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УДК 811.111'42

THE CATEGORY OF MODALITY IN EDUCATIONAL DISCOURSE

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ЄМЕЛЬЯНОВА Олена, ЧЕРНИШ Марина. КАТЕГОРІЯ МОДАЛЬНОСТІ В ОСВІТНЬОМУ ДИСКУРСІ

Стаття присвячена вивченню засобів вираження категорії модальності в англomовному освітньому дискурсі. Виявлено, що в науково-педагогічних текстах англійською мовами в якості ядра мовних репрезентацій суб'єктивної модальності виступають різноманітні модальні дієслова. Їм властиві характеристики, пов'язані з їх функціонуванням в якості сигналу суб'єктивного ставлення автора до викладу педагогічних феноменів, ідей, процесів; способу вираження суб'єктивного авторського ставлення і ряду специфічних об'єктивних закономірностей сучасних педагогічних процесів.

Ключові слова: освітній дискурс, категорія зв'язності, суб'єктивна модальність, об'єктивна модальність, модальні дієслова.

YEMEL'YANOVA Olena, CHERNYSH Maryna. THE CATEGORY OF MODALITY IN EDUCATIONAL DISCOURSE

The article deals with the studying the means of expressing the category of modality in English educational discourse. The conducted research shows that one of the most important text categories is modality. In the course of the study, it was found out that there are two main types of modality are differentiated in linguistics: objective and subjective. In the first case, we mean the expression of the relation of what is reported to reality from the point of view of the speaker; in the second – the ways of speaker's qualifying the objective content of the message. In the theory and practice of translation, the problem is mainly focused on subjective modality rendering, that is, on the speaker's point of view as to the relation of the utterance to reality. The specifics of the use of language representations of subjective and objective modality in the Ukrainian and English languages and their linguistic diversity are connected

with the national and cultural identity of historically formed and fixed in each particular language pedagogical phenomena and processes, as well as the ways of their linguistic representation and translation. The study of the peculiarities of the transmission of various modal shades in different languages shows that even such a conservative class of linguistic units as modal verbs reveals unusual semantic flexibility. The conducted research showed that in English educational discourse various modal verbs are the core means of subjective modality representation. They are characterized by features connected with their functioning as a sign of the author's subjective attitude to the presentation of pedagogical phenomena, ideas, processes. Linguistic representation of subjective modality comprises modal words, mood category, and modal particles. Expressing speaker's specific attitude to the pedagogical processes, events and phenomena that take place in the educational environment, linguistic representations of modality in English educational discourse, on the one hand, is a bright means of expressing the author's modality, and, on the other hand, emphasizes the originality of the scientific and pedagogical texts.

Key words: educational discourse, coherence, category of modality, subjective modality, objective modality, modal verbs.

The term «discourse» today is one of the most complex scientific concepts, which includes not only linguistic components, but also extra-linguistic ones. Our whole life is permeated with modality: in our society something is always allowed, something is forbidden; someone is able to do something, and someone is not. The study of the category of modality in linguistics has a long history. Significant contributions to the study of modality have made such scholars as S. Balli, V.V. Vinogradov, F. R. Palmer, J. Sanders, V. Z. Panfilov and others.

The phenomenon of modality is still the subject of the of many linguists' studies, but the lack of research in the area of educational discourse stipulates the relevance of this topic. The aim of the research is to identify the specific features of English educational discourse and to analyse and describe the linguistic representations of modality in scientific and pedagogical texts.

The subject area of the study is English education discourse and linguistic representation of modality in it. The specific topic is functional features of multilevel linguistic representations of modality in English educational discourse.

The notion «discourse» belongs to those questions that constitute a significant problem for linguists around the world. The universal definition of the concept of «discourse» does not exist yet. Discourse is considered in terms of a variety of aspects: both as a communicative process and as a text, as a system and as a communicative event. Different scientists offer their definitions of this phenomenon. Discourse is understood as the text immersed in a communicative situation or as communication through the text [8, p. 350].

Discourse is viewed as a text containing arguments, that is, a text in which a certain course of thought is recorded, and a communicative discourse is a text that contains interdependent judgments of the subjects [6, p. 171].

Educational discourse takes a major place in the system of institutional discourse and is of interest for the linguistic study in terms of its structure in general and taxonomy construction. The institutionality of educational discourse manifests itself primarily in the initial setting of its subjects' status inequality – the teacher and the student, since the nature of the job of the teacher imposes monopoly on communication, and any attempt to change the initially given communicative scenario is perceived as a deviation from the norm [2, p. 27].

Educational discourse is organized within the framework of a certain social institute on person-oriented basis (purpose, methods and means connected with the development of the student's personality in the organized process of social upbringing); is characterized by status relationship of the participants (a teacher and a student) and has a certain purpose (socialization of a new member of society) [9, p. 40].

A special place in linguistic studies takes the issue of modality representation in different languages. The category of modality, which expresses various relations between the speaker, the utterance content and the reality, represents the object of studying of several related sciences: logic, philosophy, linguistics. In linguistics modality is viewed as a category that expresses the connection of the utterance with reality [11, c. 206]. V.V. Vinogradov notes that «the category of modality is one of the main language categories» [5, p. 53]. The essence of modality is how the speaker thinks, understands, qualifies his message, how exactly he perceives the reality, in order to ensure the effectiveness and relevance of communication means.

Objective modality is a compulsory feature of any utterance and is one of the categories that forms a sentence. It is expressed in the language with the help of a special category of verb called mood. Forms of the indicative mood classify utterances as those belonging to the real category, whereas the conditional mood sort out the utterances as a desired or necessary ones [7].

For subjective modality foregrounding, different languages have a number of lexical-grammatical means, and the first place here take modal verbs. The category of the mood is considered to be the main means of expressing objective modality in the educational discourse.

T.K. Varenko believes that objective modality is a compulsory feature of any utterance and forms a predicative unit (sentence). Objective modality expresses the relation of the utterance to reality in terms of reality / irreality [3, p. 138].

The indicative mood is considered to be different from other moods because of having tense forms [4]. The conducted research shows that in English educational discourse, sentences with verbs in the Present Tense, which denotes the action that coincides with the moment of speech, are very often encountered.

For example: *Every student has a copy of 'the list' and it is displayed prominently on the classroom wall* (Politeness in Requests: Some Research Findings Relevant for Intercultural Encounters, c.7).

In the scientific and pedagogical texts, this feature of the Present Tense is used in the context of a particular lesson, a description of the students' actions sequence or the teacher's work at a certain stage of studying.

It is noted that due to the difference in the system of tenses and verb forms in English and Ukrainian, in English language educational discourse both Present Simple and Present Progressive can be used.

For example: *When the learners **are writing** an election manifesto for their political party tell them that they can be as serious or as crazy as they like* (Understanding Scientific Communication Through the Extraction of the Conceptual and Rhetorical Information Codified by Verbs, c. 20).

*Students **work** in groups of three. Two of the students **compete** against each other and the third is the 'question person' to ask relevant questions and judge the answer* (The Role of Thematic and Concept Texture in Scientific Text: Comparing Native and Non-Native Writers of English, c. 4).

In this case, the authors of scientific and pedagogical texts resort to the use of the Present Tense to characterize the modern pedagogical process, trends in the development of certain methods in foreign languages teaching. Quite often, this tense form is used to describe the advantages and disadvantages of the pedagogical situation in general.

For example: *A teacher **learns** that when it comes to writing – and studying plants – one thing **matters** most: attention to detail* («Time» interview).

English educational discourse is characterized by active use of the Past Tenses in the context of a particular educational situation, which often describes the author's personal experience.

For example: *When we **entered** the teaching profession in the mid-seventies, one of us in a large, northeastern, private, research institution and the other in a large, southern, public research institution, the students in our classes **were** very different from the ones who fill them today* (The theory formerly known as strings, c. 31).

The forms of the Future Tense, that denote the action in future, are the least common in English educational discourse.

For example: *Students **will: explore** the connection with between letters and letter combinations (graphemes); **explore** a variety of strategies to spell the sound words; **compose** books that focus on sound* (Synchronous electronic discussions in an EFL reading class).

Subjective modality (the attitude of the speaker to what is reported) is an additional feature of the utterance, in contrast to the objective modality. The semantic volume of subjective modality is considerably wider than the volume of objective modality [7].

Modal verbs as means of representing the category of subjective modality in English educational discourse are represented by both personal and impersonal predicates, which, combined with the subjective infinitive, reflect the purposeful activity from planning stage to implementation [12, p. 14].

It is found out that modal verbs are heterogeneous in a number of features, firstly, on the basis of frequency use in scientific and pedagogical texts. This allowed classifying the linguistic representations of modality represented by modal verbs and differentiating high-frequency, mid-frequency and low-frequency groups of modal verbs.

High-frequency modal verbs comprise «*can*», «*could*», «*may*», «*might*», «*should*», «*need*», «*want*».

For example: *By recognizing the heterogeneity of basic writing at any given time and place, teachers can draw on the full range of positions and forces – dominant, alternative, and oppositional as well as residual or emergent – with some of which we might align ourselves and with all of which we must* (Issues in Promoting Multilingualism Teaching – Learning – Assessment).

To mid-frequency modal verbs we can designate such modal verbs as «*must*», «*to have to*», «*seem*».

For example: *While the nation works to "leave no child behind" in poor and underperforming schools, we must be equally concerned about our best-performing schools, public and private* (Politeness in Requests: Some Research Findings Relevant for Intercultural Encounters, c. 3).

Low-frequency modal verbs include such modal verbs as «*to be able to*», «*to be to*», «*to wish*», «*ought to*», «*dare*».

For example: *Arielle says that because Halpin is able to step so easily into kids' shoes, "we can learn and have fun at the same time"* («Time» interview).

The conducted research showed that in English educational discourse various modal verbs are the core means of subjective modality representation. They are characterized by features connected with their functioning as a sign of the author's subjective attitude to the presentation of pedagogical phenomena, ideas, processes. Linguistic representation of subjective modality comprises modal words, mood category, and modal particles. Expressing speaker's specific attitude to the pedagogical processes, events and phenomena that take place in the educational environment, linguistic representations of modality in English educational discourse, on the one hand, is a bright means of expressing the author's modality, and, on the other hand, emphasizes the originality of the scientific and pedagogical texts.

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УДК 81'23:159.942.3](477.75–074)(045)

ПРАГМАЛІНГВІСТИЧЕСКИЙ ДИСКУРС ЯЗЫКА СМЕХА В ОККУПИРОВАННОМ КРЫМУ

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КОРОБКА Галина. ПРАГМАЛІНГВІСТИЧНИЙ ДИСКУРС МОВИ СМІХУ В ОКУПОВАНОМУ КРИМУ

Представлений аналіз прагмалінгвістичного дискурсу мови сміху в окупованому Криму. Особливо підкреслюється захисна функція сміху, яка в умовах окупації нівелиєє страх перед окупаційною владою і їхніми діями на території півострова. Особливу увагу приділено коментарям і дописам українського блогера, який живе в Криму і веде під ніком КРИМський бандерівець російськомовний інформаційно-сатиричний щоденник "Новости Крымнаша". Наведено приклади з дайджесту КРИМського бандерівця, де виокремлено основні види мови сміху: злий сміх, цинічний сміх, глузливий сміх з елементами сарказму і зловтіхи. У КРИМського бандерівця мова ворожнечі зазнає карнавалізації. У дослідженні конкретної ситуації з окупованим Кримом це може бути названо *hitogous hate speech* – гумористична мова ворожнечі. Виявлено основні інваріантні теми (об'єкти) для сміхового спілкування, які входять в структуру *hitogous hate speech*.

Ключові слова: мова сміху, сміхова комунікація, КРИМський бандерівець, прагмалінгвістична концепція гумору, гумористична ситуація, злий сміх, глузливий сміх, гумористична мова ворожнечі, інваріантні теми (об'єкти) для сміхового спілкування.