

LINGUISTIC APPROACHES OF STYLISTIC TOOLS IN IMPROVING THE COMMUNICATIVE SKILL IN THE CLASSROOM

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ABSTRACT

As the way of interpreting and understanding literature, it is obvious that stylistics play an important role in teaching process. It means that linguistic-stylistic technique plays an important method not only in poetry world but also in teaching. The two combination provides an opening development in oral speech of students as well gives teachers numerous different uses of how to teach writing, speaking and studying under a creative way. Its main role in pedagogical methods concerning linguistic-stylistic links defines as use of stylistic expressions in oral which analyze its purpose of teaching and learning comparatively. In analyzing and using these linguistic links to the literature purposely will help the students and people in all to improve their communication skills as they will get more information about language components in literature which they can be familiar to various languages.

Keywords: *verbal communication, teaching, linguistic-stylistic approach, language components and devices, literature, stylistic tools*

АННОТАЦИЯ

Как способ интерпретации и понимания литературы очевидно, что стилистика играет важную роль в учебном процессе. Это означает, что лингво-стилистический прием играет важную роль не только в мире поэзии, но и в обучении. Эти две комбинации обеспечивают открытое развитие устной речи учащихся, а также дают учителям множество различных способов обучения письму, устной речи и обучению творческим путем. Его основная роль в педагогических методах, касающихся языково-стилистических связей, определяется как использование стилистических выражений в устной речи, которые сравнительно анализируют его цели обучения и обучения. Анализ и использование этих лингвистических ссылок на литературу намеренно поможет студентам и людям в целом улучшить свои коммуникативные навыки, поскольку они получают больше информации о языковых компонентах в литературе, с которыми они могут быть знакомы на разных языках.

Ключевые слова: речевое общение, обучение, лингвостилистический подход, языковые компоненты и средства, литература, стилистические средства.

INTRODUCTION

The current study presents some techniques both teachers of the English language and learners in the classroom. Today ESL teachers should be empowered with sufficient tools and methods in order to improve their learners' verbal communication on a foreign language. Integrating stylistics in the classroom is one of the contemporary movements in the sphere of stylistics. It is worth noting that creating both literary awareness to understand its use in contexts and apply to it combining linguistic knowledge in certain stylistic skills. Stylistics is a sub-discipline which is belonged to as a branch of Linguistics. Stylistic patterns are linked to recurring examples used in speech or writing, it either focuses on interpretation of a literary or emphasizing the context more. In other words, stylistic patterns tend to look for meaning in a communication how to perceive the result of sense of state by speakers. In the classroom teachers are always in the center of teaching, so they certainly search for appropriate principles to improve learners' oral speech by using different styles but communicative language teaching is based on a number of typical characteristics of communication process under linguistic approaches with stylistics. Teaching stylistic tools as the main concepts in language can answer to some keys of improving communication of learners sufficiently. The emphasis is put on the meaningful and motivated use of language by the learners who communicate in order to achieve a certain goal. Language for learning is derived from communicative experience in a variety of real-world situations. Fluency is put over accuracy. Interactive learning is encouraged as the way towards acquiring communication skills under pressure of applying stylistic means. The well-known work by I.V. Arnold "Stylistics of Modern English" and in the final chapter of the book "Stylistic Differentiation of Modern English", written by A.N. Morokhovsky has contributed great contribution on processing different styles of stylistics branches in variety spheres. Also, A.N. Morokhovsky has written about more factors of what he calls 'speech activity' are abstractions, rather than realities, and can only seldom be observed in their pure forms: mixing styles is the prevailing practice. Using such stylistic tools in the classroom can put learners into reflexing patterns with everyday conversation which encourage them to use more with reproductive improvement. Integrating with linguistics and stylistics is certainly meaningful for developing

speaking habits which are often considered some ways of teaching as feeble and artificial¹. Linguistic approaches of stylistic devices are based on activities in the classroom that develop learners' ability to express themselves through speech would therefore seem an important component of a language course.

DISCUSSION

Stylistics is a core of a stylistic language which is considered a branch of modern linguistics. The choices of using them in literature or non-literature is to devise a wide range of useful techniques in emphasizing the state by speakers or writers. As we know stylistics of language, stylistics of speech [В.Зайцева.2014] so stylistics is a tool of a language which is related to variety types of linguistics contributing the process of speech in the language. Apparently, linguists have been surveying numerous researchers on finding appropriate approaches and methods to improve the verbal communication among learners in the classroom. When linguists and language specialists sought to improve the quality of language teaching in the late nineteenth century, they often did so by referring to general principles and theories concerning how languages are learned, how knowledge of language is represented and organized in memory, or how language itself is structured. The early applied linguists, such as Henry Sweet (1845-1912), Otto Jespersen (1860-1943), and Harold Palmer (1877-1949) elaborated principles and theoretically accountable approaches to the design of language teaching programs, courses, and materials, though, many of the specific practical details were left to be worked out by others.[Jack C. Richards and Theodore S., Rodgers, 1999]. Finding out sufficient techniques regarding diversity methods can be described as the main subject in the language, especially, in speech. The teachers organize their lesson plans due to four competences which urge the learners being more interested in language, especially, foreign language. The huge proportion of time of the lesson is related to questionnaires which based on a verbal contract and they prefer to interpret anything to each other with proper strategies in the classroom. The concept of communicative competence is concerned with growing of the structure of “Linguistic competence” that is concluded as integral knowledge of language. Linguistic competence is a sole part of what is needed for communicative sphere². The main concept of the communicative approach to language teaching is communicative competence: the

¹ Arnold I.V, Stylistics of Modern English”-1986. P.50-58., Морховский А.Н. “Стилистика английского языка”, Киев: “Высшая школа”, 1984. - 248 с

² Short, M., B. Busse and P. Plummer. Investigating student reactions to a webbased stylistics courses in different national and educational settings. In Watson & Zyngier (eds.), 2007. – P. 106–125.

capability of the learners to understand and use language appropriately to communicate in authentically rather than simulated it in society and school environments. To broaden this branch from linguistic competence includes vocabulary, language conceptions (grammar structures, punctuation, spellings) and syntax (sentence structure) that plays more deeper to construct the linguistic competence in communication which demands in terms of choosing the right strategies to raise the awareness of overcoming language gaps, planning and assessing effectiveness of communication, achieving conventional fluency, and modifying the audience and purpose. However, let's take into consideration of two principles of linguistic and communicative competences. Here we should apply for Professor R. Kelly Aune (2021) who said that what we are thinking the same way is that we call "understanding" and a person can contribute well to bringing about the outcome is that we might call communicative competence. Language is one tool and a person uses well bringing about a state of understanding is linguistic competence. Having a sizable vocabulary and command over syntax are typical markers of linguistic competence. Language competence is useful to communicative competence but not sufficient. So, both concepts are certainly based on provided language combining most versatile tool of communication. But in the last, language serves communication. It is likely to compare hammer-wielding skills to building skills. To have building skills, you better be able to use a hammer. But having skill at hammering a nail doesn't necessarily mean you have building skills. Also, we can see the difference between competence and ability owing to talk, learners need both psycho-physiological mechanisms and socio-linguistic skills leading to perform diversity performances in the classroom which encourage them to use varied pedagogical tools under stylistic devices such metaphor, metonymy, oxymoron or irony to show how effective pedagogical methods would be based on literature³. Short, M., B. Busse and P. Plummer have identified how native speaker-English teachers strive to combine the two of language and literature on purpose of creating literary productivity by addressing stylistic means. The aim of using them in communication to emphasize further intensification of emotional and logical state in the speech. This process is certainly useful for the learners to enrich their everyday vocabulary⁴. Let's analyze how students' speaking will change dramatically if the teachers should apply for stylistic devices. "Nature is our kindest mother still"⁵ - here

³ Penny Ur., "A Course in English teaching" the United Kingdom the University Press. - 2009, p.139

⁴ Short, M., B. Busse and P. Plummer. Investigating student reactions to a webbased stylistics courses in different national and educational settings. In Watson & Zyngier (eds.), 2007. – P. 106–125

⁵ Page: The Works of Lord Byron (ed. Coleridge, Prothero) - Volume 2.djvu/156

we can realize that mother is “caring, nursing and kind” linked to nature which cares us with lots of productiveness. “Time is gold” – here time is compared with gold, time is continued process, gold is hard valuable object, both words are used in different situations, however, they are used in the same context to contrast the one with another. And we can realize how the metaphoric tools can be efficient to broaden the verbal communication of the learners. “His poetry breathes with mysticism” is a bit concert logic sentence which we can replace this into more stylistic expression – “The pen takes revenge” (A. Tolstoy)⁶ giving a specific detail connected with the phenomenon evoking a concrete and life-like image which reveals certain communication tools by changing word patterns. Here metonymy expresses some features of between object and subject to show the whole state by separating the sole part of object in the situation. Or irony can also be verbal you say something other than what you mean. In this sense, it is also used as a literary entity. For example: “I would never join a club that accepts me as a member” (Groucho Marks)⁷. As it is such a case of interaction between logical and contextual meanings when contextual meaning of the word becomes the opposite of its logical meaning. This means that if we use stylistic devices in order to increase the ability of oral speech in the classroom, in collaboration with learners, not only the scope of thinking, but also the literary factor of speech will increase as vocabulary grows.

CONCLUSION

In conclusion, this article is based on empirical study of review as to its strategy which has showed the differences between linguistic and literary stylistics. Both of these approaches fundamentally use linguistic techniques and theories in analyses. The object of them is principally aim to neutrality. The point of this to utilize various stylistic sentence structures under basic linguistic frame which aim to develop learners’ verbal communication significant sources during the class as well out.

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