

Summary. *In the 20-30th XX of century in the South of Ukraine has received the further development of the primary and secondary art education. Odessa Subprotocol was designed «Scheme professional preparation for art colleges and profsnl». It can be stated that the most common network studios was in Odessa and Nikolaev, which was created at the initiative of the sections of the fine arts, which was established by the provincial Council of trade unions. Availability of arts education for the masses due to socio-political changes in the state became one of the factors of the influx of new staff that were not still engaged (pre-revolutionary) education and was able to create entirely new conditions for the development of the artistic process.*

Keywords: *art education, art schools, vocational schools*

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TEACHING LEXICAL AND GRAMMATICAL FEATURES OF SCHOLARLY SCIENTIFIC ENGLISH WITHIN THE POSTGRADUATE COURSES OF ACADEMIC COMMUNICATION IN ENGLISH

(on the basis of the material for Postgraduate Psychology Students)

Анотація. У статті аналізуються і узагальнюються поняття певних лексичних і граматичних особливостей наукової англійської, таких як хеджінг як дискурсивний маркер або модифікатор, номіналізація, знеособлення (імперсоналізація) і використання пасивного стану, а також піднімає питання стосовно важливості та необхідності розвивати, покращувати і удосконалювати навички наукової англійської в межах курсу основ наукової комунікації англійською мовою для студентів магістратури.

Ключові слова: науковий дискурс, хеджінг як дискурсивний маркер або модифікатор, номіналізація, знеособлення (імперсоналізація), точність

Introduction. A postgraduate course of academic communication has been designed to teach students the art of academic communication in English. Since the ways in which scientists or academics communicate must be taught, universities offer courses designed to teach or improve these communication skills. As academic communication is an area of interpersonal skills that focuses on appropriate use of language within higher educational settings, the goal of the course is to prepare students for scientific and academic careers. Students are expected to be able to interpret science writing and understand basic scientific explanations. Consequently, here arise certain aspects concerning lexical and grammatical features of scientific English as they are closely connected to the specific character of academic communication.

The aim of the article. Hence, being based on existing theoretical concepts, the article aims to analyse and generalise the notions of certain lexical and grammatical features of scientific English, as well as to raise the issues concerning the importance and necessity for higher schools lecturers and instructors to develop, improve and master scientific English skills in the postgraduate students within the postgraduate course of academic communication in English.

The main body. Scientific use of English is marked with accuracy, precision and objective interpretation of facts and findings. Scientific language represents universal truth and veritable research findings. Among features of scientific English are impersonalisation, nominalisation, and precision. An objective interpretation of facts and findings needs external and experimental evidence to consolidate their validity.

Scientific language is characterised by impersonal style. By impersonalising, the author implies that there could have been anyone, or any research could have been carried out, the research still would have come to the same conclusion. The process of impersonalisation is realised by the frequent use of passive voice, which is the most well-known and well-documented strategies in scientific English. The pursuit of universal generalisation in scientific English enables the authors to signal credibility, reliability, objectivity and ultimately authority to their readers and the research community.

One more prominent feature of scientific English is its universality. That means that the terminologies used in scientific text are universally acceptable because they are based on

experiment, reason, and rational. Scientists use English to realise universal sets of concepts, methods, and procedures, which are independent of social and cultural influences. Scientific discourse is a universal mode of communicating or universal rhetoric, which is realised by scientific text in different languages by the process of textualisation. The above-mentioned features of scientific English tend to cluster together as characteristic of scientific discourse. They have evolved to meet the needs of scientific methods, arguments, experiments and theories.

In regards to the lexical and grammatical features, higher schools lecturers and instructors should assist their postgraduates develop, improve and master scientific English skills within the postgraduate course of academic communication in English. When preparing oral speech or writing a scholarly paper for psychology, students should assume that the audience is educated and has a basic knowledge of general psychology. They cannot assume that the audience is familiar with technical terms or concepts of a specific branch of the field. Therefore, they need to provide as much information as it is necessary to make their point crystal clear. Hence, students must be exceptionally mindful of the words they choose, which must be maximally informative. Instructors should make sure that students understand the meaning of words that they use. The following words are commonly misused in scientific writing:

Significant. Use in a statistical context only. The opposite of significant is "insignificant" (not "nonsignificant"). Significance refers to differences, not results.

Correct: The differences between were insignificant.

Incorrect: The differences were nonsignificant. OR The results were nonsignificant.

This theory has significant implications for women as well as men.

Confound. A confound refers to some unplanned factor that may have affected the results of an experiment. An uncontrolled factor that equally affects both experimental and control groups is not usually seen as a confound.

Incorrect: The results were confounded because the thermostat failed during testing on a hot day, and participants in both experimental and control groups expressed discomfort. (*Does not describe a confound.*)

Correct: The thermostat failed and room temperature rose to uncomfortable levels only during testing of the control group, which may have confounded the results.

Affect vs. Effect Affect is a verb meaning "to influence", Effect is a noun meaning "a result". One thing affects something else, but something causes an effect. Also, be careful, affect is also a noun mean "emotion".

Incorrect: The drug effected participants' behaviour

Our study showed a large affect.

Correct: The drug affected participants' behaviour.

Our study showed a large effect.

Proves. In general, we are cautious with our results. Since the word "prove" indicates that something has been shown to occur beyond a shadow of a doubt, avoid using it. Since the scientific process of psychology relies on replication of results, results from a single study only "support", "suggest" or "indicate", they never "prove".

Special attention should be paid to the use of Passive voice in scientific writing. It is not a simple issue, as there is no consensus regarding this. [2, pp. 98-99] Passive voice is one of the most well known features of scientific English to create an impersonal scientific text. The use of Passive voice helps to get rid of personal imaginative feeling and to remain objective while verifying research findings thereby making the findings universally acceptable. Passive voice can help to write research papers with grammatical accuracy and organise findings in a systematic manner. Many scientists, as well as students, often come across a problem when they are writing scientific articles. Over the past several years, there has been a movement within many science disciplines away from passive voice. [1, p. 270] Now scientists often prefer Active voice in most parts of their published reports, even occasionally using the subject 'we' in the Materials and Methods section.

Some sources recommend to write in Active voice unless Passive is necessary. [2, p. 99] Active voice is generally more effective in scientific writing as it is direct, clear, and demonstrates agency. However, Passive voice is preferable when the action itself is more important than who

performed the action. In the following example, Active voice is preferred because it may be important to know who made, or what demonstrated, the conclusion:

X P.V. It was concluded that... ✓ A.V. Researchers concluded that ...

In the next example, Passive voice is preferred because the action is more important than who performed the action:

X A.V. We observed... ✓ P.V. ... was observed.

In addition, students should avoid Passive voice in the following situations:

1) Passive sentences can get you into trouble in academic writing because they can be vague about who is responsible for the action.

e.g. The benefit was seen for monitoring performance.

2) Academic writing often focuses on differences between the ideas of different researchers, or between students' personal ideas and those of the researchers being discussed. Too many passive sentences can create confusion.

e.g. Research has been done to discredit this theory. (who did research?)

3) Sometimes people use passive sentences to hide holes in their research (not knowing the authors or a person).

e.g. This theory was highly supported.

However, in science writing, students need to write from object angle to explain science to others. Passive voice is helpful in constructing objective atmosphere of article. As a result, in some condition of science writing Passive voice is undoubtedly much better than Active voice. In these cases, Passive voice can be perfectly acceptable.

In scientific writing, students should place information in the appropriate position. Readers naturally emphasise the material placed at the end of the sentence. It is therefore useful to structure individual sentences to end with the most important information or the information that should be stressed.

e.g. Explaining animal behaviour using human characteristics is called anthropomorphism.

It is a recently recognised tendency to adopt an interactive approach towards factors including socio-cultural ones as well as heredity and environment, contributing to intelligence.

Furthermore, students need to build arguments by connecting sentences. Since readers focus on concepts at the end of sentences, it is important to begin subsequent sentences by building on the proceeding idea. It is helpful to think about this concept in terms of known information and new information. Experienced writers begin sentences with information that is already known or has been previously introduced; they end sentences with new information. Young researchers need to use the pattern of a clear connection between sentences that enables readers to follow easily the logical progression of ideas.

e.g. It is a remarkable fact that nearly all human beings grow up to achieve full competence in their native tongue. However, studies of autistic individuals and Down's syndrome sufferers demonstrated a connection between cognitive and social impairments and failure to acquire full linguistic competence.

In academic writing, it is essentially to use demonstrative pronouns efficiently. Demonstrative pronouns (this, that, these, those) help to build cohesion in writing, but they should be used correctly. **This** and **these** demonstrate proximity in space, time and ideology. **That** and **those** indicate distance.

e.g. The next group of theories refers to learner's perceptions of themselves and the way in which these perceptions relate to their motivation. These are locus of causality, locus of control, effectiveness of motivation and motivational style.

G. Gardner originally proposed seven forms of intelligence. Those were linguistic intelligence, logical-mathematical intelligence, musical intelligence, bodily-kinaesthetic intelligence, spatial intelligence, intrapersonal intelligence and interpersonal intelligence. Later, he added naturalistic intelligence to the original seven.

The Skinner box was a controlled environment allowing the activity of the animals to be recorded automatically. That allowed Skinner to study the learning of responses precisely and accurately.

Working on a scientific research article, a student needs to avoid subject-verb separation

whenever possible. Keeping subjects and their verbs connected (especially in longer sentences) ensures that the readers do not forget *who* or *what* is performing the action.

e.g. A number of authors have postulated that individuals possess an innate drive towards mastery, which differs from the need to achieve, in that mastery involves succeeding in a task for its own sake, whereas need to achieve entails succeeding in order to be better than other people.

Moreover, students should take care ^{not} to confuse informal style with formal style in writing. They should never use the informal abbreviated forms, such as I'm, didn't, won't and so on. Use only more formal full equivalents.

e.g. Participants weren't asked to doodle.

Participants were not asked to doodle.

There is no place for informal phrasal (two word) verbs in your scientific work. Use their formal single verbs.

e.g. Thus, he should have looked into how the patient has coped previously.

Thus, he should have investigated how the patient has coped previously.

University instructors realise that the examples of scientific writing range from the merely cloudy to the virtually opaque to their students; yet all examples can be made significantly more comprehensible by observing the following structural principles:

1. Follow a grammatical subject with its verb as soon as possible.
2. Place the "new information" you want the reader to emphasise in the stress position.
3. Place the person or thing whose "story" a sentence is telling at the beginning of the sentence, in the topic position.
4. Place appropriate "old information" (material already stated in the discourse) in the topic position for linkage backward and contextualisation forward.
5. Articulate the action of every clause or sentence in its verb.
6. In general, provide context for a reader before asking that reader to consider anything new.
7. In general, try to ensure that the relative emphases of the substance coincide with the relative expectations for emphasis raised by the structure.

Other specific features of scientific English are hedge words. Speaking about hedges, we should differentiate between the use of them in scientific communication and avoiding them in academic communication.

Hedging, the expression of tentativeness and possibility, is often held to be an important feature of scientific discourse. Another aim of hedging is to adjust scientific activities to the non-specialist audience. So, the use of hedged to express ideas is a crucial means of achieving a close fit between the scientist's statement and readers' perception. Nowadays, scientists are urged to use a writing style that projects both personal modesty as well as honesty. In order to reach the goal, a scientist has a variety of linguistic devices available, which generally go under the rubric of hedges. The taxonomy of hedges as identified linguistically is as follows:

1. Epistemic main verbs such as *to indicate, to suggest, to propose, to tend, to seem, to appear* etc. ;

e.g. The previous research ~~ers~~ seems to indicate that...

2. Epistemic modal auxiliaries such as *may, might, can, could*, etc. ;

e.g. It might be suggested that G. Gardner rejected the traditional notion of a general intelligence.

3. Epistemic adverbs such as *hypothetically, probably, likely*, etc.

e.g. It is highly hypothetically that the findings are likely to support the hypothesis.

However, hedging may be the enemy of concise scientific writing within academic communication. You need to avoid hedging words and phrases in your work. What are hedge words or hedging? Verbal hedge is defined as a word or phrase that makes statements less forceful or assertive. In other words, hedges are used to weaken the true value of an utterance. For example, compare the sentences: 'I don't think I am responsible.' and 'I am not responsible.' It is often believed that academic writing, and scientific writing in particular, is factual, simply to convey facts and information. Thus, students cannot sound equivocal or unclear.

One more pitfall in doing scientific writing is nominalisation. As for the term, the word

nominalisation defines itself, since it is itself an example of a nominalisation. Nominalisation describes the process of turning verbs into abstract nouns. When a verb is turned into a noun, it is nominalised, creating nominalisation. One common characteristics of nominalisation is that it makes the sentence or the text more verbose. It is a common phenomenon in scientific and academic writing, as it may present the text as more official and 'objective'. However, in fact the article or the paper sounds dull and flat. Removing or at least reducing nominalisation can help make a text more concise and readable. See the difference:

e.g. We held a discussion about the proposal.

We discussed the proposal.

The implementation of the report was performed by a project team.

The report was implemented by a project team.

OR

A project team performed the implementation of the report.

A project team implemented the report.

Here are some more typical patterns of nominalisation:

e.g. The data are proof of thesis. – The data prove the thesis.

There was a committee agreement. – The committee agreed.

In general, students should avoid nominalisation; however, it may be useful to some extent:

1) The nominalisation is a subject that refers to something in the previous text. In such cases, it is a good way to form a backwards link to something already familiar to the reader.

e.g. Today, we have analysed the findings. This analysis demonstrates the need for additional experiment.

2) The nominalisation names would be the object of its verb.

e.g. I do not understand her intentions (what she intends).

We must examine all of their proposals (everything that they propose).

3) The nominalisation is a standard technical term.

e.g. standard deviation;

Additionally, nominalisations can be helpful when they summarise the action of the previous sentence. In such a case, nominalisation is a good way to form a backwards link to something already familiar to the reader.

e.g. In 2007, research psychiatrist Nora Greely analysed a National Institute of Mental Health study of ADHD treatments. That analysis evaluated growth rates of unmedicated children with those of kids who took stimulants throughout that period.

At first glance, all those things may seem very complicated for postgraduate students, but there are some underlying principles to follow:

BALANCE (that means Subject – Object agreement);

CLARITY (is about correct spelling and punctuation for clear meaning);

CONSISTENCY (is needed with verb tenses and voices).

Conclusions. The article has shown the importance and necessity for teachers to develop, improve and master scientific English skills within the postgraduate course of academic communication in English. Enhancing of students' knowledge of lexical and grammatical features should occur by developing an ability to use evidence-based scientific knowledge and skills productively while taking into account such features of scientific English as impersonalisation, nominalisation, precision, specific use of hedge words and passive voice.

References

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Аннотация. В статье анализируются и обобщаются понятия определенных лексических и грамматических особенностей научного английского языка, таких как хеджсинг как дискурсивный маркер либо модификатор, номинализация, обезличивание (имперсонализация) и употребление

страдательного залога, а также поднимаются вопросы касательно важности и необходимости развивать, улучшать и совершенствовать навыки научного английского в пределах курса основ научного общения на английском языке для студентов магистратуры.

Ключевые слова: научный дискурс, хеджизинг как дискурсивный маркер либо модификатор, номинализация, обезличивание (имперсонализация), точность

Summary. The article analyses and generalises the notions of several lexical and grammatical features of scientific English, such as impersonalisation, correct use of the Passive voice, hedging, nominalisation, and proper word choice. Furthermore, it raises the issues concerning the importance and necessity for higher school lecturers and instructors to develop, improve and master scientific English skills in their students within the postgraduate course of academic communication in English.

Key words: scientific discourse, hedging, nominalisation, impersonalisation, precision

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ЛЕКСИКО-СИНТАКСИЧНІ І ПРАГМАТИЧНІ ОСОБЛИВОСТІ КОМЕРЦІЙНОЇ КОРЕСПОНДЕНЦІЇ ФРАНЦУЗЬКОЮ МОВОЮ

Анотація. У статті з'ясовано, що мовне спілкування мережних спільнот набуває все більш масового характеру, у ньому бере участь значна кількість вікових та соціальних груп, воно вирізняється поліфонічністю й об'єднує в собі величезну кількість різних типів дискурсу і мовних практик. З'ясовано, що наразі між електронним спілкуванням і традиційними формами вербальної комунікації спостерігається взаємопроникнення та взаємодія. Досліджено, що проблеми функціонально-стилістичних особливостей текстів комерційної кореспонденції обумовлені важливою роллю, яку ділова комунікація відіграє в сучасний період, її відмінністю від інших форм письмового спілкування. Виявлено вплив технічних засобів використання телефаксу та інших видів електронної пошти на лінгвістичне оформлення ділової документації французькою мовою. Відзначено створення особливого мовного коду, зрозумілого лише фахівцям, який спрощений з точки зору лексичного складу та володіє певною граматичною специфікою.

Ключові слова: мережна комунікація, телефакс, електронна пошта, форум, чат, електронний дискурс, комерційний лист, мовленнєві утворення електронного дискурсу, мовні параметри писемного мовлення, графічна асиметрія.

Постановка проблеми. Сучасний етап розвитку суспільства пов'язаний з перетвореннями економіки і розвитком ринкових відносин як у межах певної країни, так і за кордоном. Відзначимо, що сьогодні Інтернет є невід'ємною частиною суспільного життя, однією із вагомих складових розвитку цивілізації. Його специфіка полягає в тому, що наразі це не тільки значний інформаційний ресурс, а й важливе соціальне явище. Зараз вже можна говорити як про появу особливого електронного письма – третьої форми мовлення, що існує поряд з усним та писемним, так і про певне комунікативне середовище, яке воно обслуговує.

В умовах постійних міжнародних ділових контактів особливу значимість набуває вивчення текстів ділової документації та кореспонденції. Розвиток технічних засобів, використання телефаксу та інших видів електронної пошти також впливає на лінгвістичне оформлення ділової документації французькою мовою. Діловому спілкуванню властиві офіційний характер, стислість, прагнення до максимальної ефективності і обережність.

Актуальність обраної теми обумовлена тим, що мовне спілкування в Інтернеті та в чатах зокрема стає все більш масовим, у ньому бере участь усе більша кількість вікових та соціальних груп. Наразі між електронним спілкуванням і традиційними формами вербальної комунікації все частіше спостерігається взаємопроникнення та взаємодія. Проблеми функціонально-стилістичних особливостей текстів комерційної кореспонденції обумовлена важливою роллю, яку ділова комунікація відіграє в сучасний період, її відмінністю від інших форм письмового спілкування. Таким чином, електронний дискурс являє собою таку емпіричну реальність, яка привертає увагу як українських, так і зарубіжних лінгвістів.

Аналіз останніх джерел та публікацій показує, що листи чи короткі повідомлення відрізняються від традиційно прийнятих настільки, що необхідність їх лінгвістичного вивчення видається очевидною (над цією проблемою працювали французькі дослідники: