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ASSESSMENT CRITERIA OF FUTURE PHILOLOGISTS' LINGUA-STYLISTIC COMPETENCE

The article suggests the criteria for assessing the effectiveness of future philologists' learning activities in acquiring their lingua-stylistic competence viewed as an integrating constituent of philological competence. The assessment criteria are based on the definition of the structure of lingua-stylistic competence in terms of students' knowledge, habits and skills and serve for objectifying the process and results of assessment.

Key words: future philologists, lingua-stylistic competence, assessment criteria, objectifying the process and results of assessment.

One of the key principles of the educational process organization in the credit-modular system of professional training is the principle of diagnosticity [4]. The diagnosticity principle requires ensuring criteria-based assessment of students' academic achievements, based on scientifically sound and transparent criteria specified in appropriate qualitative and quantitative indicators of students' learning activity effectiveness [3]. The urgency of the task of working out the system of the criterion-based rating diagnostics for the academic courses on the professional training curriculum proves the **topicality** of the research problem.

In the modern philosophy of education (A. Aleksyuk, O. Chaly, V. Gorbatenko, S. Klepko, V. Kremen, S. Krimsky, V. Lutay, I. Prigozhin, I. Ryabtseva, N. Sukhova) the function of assessment is regarded primarily as critical analysis of the teaching-learning process allowing for exact determination of the directions of its optimization. The basis of assessment is regular feedback as to students' approaching the learning targets, which implies the utmost importance of comprehensive definition of these targets. Traditionally, the academic discipline «*Stylistics of the English Language*» is viewed as a theoretical-practical course aimed at both mastering its purely theoretical linguistic fundamentals and developing practical skills of perceiving and interpreting the pragmatic function of multifarious language phenomena of all levels in various types of discourse (I. Arnold, I. Galperin, V. Kukharenko, K. Lototzka, Y. Skrebnev, T. Znamenskaya).

K. Lototzka [2] emphasizes the interdisciplinary and eclectic nature of stylistics as a field of study, listing in the course aims developing the linguistic sense as intuitive feeling about the language peculiarities, cultivating students' innate ability to understand stylistic properties of various language units. V. Kukharenko [6] specifies the aim of the stylistic analysis as obtaining additional emotive, logical or evaluative information from the text by interpreting language phenomena of different levels. T. Znamenskaya [7] considers it necessary to provide students with orientation in the ways of full decoding the message of a literary text.

The purpose of the article is to suggest assessment criteria of future philologists' autonomous learning activity in mastering the content of the academic discipline «*Stylistics of the English La*nguage», i.e., in acquiring their lingua-stylistic competence.

The analysis of the existing works on the issue under investigation displays researchers' emphasis on the subjective character of the complex of specific skills involved in the stylistic analysis of literary discourse. Ways and means of objectifying interpretation of a literary text are elaborated in cognitive linguistics, cognitive poetics in particular (L. Belekhova, V. Danilenko, G. Fauconnier, M. Freeman, M. Johnson, G. Lakoff, S. Radzievska, R. Tsur). Yet, categorical apparatus and analysis techniques of cognitive poetics require a special course for their comprehension and acquisition and are far beyond the academic competence of students studying stylistics of the English language.

The resulting classroom situation features the lecturer supplying students with the bulk of theoretical stylistic knowledge and providing, at best, a few examples of stylistic analysis as model techniques, and students who are more or less capable of acquiring and systematizing theoretical linguistic information but are dramatically unable to employ the acquired knowledge. What seems to be typically lacking here is the conceptual framework of the stylistic analysis determining its objective and subjective domains and formulating explicit rules of research behaviour in both of them.

In the present study, the aim of teaching the English language stylistics to senior students is defined as forming their lingua-stylistic competence regarded as a constituent of future language teachers' bilingual philological competence. Setting the course's objectives in terms of a competence and its components allows, on the one hand, for defining the exact place and role of lingua-stylistic competence in the competence of a higher level. On the other hand, it allows for specifying the overall teaching purpose in terms of knowledge to be imparted and habits and skills to be formed. In other words, it helps organize the course objectives as a hierarchy, which is the first step in formulating criteria for assessing students' learning activity.

Since philological competence is understood as the integrity of bilingual culture of communicative behaviour and culture of reading [1], lingua-stylistic competence is viewed as its integrating component serving as a certain bridge between its linguistic and literary spheres – which makes the role of lingua-stylistic competence far more important than is generally conceived.

Being a specialist quality, lingua-stylistic competence is based on the comprehensive knowledge of the stylistic potential of all levels of the language system and rests rather heavily on students' previously acquired knowledge of theoretical linguistic disciplines such as theoretical phonetics, lexicology and theoretical grammar.

Therefore, the knowledge component of lingua-stylistic competence is to be assessed according to the specific theoretical and general theoretical criteria. The first criterion refers to the degree of students' acquisition of the categorical apparatus of stylistics. The second criterion reveals the reliability of students' previous linguistic knowledge employed in the process of stylistic analysis. These two criteria pertain to the objective domain of stylistic analysis as they reflect the degree of acquiring the already systematized linguistic knowledge. In practice, assessing a student's efforts in singling out stylistic devices and expressive means and defining their type and kind seldom present any difficulty.

The simplicity of objective assessment of this initial analytical stage may well be the reason of its also being the final one – which is unfortunately a frequent case in the classroom situation. Speaking in terms of knowledge, habits and skills, the skill components of functional and contextual stylistic analysis is left out with such an approach, as the abilities to single out expressive language means without defining their functional potential in the given context does not exceed the habit level.

Stylistic analysis is basically interpretative in nature, and, as far as interpretation is involved, it may only be regarded as complete with realization of its synthetic stage – the stage of functional and contextual analysis providing for the researcher's final conclusion as to the lingua-pragmatics of the text being analyzed. It is the synthetic stage that belongs to the subjective domain of stylistic analysis, as any interpretation is based on and reflects personal perception.

Anyhow, mastering the skills of functional and contextual analysis presupposes acquiring certain techniques that help lessen the degree of interpretative entropy. Among others, the fol-

lowing skills are considered the most essential: the skill of determining the semantic field of language units constituting an expressive means; the skill of correlating the function of an expressive means to that of other expressive means and stylistic devices within the stylistic convergence; the skill of employing broad linguistic and literary context in the process of linguistic analysis; argumentation skills in drawing final conclusions.

The skills enumerated above allow for suggesting the following assessment criteria: the semantic criterion, revealing a student's ability to employ semantic data in the process of stylistic interpretation; the functional criterion reflecting the skill of interpreting the discourse pragmatics; the contextual criterion assessing the level and appropriateness of the context employed; the argumentative criterion reflecting the degree of credibility and consistency of a student's final conclusions.

Finally, the language criterion is also to be included into the assessment tools as the course of stylistics is delivered in a foreign language. Typically enough, students with better command of English show higher results in stylistic analysis than those with lower level of the English language communicative competence as the latter possess poorer perceptive skills. The language criterion employed in assessing students' lingua-stylistic competence is in full compliance with C1 level according to the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* [5]. In case of evident discrepancy of the data obtained with the formal, language criterion, and the data of the content criteria suggested above, the preference goes to the content criteria provided that language errors do not seriously impair communication.

Conclusion. Lingua-stylistic competence is viewed as an integrating component of future language teachers' philological competence. The structure of lingua-stylistic competence includes specific stylistic and general linguistic knowledge, habits and skills of semantic, functional and contextual analysis of literary discourse, argumentative and communicative skills. Accordingly, the following criteria are suggested for assessing the level of students' lingua-stylistic competence: semantic, functional, contextual and argumentative criteria constituting the content group, and the formal language criterion. Assessing students' learning activity in mastering the content of the English language stylistics with the help of the suggested criteria will objectify assessment and provide scientifically relevant data for improving the teaching-learning process.

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У статті запропоновано критерії оцінювання ступеня ефективності навчальної діяльності майбутніх філологів із набуття лінгвостилістичної компетенції, яка розглядається як ін-

тегруючий компонент філологічної компетенції. Виділення критеріїв оцінювання базується на визначенні структури лінгвостилістичної компетенції в термінах знань, навичок і вмінь студентів, що служить меті об'єктивізації процесу та результатів оцінювання.

Ключові слова: майбутні філологи, лінгвостилістична компетенція, критерії оцінювання, об'єктивізація процесу та результатів оцінювання.

В статье предложены критерии оценивания степени эффективности учебной деятельности будущих филологов по формированию их лингвостилистической компетенции, рассматриваемой как интегрирующий компонент филологической компетенции. Выделение критериев оценивания базируется на определении структуры лингвостилистической компетенции в терминах знаний, навыков и умений студентов, что служит цели объективизации процесса и результатов оценивания.

Ключевые слова: будущие филологи, лингвостилистическая компетенция, критерии оценивания, объективизация процесса и результатов контроля.