavior of an individual is formed in accordance with the ethical norms of society. Emotional culture includes the ability to regulate one's mental state, understand the emotional state of the interlocutor and establish emotional contact with him/her, overcome indecision, and show flexibility in communication.

General language culture involves observing the rules of speech behavior and following the norms of using correct language in any interaction situations. The culture of business communication is characterized by a number of additional requirements in relation to the general speech culture, such as mastering the terminology of a specific specialty, the ability to build a speech on a professional topic, the ability to organize and manage a professional dialogue, the ability to communicate with non-specialists on issues of professional activity, etc.

The scientists, such as J. Locke, J. Rousseau, M. Buber, T. Newcomb and others, laid the foundations of successful communication: tolerance and reflection of communication, emotionality and style of expression of thoughts, adherence to ethical norms, choice of the optimal style of information transmission, ability to adequately choose and implement effective strategies and tactics of communication in accordance with the current situation and in accordance with the individual characteristics of a person.

Communicative culture in the conditions of technical universities is purposefully formed primarily in the process of studying languages, which are the main element of communication. Languages, both native and foreign, contain significant potential for the formation of communicative culture, their study accounts for approximately half of the credits, allocated for normative disciplines of the humanitarian and socio-economic cycle in technical universities of Ukraine.

Studying business Ukrainian is relevant for technical universities, since, for example, all business and production documentation is drawn up in Ukrainian as the only state language, in addition, oral communication in Ukrainian in the production sphere after the start of the war with Russia began to dominate even in traditionally Russian-speaking regions of the country. As for a foreign language, in connection with globalization processes that affect almost all aspects of a specialist's professional and personal life, it has become obvious that the success of intercultural communication is largely determined by the cultural adaptability of individuals entering into international business relations: their tolerance, flexibility, ability to appreciate the beliefs of others and, of course, proficiency in the languages of intercultural communication.

Thus, the formed communicative culture of graduates of technical institutions of higher education, who in our time of rapid scientific and technological transformations represent a significant part of international partnerships, means: *knowledge* of the norms of oral and written literary language in the field of personal and professional communication, rules for drawing up business and production documentation and conducting business negotiations; the *ability* to logically and consistently formulate thoughts; to compose business letters, agreements, contracts in a foreign language, to use adequate means of speech depending on the communication situation; to exchange scientific and professional experience, to establish personal and professional contacts, to be professionally mobile; to express and defend one's point of view, to tolerantly perceive the opinion of the interlocutor, to conduct a discussion using methods of reasoned argumentation [2].

Let us separately highlight such a component of communicative culture as the culture of international communication – a phenomenon that has arisen only in recent decades and has its own characteristics. The culture of international communication is formed in the process of multicultural education, which can be defined as preparation for contact with another culture, adequate behavior in the conditions of a foreign culture, the formation of a transnational culture of the individual.

Versatile external contacts indicate that success in any type of international activity largely depends on the degree of preparation of its participants for intercultural communication, the formation of the culture of international communication, an important component of which is knowledge of both the culture of the partner country and the basics of speech culture as a set of such qualities that best affect the addressee depending on the specific situation, goals and objectives. These include: accuracy, clarity, correctness of language, its stylistic richness, diversity and expressiveness.

According to researchers, the culture of international communication means the ability to make the right choice [3]. Sociolinguists represent language as a kind of “tangle of codes”, from which communicants make a choice. The fact that communicative competence consists in skillfully operating a whole repertoire of codes is especially emphasized. The one who enters into intercultural relations must possess various formulas within each thematic group of speech etiquette in order to choose the most appropriate option, focusing on extralinguistic conditions of communication.

Language has many variations. In different communication situations, it is necessary to choose linguistic options for communication, adequate to the situation, which is impossible to do without knowledge of the stylistic norms of the language. Therefore, stylistics is considered as a study of the “appropriateness of language” [4], and the need to teach it potential participants in intercultural communication is beyond doubt.

## **7.2 APPROACHES TO THE FORMATION OF STUDENTS' STYLISTIC SKILLS DURING THE STUDY OF A FOREIGN LANGUAGE**

As a rule, the end result of traditional foreign language education at a technical university is students' mastery of a certain vocabulary in everyday and professional spheres, basic knowledge of grammar and limited communicative skills for everyday and professional communication. At the same time, most students have practically no idea about the stylistic features of written and oral speech, which hinders the development of their ability to be effective communicators.

A real speech culture involves the ability to select language means, to operate freely with them, adhering to stylistic norms, accurately and in accordance with the communication situation.

As observations show, one of the main reasons for errors in written works and oral communication of students is poor mastery of the stylistic norms of the language being studied. Therefore, finding ways to improve the stylistic training of future professionals is an important task of teaching a foreign language.

Stylistics is a section of the science of language that studies the functional styles of language and the means of speech, used in accordance with a given style. Due to the limited amount of time, allocated to studying a foreign language at a technical university, the basics of stylistics can be taught in a parallel,

distributed manner, that is, in parallel with other aspects of the language and practically in every lesson, with the goal, on the one hand, to expand the linguistic horizons of students through the acquisition of stylistic knowledge, and on the other hand, to improve their practical skills and communicative abilities in various types of speech activity.

Based on the analysis of psychological, pedagogical and linguistic literature and the study of the accumulated experience of teaching stylistics, the content of the main stylistic concepts and the corresponding skills that students of a technical institution of higher education should master while studying a foreign language have been determined, and a methodology for teaching students basic stylistic concepts has been developed.

According to researchers, the object of stylistic analysis should be texts that belong to different stylistic and individual-author systems, and which reflect the processes of language development in a certain historical period [5].

The stylistic abilities and skills of students are based on the theoretical principles of linguistics, which considers such basic styles of speech as scientific, journalistic, official business, artistic, and conversational with their characteristic language resources.

Let us agree with the opinion of the authors [5] and expand the idea of what stylistic skills should be developed in students, namely:

- 1) identify stylistic means in the text;
- 2) conduct a stylistic analysis of literary texts representing different styles and directions;
- 3) characterize speech styles taking into account the literary norms of the language;
- 4) replace lexical units with appropriate synonyms depending on the style of speech and communicative situation;
- 5) produce texts of different styles, types and genres of speech;
- 6) correct, edit and improve written texts and oral statements of different styles.

The development of stylistic skills depends primarily on the construction of the learning process by the teacher, his/her ability to interest students in his/her subject.

As practice shows, the mandatory conditions for the successful development of students' stylistic skills are systematicity in teaching stylistics, an accessible explanation by the teacher, and a skillful selection of tasks and exercises.

In the methodology of teaching stylistics, stylistic skills are conventionally divided into two types:

- 1) skills related to the acquisition of stylistic means of speech;
- 2) skills that ensure the mastery of stylistically differentiated coherent speech [5].

To form the skills of both groups, it is necessary to use appropriate methods.

We used the following methods related to the acquisition of stylistic means of speech: the method of reporting stylistic data, which introduces students to the means of providing stylistic coloring of speech, its synonymous richness, the diversity of its expressive possibilities; stylistic analysis of words, constructions, text fragments; independent work on identifying stylistic characteristics of language means in a certain text.

The group of methods for forming stylistically differentiated speech skills involved creating a text in a particular style manner, using the method of correction, editing and improving the text.

Different types and kinds of exercises were used to form the stylistic skills of both groups.

According to the typology of the exercise, the following groups could be divided:

- exercises to demonstrate the functioning of stylistic resources of the language: phonetic, lexical, grammatical, syntactic;
- exercises, designed to recognize stylistic means in specially selected material;
- exercises, in which students independently select texts of different stylistic affiliation, characterize them and explain the appropriateness of using certain stylistic means;
- exercises on the use of certain stylistic means by students in their own language;
- exercises on editing someone else's and their own oral and written speech.

To conduct stylistic analysis, it is advisable to use the following types of exercises:

- analysis of texts belonging to different functional styles, finding those means that indicate a certain stylistic affiliation of the text;
- identification and analysis of stylistic means at the lexical, grammatical, phraseological, syntactic levels;
- selection of lexical units that have given stylistic properties;
- selection of speech turns that are optimal from the point of view of solving communicative tasks;
- use of language means that have stylistic properties in students' own coherent speech;
- composition of their own text of various stylistic and genre affiliations.

The following examples can be given as specific types of tasks:

Exercise 1. To what style of speech does a statement belong if it reports on the results of research, provides knowledge from a certain field of science, uses terms, the presentation is logical, accurate, and well-founded?

Exercise 2. Determine the style and artistic means of the given passage.

Exercise 3. Provide evidence to confirm that this passage is an example of a journalistic (scientific, artistic, colloquial, etc.) style.

Exercise 4. Read the text and find dialectisms (jargonisms, archaisms, neologisms, etc.) in it. What is their role?

Exercise 5. Identify stylistically neutral vocabulary in the given text.

Exercise 6. Read the epithets for the word "law". Which of them are terminological in nature and can be used in a scientific style, and which are used only in colloquial? (unconditional, great, eternal, omnipotent, harmonious, lifelong, universal, iron, historical, powerful, international, dry, wise, extraordinary, unchanging) [5].

Thus, in the process of studying stylistics, students develop skills in studying the nuances of language and decoding literary texts [6].

Thus, the main goal of studying stylistics at the university can be to master the stylistic norms of a foreign language, master knowledge about the features of functional styles, form the skills to select stylistic resources in accordance with the communication situation, and develop skills in the communicatively justified use of language tools in compliance with the etiquette norms of communication.

Fiction can be an inexhaustible resource for the formation of stylistic skills, its role and significance in the foreign language training of graduates of non-philological universities has long been clearly underestimated, and although in recent years there has been an increase in interest in literature as a rich source of material for studying a foreign language, technologies for including literature in the process of foreign language training of students of non-linguistic specialties at the university are still under development.

### 7.3 THE ROLE OF FOREIGN LANGUAGE FICTION IN THE FORMATION OF THE PERSONALITY OF A MODERN SPECIALIST

The formation of a personality, its spiritual culture is difficult to imagine without reading fiction.

Based on research on the role of literature in the formation of youth [7] and our own observations, we can indicate a number of reasons why reading fiction is useful for the general cultural development of a future specialist. Fiction forms a thoughtful reader, develops figurative memory, imagination, aesthetic taste, mental abilities, increases the culture of oral and written speech, enriches the emotional world of a person. Works of fiction contribute to the emergence of qualities that are carriers of positive, life-affirming energy. Under the influence of literature, the priority of a humanist, a patriot, a spiritually healthy personality is actualized. Art works give aesthetic pleasure and form moral qualities: optimism, readiness to overcome difficulties, the will to win and achieve the goal, etc. Given that a literary text as a phenomenon of art is a living organism, its impact on a person is always unpredictable. Sometimes a negative example from a work of art can work much more strongly than a positive one, contributing to spiritual purification, renewal, and moral hardening.

All of the above benefits of reading fiction apply equally to reading in native and foreign languages. We attempted to teach stylistics to students of technical universities using the material of fiction as a limitless resource for the formation of stylistic skills and communicative competence in general.

The primary task was to carry out a very careful selection of the content of the artistic material for educational purposes, both in the classroom and for independent work.

A survey was conducted among students of the Kharkiv National Automobile and Highway University (KNAHU) (117 people) to identify their literary preferences.

Students were asked to name their favorite literary genre and the book that made the strongest impression on them. 48% of respondents named detective and adventure literature as their favorite genre, 23% named science fiction (fantasy and fairy tales), 18% mentioned classics, and 11% indicated historical and "women's" novels.

As other studies show [8], in addition to fiction, the circle of preferences of young students also includes publications on psychology, philosophy, medicine, and political science. The average number of books read by students per year reaches twenty. Most students most often consider reading as "relaxation", "escape from reality", and "source of knowledge".

In addition, the vast majority of students' reading interests are made up of works by contemporary authors. Online audiobooks and publications, based on which films have been made, are also popular among the younger generation.

A characteristic feature of modernity is also that young people use innovative technologies in their reading activities, for example, social networks to discuss books, exchange impressions and recommendations on the choice of literary sources.

In the modern mobile society, the attributes of convenience prevail [9], so young people often read on electronic media, namely smartphones, tablets and e-books, often in transport, getting to work or study.

The answers to the question of which is better, a movie or a book, were distributed almost equally, with a slight advantage in favor of literature. This distribution indicates that for young people, modern technol-

ogies and visual images are important, but not key in their preferences. The majority of students still chose a book, and this is an indicator that the printed word, as before, occupies a significant place in the lives of the younger generation.

Continuing the analysis of our survey, it should be noted that, when answering the question of which book made the strongest impression on you, none of the respondents mentioned a detective hero. On the contrary, only works of serious fiction were mentioned and commented on in the answers. It turns out that detective novels and fantasy are readily and quickly "swallowed", but this is most likely a kind of mechanical, thoughtless reading, but the soul of young readers still responds only to truly highly artistic literary works.

As observations show, students who read fiction have a larger vocabulary, a broader horizon, and also use richer intonation, facial expressions and gestures when expressing their impressions of what they have read.

With educators' growing concern about the lack of reading skills among the younger generation [10], as well as a decline in interest in the content of foreign language programs [11], it is becoming increasingly urgent to find ways to diversify this content and make it more attractive by including fiction in it.

The rapid pace of globalization also creates a demand for people who are fluent in several languages and who can navigate in real communication situations using authentic language and cultural knowledge, which means that the formation of these skills should be given special importance [12].

The emphasis on the development of intercultural communicative competence has led to increased attention to literature as a language resource that provides both authenticity and multicultural knowledge and interesting content [13]. Recent Council of Europe documents on language learning also recognize the importance of literature for their study, which has found its place in the updated CEFR descriptors [14].

The authors [9] explain the serious decline in interest in reading books, particularly among students, by the development of modern technologies, which has led to new negative trends in the cultural environment. The latest models of using mass media and methods of electronic communication (blogs, short information texts, social networks) have led to a low level of awareness of the importance of the process of reading books among young people.

Recently, teachers from different countries of the world have noted that students are unable to convey their feelings and emotions regarding the text they have read. They are unable to properly analyze the text due to the lack of analytical reading skills. There is a general decrease in interest in reading and insufficiently developed communication skills. Teachers are faced with the question: in what form and in what volumes should students of non-linguistic faculties read fiction in a foreign language, including classical literature, since it is the language of works of art that allows them to learn the picture of the world, involving students in the values of other peoples and promoting intercultural integration [14].

Literature is an "open window" into the cultures of the world, which helps students better understand the "other" and also increase their intercultural competence, and a literary text with its rich stylistic diversity can evoke a wide range of emotional reactions in young people [15].

Of course, preference should be given to authentic foreign language resources. When working with literary texts, intended for teaching a foreign language, a teacher faces a number of questions, for example, how to take into account lexical and cultural aspects when selecting texts [16], what criteria should be used when choosing a literary work, what skills will students acquire after working with such material.

Any teacher who has experience in working with fiction in a foreign language can confirm how difficult it is to select texts for reading taking into account their accessibility for students, that is, the ability of those who study to overcome lexical, grammatical and syntactic difficulties. For example, reading a text from classical literature, which contains an excessive number of archaisms and complex stylistic constructions, can reduce interest and motivation for further reading. It is also necessary to take into account the degree, to which the text is filled with information that constitutes natural background knowledge, and which should be understandable to the student and resonate with his/her interests. As our experience shows, the use of works by authors of the 19<sup>th</sup>-21<sup>st</sup> centuries is most effective in teaching a foreign language, since they are chronologically closer to our time, arouse greater interest in students and encourage them to participate in discussions and express their own attitude to the events described. However, it is advisable to find a balance between the texts of classical and modern authors. That is, important criteria for selecting works of fiction are the correspondence of the lexical and syntactic complexity of the text to the level of language training of students, as well as the correspondence of the content of the text to the interests of the student reader.

Thus, reading authentic literary texts by famous writers acquires special importance in teaching a foreign language as a means of communication and studying the heritage of world culture using interactive and socio-cultural approaches. We offer our experience in teaching reading fiction in English at a technical university, the purpose of which is to instill in students a taste for literature, develop the habit of constantly reading and discussing literary works, and form the skills of stylistic analysis of a literary text.

#### **7.4 INTEGRATION OF STYLISTICS AND FICTION IN THE COURSE OF TEACHING A FOREIGN LANGUAGE**

Researchers of the potential of fiction believe that literature is a huge mass of created texts that can act as an activator of acquiring language knowledge and skills, intercultural awareness and motivation [17].

Recently, literature has increasingly been perceived as a rich source of means for teaching a foreign language. There is a steady trend towards the integration of language and literature teaching at all levels of language learning. This trend is the result of the recognition of the role that literacy, multiliteracy and multimodality play in people's lives in the 21<sup>st</sup> century. Respectable bodies, such as the Council of Europe or the Modern Language Association, recommend combining literature and language learning in order to promote the formation of translingual and transcultural competence of learners. Literary texts can be used not only for the development of communicative and intercultural competence, but also for the personal and social growth of an individual [18]. The authors [19] propose to introduce integrated language and stylistic studies, the study of linguistic and expressive elements of language, into language teaching curricula. Such a combination of language and literature can not only involve students in text-based analytical activities, but also raise the level of linguistic competence and broaden their horizons.

Reading literary texts focuses students' attention on both the content and the form of a work of art, thus contributing to a comprehensive study of the language. However, if literary texts are to become an integral part of language learning, teachers themselves should learn how to select literary texts, how to

use these texts in class, how to accustom students to stylistic analysis of the text, how to motivate them to independently read in a foreign language.

A course was developed for students of various specialties of the KNAHU (65 people), covering different directions and styles of fiction. Perhaps the most important and most difficult task was to select authors and relevant texts from a huge number of brilliant literary works, so that students would experience positive emotions while working with them and be motivated to continue independent reading of fiction in a foreign language. The themes and plots of the selected texts had to be interesting to students and evoke their emotional response.

The experience with various texts shows that short stories, excerpts from novels, poetic works, and excerpts from dramatic plays are most suitable for educational purposes. The language of the selected texts should correspond to the language level of the students. For example, the texts of ancient and medieval literature are quite complex and contain a lot of archaic vocabulary, so it is advisable to choose texts that are characterized by the turns of modern language, while it is necessary to familiarize students with all literary eras and trends at least superficially.

We selected 30 masterpieces of world literature by different authors, representing different eras, styles, and trends, starting from antiquity and ending with the beginning of the 21<sup>st</sup> century. The cycle included such works as "Iliad" by Homer, "Hamlet" by W. Shakespeare, "Jane Eyre" by S. Bronte, "The Count of Monte Cristo" by A. Duma, "The Picture of Dorian Gray" by O. Wilde, "The Great Gatsby" by F. Fitzgerald, "1984" by J. Orwell, "The Unbearable Lightness of Being" by M. Kundera, "The Name of the Rose" by U. Eco, "One Hundred Years of Solitude" by G. Marquez and many others.

The section, dedicated to a separate author and his/her work, contained a brief review of the work (Summary), a small piece from the work in English (Excerpt), a short biography of the author (The author's short bio). This material was worked out by students independently, and in class they performed tasks to understand the content of the work and stylistic analysis of the excerpt and participated in a discussion of the read material (Discussion questions).

The tasks for each section were developed taking into account certain theoretical provisions. Exercises based on a literary text, including stylistic ones, were divided into three types: pre-text tasks, tasks performed during reading, and post-text tasks. Pre-text tasks focused on students' background knowledge, asking them questions about the author of the work, the period of history, in which he or she wrote, and offering some introductory information about the story or passage of a novel that was to be read, stylistically analyzed, and discussed.

Tasks, performed during the reading process, were aimed at helping students understand the text as a whole, asking questions, such as "Who?", "What?", "Where?", "When?", "Why?", etc. At this stage, students answered the teacher's questions about the content of the text, summarized it, and completed exercises to check their reading comprehension.

As studies [20] show, at this stage of working with the text, it is useful to use open and closed questions. Closed questions test understanding of the general content of the text and require a short answer. Open questions suggest a more in-depth penetration into the essence of the text, the ability to reveal its details and give your own comment.

Effective tasks at the post-text stage are the so-called restorative tests (cloze tests, i.e. tests, in which some words are replaced by blanks), which help students predict possible lexical combinations and increase linguistic awareness. To check the correctness of understanding a specific word, statement, phrase, fragment of the text, paraphrases, periphrases, selection of synonyms taking into account the context, etc., can also be used.

Another effective way to check understanding of the text is a multiple-choice test. This is not only a convenient tool for studying synonymy, collocation and lexical specificity, but also a useful apparatus for studying the relationship between vocabulary and register [21].

Post-text tasks also included stylistic analysis of the text using methods of pedagogical stylistics, which not only studies how stylistic devices can enrich literature and language, but also helps students expand their aesthetic experience and increase language awareness. Pedagogical stylistics is used to analyze literary texts, helping students identify and understand the language structures and creative techniques inherent in specific authors [22].

We used pedagogical stylistics methods to combine linguistic and literary studies, which gave students a valuable tool for understanding and analyzing the linguistic and expressive features of texts.

Language is often compared to a code and, like any code, consists of several levels. In addition to the semantic level, there are levels, such as vocabulary, grammar, phonology, and graphology, which together create the "giant edifice of language". Accordingly, style can also be analyzed at different levels of language, such as phonology/graphology, vocabulary, grammar, and semantics, and any linguistic choice is a potential stylistic marker [23].

Given such a multi-level composition of language, we offered students various tasks for stylistic analysis of the text, for example:

- 1) identify the types and functions of phonostylistics;
- 2) read a famous poem and identify the linguistic means of realizing the author's emotional mood;
- 3) identify the types and stylistic functions of lexical units belonging to the literary layer;
- 4) identify the types and functions of grammatical transpositions;
- 5) compare idioms with their actual meaning;
- 6) analyze examples of secondary nomination;
- 7) identify the types and functions of tropes of quality and quantity;
- 8) indicate cases of metaphor (metonymy, epithets, antonomasia, oxymoron, etc.);
- 9) determine the types and functions of syntactic expressive means based on redundancy;
- 10) characterize lexical and syntactic means that contribute to creating the effect of tension, etc.

The next stage was the transition from receptive activity based on factual material to productive and creative activity, which involves discussion and production of one's own point of view.

There is an opinion [9] that reading is a complex type of speech activity, which has two aspects: technical (reading skills) and creative (highlighting the necessary information in the text), and the most common difficulties that most students encounter when understanding, interpreting and analyzing text information are difficulties, associated mainly with focusing attention on valuable information, highlighting the main points, structuring what is read, the ability to critically perceive information, and formulate an attitude towards a literary work.

To teach argumentative statements based on the read text, some authors [20] offer a kind of technical tasks for filling in tables using quotes from the text that confirm (arguments "for") or refute (arguments "against") a particular statement or fact. However, probably the most effective way to encourage a student to express his/her reaction to what he/she has read and to express his/her opinion and assessment is an educational discussion.

Numerous theories of personality formation claim that personalities are formed by interacting with each other. The nature of this interaction is influenced by various individual characteristics, but a person is formed primarily on the basis of his/her own experience of activity and is an active subject of his/her formation and development.

According to S. Krymsky, the basis of the spiritual inquiries of our era is the principle of dialogue – a principle that turned out to be an immortal contribution of Socrates to the common cultural treasury of humanity. Socrates was the first to conclude that it is necessary not so much to express wisdom oneself, but to promote the expression of it by other people. Wisdom requires a dialogue, in which the goal is not to assert the one-sided rightness of one of the participants and no less one-sided recognition of the falsehood of the other's position, but to make the opponents realize the Third World of truth, which is of equal value to them all and which is impossible without adopting the principle of tolerance. Its spiritual essence is reduced not so much to the slogan of tolerance as to the requirements of understanding the other [24].

Moreover, not just dialogue is important, but dialogue-polemic, which touches the inner strings of a human and contributes to the moral formation of the personality.

Dialogue most often takes place in the form of discussion as one of the forms of communication in natural conditions of contact as well as educational discussion, which is widely used as a methodological technique in education.

For most methodologists in the field of teaching foreign languages, it is obvious that it is impossible to achieve the development of students' unprepared speech skills based only on reproductive exercises with a given content. It is necessary to encourage them to speak spontaneously and to provoke value reflection by debating discussion questions that encourage students to think about the importance of values for themselves.

The main goals of educational discussion are the development of critical thinking, the formation of discussion culture, mobility and flexibility of thinking, and the improvement of communication skills.

The characteristics of the discussion are the tolerant coexistence of different opinions on the issue under discussion, independence of judgments, the ability to criticize the opinion of another without exerting pressure, encouraging the participants in the discussion to find a common opinion or solution.

In organizing a fruitful discussion, the role of the teacher is very important, he/she not only coordinates the process of developing skills and abilities, but also forms a willingness to responsibly solve a problem situation, and contributes to the formation of social relations between group members [25].

The main goal of the discussion within the proposed integrated course is the formation of the entire complex of competences that constitute reading communicative competence, and as a result, the communicative culture of students, taking into account the specifics of teaching language and literature.

As an example, we will give tasks for selected works by different authors at certain stages of working with a literary text:

1. Task "cloze test".

Read the following abstract from the summary of J. Austen's novel "Pride and Prejudice" and fill in the blanks with the appropriate words from the box:

accuses
squandering
couple
proposes
revelations
refuses
fortune

While visiting the now-married Charlotte, Elizabeth sees Darcy, who professes his love for her and ... . A surprised Elizabeth ... his offer, and, when Darcy demands an explanation, she ... him of breaking up Jane and Bingley and of denying Wickham his inheritance. Darcy subsequently writes Elizabeth a letter, in which he explains that he separated the ... largely because he did not believe Jane returned Bingley's affection. He also discloses that Wickham, after his inheritance, tried to marry Darcy's then 15-year-old sister in an attempt to gain possession of her ... . With these ... , Elizabeth begins to see Darcy in a new light.

2. Task on stylistic text analysis.

Find the examples of metaphors in the following abstract from E. Poe's "The Fall of the House of Usher":

During the whole of a dull, dark and soundless day in the autumn of the year, when the clouds hung oppressively low in the heavens I had been passing along on horseback, through a singularly dreary tract of country; and at length I found myself, as the shades of evening drew on within view of the melancholy House of Usher. I know not how it was — but with the first glimpse of the building, a sense of insufferable gloom pervaded my spirit.

3. Tasks on multiple choice.

Complete the following facts from E. Hemingway's biography with the appropriate endings:

1. E. Hemingway is famous for his ... :
  - a) love stories;
  - b) terse, direct style;
  - c) irony and humour.
2. His favourite sports were ... :
  - a) hunting, fishing, and bullfighting;
  - b) cricket, golf, and tennis;
  - c) rock climbing, boxing, and motor racing.
3. He won a Pulitzer prize for ... :

- a) the "Whom the Bell Tolls";
- b) the "Snow of Kilimanjaro";
- c) the "Old Man and the Sea".

4. Toward the end of his life he suffered from ... :

- a) cancer;
- b) diabetes;
- c) depression.

4. *Example of discussion questions.*

*Discussion questions to G. Orwell's "1984":*

1. What are the most important themes of the novel?
2. Is Winston consistent in his views and behaviour?
3. Is he a strong character?
4. Does the story have a happy end?
5. What is the main purpose of the novel?
6. Why can this novel be related to dystopian literature?
7. Could the story have happened in any other place and in any other time?
8. How does "1984" relate to contemporary politics/society?
9. Why do you think words like "Big Brother" and "Thought Police" have entered into our everyday lexicon?
10. What may scare us about the future Orwell describes?
11. What do you think it can mean that Oceania is constantly at war with someone? What point is Orwell trying to make?

12. In what disturbing way is technology used by Big Brother and the Party? Does it remind you of any present-day technological issues?

13. What warnings can we take from Orwell's novel?

After completing the described course, we checked the quality of knowledge, which characterizes the effectiveness of students' acquisition of knowledge in the field of stylistics and fiction. Quality indicators are usually considered to be such properties as completeness, depth, efficiency, flexibility, specificity, generalization, compactness, expansion, systematicity, integrity, awareness, strength, etc.

We focused on the *completeness* of knowledge, which is not only the volume of learned program information, it is also an integrated indicator of a person's general erudition as a manifestation of "readiness", thorough acquaintance and deep knowledge in the field of literature and stylistics. Therefore, the completeness of knowledge was determined by the number of facts of fiction, known to the student, and theoretical information in the field of stylistics, which correlate with the completed cycle of classes.

To measure the completeness of knowledge, acquired during the study of the integrated course of fiction and stylistics, a generalized test of knowledge of the directions and styles of works of art that students were introduced to in the proposed course was used.

If 24% of students successfully coped with the testing before starting the course, that is, scored more than 75 points out of 100 possible, then after completing the course this indicator was already 83%, which testifies to the effectiveness of the proposed approach to working with literature and stylistics.

## 7.5 DISCUSSION OF THE RESULTS OF SECTION 7

One of the indicators of a high level of professional and personal development of a future specialist is his/her communicative culture, which is manifested in the formed communicative competence.

Today, the main emphasis in foreign language study programs at technical universities is on grammar, which reveals the structural foundations of language and the diversity of its forms, and the development of certain skills and abilities of practical language proficiency in everyday and professional spheres. At the same time, the development of students' stylistic skills is practically not provided. Namely, they can make the graduate's speech, both oral and written, much richer and higher quality, since stylistics considers the expressive capabilities of language units at different levels: sounds, phonemes, morphemes, lexemes, phraseological units and syntax in texts of different genres and styles, and ensures the adequacy of the language to the communication situation.

Stylistics is a branch of linguistics that studies functional styles and language techniques, used by a particular style. Often, poor knowledge of stylistic norms is the cause of annoying errors in students' oral and written communication, so finding ways to increase their stylistic awareness is one of the important tasks of teaching foreign languages in higher education institutions. The purpose of studying stylistics is to master the stylistic norms of a foreign language, gain knowledge about the features of functional styles, and develop skills in selecting stylistic means in accordance with the communication situation. The formed stylistic skills involve the ability to clearly and distinctly express one's thoughts and emotions, adequately use a variety of semantic, stylistic, orthoepic, and grammatical means of speech, and select language means in accordance with the situation. Stylistics studies both different styles of speech and the individual characteristics of different writers, and the expressive means of speech, used in their works. For more effective acquisition of a foreign language and development of the general culture of students, it is necessary to master the socio-cultural component of a foreign language, which is provided to a large extent by reading fiction in a foreign language. By reading stories, excerpts from novels by famous writers, and poetry, students deepen their knowledge of the language, develop artistic taste, learn to analyze and summarize what they have read, and argue their point of view.

Fiction, being an integral part of the culture of mankind, can be considered as an important component of the general cultural preparation of students of technical universities. Through reading works of art, students become involved in the fundamental values of culture, expand their cultural and cognitive interest, and grow in spiritual and emotional terms.

The task of the integrated course of stylistics and literature at the university is not only to familiarize students with the features of the functioning of language in various spheres of communication, to provide systematic knowledge about the features of functional styles of language, to form the skills and abilities of communicatively justified use of stylistic resources depending on the language situation, but also to give an idea of the author's style of famous writers, to form a culture of language, to expand the general cultural worldview.

It is expected that in the process of studying stylistics and literature, students can achieve the following specific results, namely:

- master the stylistic norms of literary language;
- distinguish between the main genres and characteristic language means;

- select samples of different functional styles from the mass media, scientific articles, and works of art;
- conduct a business conversation; prepare a resume, business letter, announcement, report, interview, article, correspondence, review, essay, presentation, advertisement, public speech;
- analyze mass media texts, advertising language, speeches of writers, politicians, and scientists;
- perform stylistic analysis of the text;
- select language tools depending on the intention of the statement, style, and genre of the language;
- edit texts of different styles;
- identify the features of an individual author's style;
- find examples of the use of stylistic techniques in literary texts: alliteration, assonance, synonyms, antonyms, anachronisms, etc.

The task of the stylistics course at the university, based on a variety of literary texts (e.g. novels, poems, plays) is to introduce students to the individual style of the writer, to cultivate the need to read and study literature, to cultivate respect for the literary language and the culture of the language.

We develop students' stylistic skills through the systematic practice of stylistic analysis, an accessible explanation of stylistic techniques, and a rational selection of exercises for stylistic analysis of the text.

Using the theory of stylistic analysis in teaching a foreign language and literature allows us to significantly improve students' ability to use the language in practice. When teaching English based on stylistic analysis, we organize learning by combining reading materials with their analysis at the phonetic, lexical, syntactic, grammatical, contextual, and discursive levels.

Reading literary texts creates space for discussion by participants in the educational process. It allows students to analyze and interpret the author's thoughts, express their point of view and predict the further development of events or the ending of the story, using the acquired stylistic skills. All this increases the motivation of students to study a foreign language and read fiction.

A variety of literary texts can be used to evoke a wide range of reactions in students, as well as help develop their analytical skills and critical thinking.

In the future, it is possible to further develop a scientifically based system for forming stylistic skills of students of technical specialties; improve methods and techniques for forming and developing their stylistic skills when working on various genres; study the problem of interdisciplinary connections in teaching the stylistics of native and foreign language.

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