

LINGUISTIC TEXT ANALYSIS AS A METHOD OF TEACHING FUTURE TEACHERS OF LANGUAGE AND LITERATURE

Summary. The article determines the theoretical questions connected with linguistic analysis of the text, its linguistic and linguodidactic peculiarities, structure and role in the training of future teachers of language and literature. In the article the opportunity and necessity of usage the linguistic analysis of the text in the training of future teachers of language and literature is stated. With the help of linguistic analysis, one can learn the language units in their relationships and relations in the structure of the text: phonemic, phonetic, orthographic, orthographic, graphic, lexical, phraseological, morphemic, word-forming, etymological, morphological, syntactic, orthographic and stylistic. Linguistic analysis as a teaching method, in our opinion, must meet such requirements as scientificity, accuracy, logic, consistency, depth, systematicity, versatility, as the presence of these features during text analysis will ensure effectiveness of its implementation and realization of the set goal.

Keywords: linguistic analysis of the text, method of teaching, future teachers of language and literature, types of analysis.

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ЛІНГВІСТИЧНИЙ АНАЛІЗ ЯК МЕТОД НАВЧАННЯ МАЙБУТНІХ УЧИТЕЛІВ МОВИ ТА ЛІТЕРАТУРИ

Анотація. У статті визначено теоретичні питання, пов'язані з лінгвістичним аналізом тексту, його лінгвістичні та лінгводидактичні особливості, структуру та роль у підготовці майбутніх учителів мови та літератури, обґрунтовано можливість і необхідність використання лінгвістичного аналізу тексту у підготовці майбутніх учителів мови та літератури. За допомогою лінгвістичного аналізу вони засвоюють мовні одиниці в їх взаємозв'язках у структурі тексту: фонематичні, фонетичні, орфоепічні, орфоепічні, графічні, лексичні, фразеологічні, морфемні, словотвірні, етимологічні, морфологічні, синтаксичні, орфографічно-стилістичні. Лінгвістичний розбір як метод навчання, на нашу думку, має відповідати таким вимогам, як науковість, точність, логічність, послідовність, глибина, системність, універсальність, оскільки наявність цих ознак під час аналізу тексту забезпечить ефективність його проведення та реалізацію комплексу. Адекватне розуміння прочитаного часто не досягається через різне сприйняття змісту, який вкладає автор, і змісту, який сприймають читачі. Лінгвістичний аналіз тексту покликаний збалансувати цей процес. Такий аналіз дає змогу встановити художньо-семантичне значення окремих елементів мовної структури, визначити функціональну роль одиниць, актуалізованих у контексті. Концептуальні засади мовної підготовки в цілому і сучасні тенденції шкільної освіти спрямовані на організацію роботи майбутніх учителів-мовників з текстом у своєрідній формі лінгвістичного аналізу, що стане їм у нагоді під час навчання української та англійської мов та літератур у школі. Безперечно, метод лінгвістичного аналізу посідає чільне місце в процесі професійної підготовки студентів філологічних спеціальностей вищих навчальних закладів. У статті проаналізовано приклади застосування методу лінгвістичного аналізу у підготовці майбутніх учителів мови та літератури. Авторка доводить, що лінгвістичний аналіз забезпечить глибоке розуміння як семантичних, так і лінгвістичних особливостей тексту, крім того, надасть можливість реалізації індивідуального та гуманістичного підходів до навчання.

Ключові слова: лінгвістичний аналіз тексту, метод навчання, майбутні вчителі мови та літератури, види аналізу.

Formulation of the problem. The basis for writing this work is the observations made during the organization of students' work on linguistic analysis as a common method of study languages. There is no doubt that a highly artistic word is an important factor of the professional formation of a philology student, as it spiritually enriches the linguistic personality, shapes and confirms its humanistic worldview, moral and value ideals and beliefs. Text interpretation and study of the text language is a complex and multidimensional phenomenon. The deep understanding of the author's creative manner, the uniqueness of his linguistic personality and the semantic content of the text, an awareness of the systemic unity of his figurative structure is formed through the prism of the perception of an artistic work as the result of

speech and creative activity of the author, which is verbally embodied in the text.

Linguistic analysis of the text gives to the future filologists the opportunity not only to learn the ideological and artistic content expressed in the word, but also to develop the ability to observe the art of word, its figurative and aesthetic transformation, to interpret correctly the content information and to understand the subtext, the unsaid, give one's own assessment of the text, close to the author's intention, to understand the idea realized in an artistic image. Linguistic strategies for researching the artistic text, decoding its content through the verbal form of expression on the basis of a complex approach to its study, make the theoretical foundation of the professional training of the future teacher of language; help the formation

of his textual competence. In the light of modern linguistic methods, competence is interpreted "as a set of interconnected qualities of a person: knowledge, abilities, skills, methods of activity, which are formed in accordance with certain subjects and processes and provide an opportunity to perform assigned tasks and achieve the goal in professional activity" [4, p. 54].

Analysis of recent research and publications. The works of leading modern scientists Jaworski A., Coupland N., Lewis M., Nord Ch., Swallow D., Khan-Panni Ph., Korunets' I.V., Poluzhyn M.M., Verba L.H. constitute the scientific and theoretical basis for the linguistic analysis of the artistic text, which aims to reveal a system of figurative means of expression. Many famous scientists-linguists substantiated repeatedly by their scientific and methodological work the necessity of applying the linguistic analysis method in the lessons of languages for enriching students linguistic and general development. They claim that the linguistic analysis of the text in the unity of its content and form helps schoolchildren to understand language thoroughly as a means of forming and formulating thoughts, it develops their attention to language units, phenomena and concepts, observation, the ability to listen to a word, "forms an aesthetic and ethical perception of language, educates the desire for accuracy in word expression, expressiveness, imagery of one's own speech, it enriches one's lexical and phraseological reserve" [5, p. 104].

Highlighting previously unresolved parts of the overall problem. The analysis of linguistic and linguistic didactic literature on the researched problem proved that the methodological principles of linguistic analysis in the training of future language teachers have not been the subject of special research until now.

The term "linguistic analysis" deserves special attention. We suggest considering linguistic analysis as a teaching method that provides understanding functions of linguistic units in speech, since in the process of its application skills and abilities are improved, as well as all types of speech activity and all learning functions are implemented, which activates creative thinking and cognitive independence.

The main purpose of this work is to analyze the methodological aspects of the use of linguistic analysis in classes on Ukrainian and English language in pedagogical institutions of higher education. Linguistic analysis is qualified as a teaching method, a type of analysis, the task of which is to find out the peculiarities of the language style, as well as the phonetic, lexical, grammatical, and phraseological language units that form this style and express speech [6, p. 212]. The main task of linguistic analysis is to clarify the system of categories, interpretation of language components of content and form, highlighting the types of connection between individual parts, identifying the system of co-functions of all language units and their categories. It allows students to be trained to pay attention to each language unit, to concentrate their own attention not only to the content, but also to the form.

Based on the peculiarities of texts of different stylistic affiliations, we note that it is necessary to distinguish between linguistic analysis of artistic

text and texts of other styles. The difference between linguistic analysis of artistic and of non-fiction texts is that in order to find out the meaning of the first one, it is necessary to discover its subtext, a system of author's methods of expressing meaning, to find out the semantics of imagery. For non-fiction texts, it is enough to know the grammar of the language.

In the language education of future teachers of language and literature the text is one of the components of the informational basis of pedagogical communication and a way of transmitting culture from one generation to another. Linguistic analysis of the text of various functional styles is the highest level of development of students' stylistic abilities and skills and evidence of the formed language competence.

Presentation of the main material. Linguistic analysis is created by a system of techniques that help to find out the subtlest meanings shades of the word in the text. This system is based on the logic of the learning process. Among the skills of linguistic analysis are the following: 1) semantic and stylistic; 2) comparative and stylistic; 3) the use of quantitative analysis [10, p. 29–32]. In addition to the ones mentioned, there are the following techniques of linguistic analysis: "word image (micro-image)" – identification of the complex of linguistic means of different levels that serves to create a certain micro-image in the author's thinking system; comprehensive analysis of the artistic text – study of the author's image category; slow reading to motivate selection of each language unit; linguistic analysis by language levels; study of non-textual factors of language the identity of the author of the text; aesthetic observation of the word; component analysis. Any unit of text taken for linguistic analysis is considered from the functional and aesthetic point of view, which requires taking into account structural and functional approaches. Structural provides determining the status of each language unit, clarifying its internal relationship with units of adjacent levels of the language, determination of its individual linguistic originality. For *functional* approach can serve analysis of language units from the side of their expressive properties, when individual components of the text are considered from the point of view of their role in the organization of the whole text. It helps to reveal the relationship between the meaning of language units and their meaning in the text.

The types of linguistic analysis in higher education classes are determined by such criteria as completeness of performance, method of use, form of performance, linguistic levels and functional styles, features of the application of the achievements of modern linguistics.

Linguistic analysis of the text by *completeness of execution*: – partial linguistic analysis of the text; – full linguistic analysis of the text.

By linguistic levels: – phonetic analysis of the text; – lexical analysis of the text; – word-formation analysis of the text; – morphological analysis of the text; – syntactic analysis of the text.

According to the features of the application of the achievements of modern linguistics: – cognitive analysis of the text; – historical analysis of the text; – linguistic-ecological analysis of the text; –

pragmatic analysis of the text; – psycholinguistic analysis of the text; – communicative text analysis and others.

By functional styles: – analysis of the text of the artistic style; – analysis of the scientific style text; – analysis of the text of the official business style; – analysis of the journalistic style text; – analysis of the text of conversational style; – analysis of the epistolary style text; – analysis of the text of the confessional style.

By method of use: – accompanying linguistic analysis of the text; – special linguistic analysis of the text.

According to the form of execution: – oral linguistic analysis of the text; – written linguistic analysis of the text.

The *principles of linguistic analysis* include: 1) content of texts for analysis; 2) involvement of texts of various functional texts and genres; 4) compliance with the material of the sections of the program; 5) use of the achievements of neolinguistics; 3) implementation of mediated interdisciplinary connections with literature through cross-disciplinary analysis; 4) continuity, consistency and systematicity in performing linguistic analysis and others.

The object of stylistic analysis can be texts of various styles and genres. We suggest giving preference to the texts of artistic works studied in Ukrainian/English literature classes in general educational institutions. Linguistic analysis is characterized by a clear sequence of implementation: familiarization with the text for analysis, recognition of stylistic phenomena, motivation for the expediency of using linguistic means, determination of linguistic functions and languages of non-aesthetic load, motivation of the choice of linguistic means. In classes on the stylistics of the Ukrainian/English language, it is important to follow the *stages of applying the linguistic analysis* of the text as a teaching method: preparatory, initial, basic, final. At each of these stages we suggest applying certain teaching methods and forms of activity, which will allow the formation of textological competences [7, p. 192].

Understanding by future language teachers of the importance of step-by-step application of linguistic analysis will lead to the correct use of this method in language and literature lessons in general educational institutions:

1) concentration of students on a certain linguistic phenomenon, such as: analysis of synonyms, phonetic means, nouns, adjectives and determination of their stylistic load;

2) analysis of a text passage of a certain style;

3) comparative linguistic analysis of texts of different functional styles.

The use of stylistic text analysis as a teaching method in practical classes requires students' profound knowledge of the Ukrainian/English language. The teacher's task is to methodically think through and skillfully organize students' work, combine collective and individual activities, etc. It is worth remembering to observe the principles of continuity and perspective in work on various types of linguistic analysis, to make a gradual transition from partial to full analysis [5, p. 264].

It is important to carry out a partial linguistic analysis of the text (phonetic, lexical, grammatical)

in practical classes and in the final practical classes students will already be ready to perform a full linguistic analysis of the text. Applying linguistic analysis of the text, students comprehend, repeat, deepen and generalize information. In addition, in the future, this creates the foundations for a motivated selection and use of linguistic means in one's own utterances. Linguistic analysis of a text forms the ability to recognize stylistically marked language units and decode them, determine the signs of an individual style, analyze tropes and figures, and also improves the ability to analyze linguistic means from the point of view of their expressiveness and functions. Competent use of linguistic and stylistic terminology, mastery of the methodology and conceptual apparatus of linguistic analysis, competent and stylistically correct construction of the text of the analysis, the ability to logically, accurately and evidentially represent the analysis of the text and to defend one's views and positions are important.

The scientific opinion of methodologists is also aimed at the classification of linguistic analysis according to the completeness of its implementation. Partial linguistic analysis involves consideration of one aspect of the text or its part: means of communication in the text, categories of time and space, peculiarities of phonetic, lexical, syntactic, etc. levels, etc. We offer the following types of partial linguistic analysis: analysis of commenting – explanation of unclear places of the text and analysis-semanticization – interpretation of unclear phrases, key words, text analysis from the point of view of imagery and aesthetics language functions, structural-grammatical – attention is focused on formal means of communication, the principles of building its structure, semantic – focused on the problem of semantics the basics of understanding and interpreting the verbal whole, communicative and pragmatic – study problems of communicative text modeling, its pragmatic nature, ethnolinguistic and linguistic and cultural – clarifying the connection between the text and various aspects of the material and spiritual culture, applied – creation and understanding of text with the help of computers, psycholinguistic – text analysis from the standpoint of the nature of the human psyche, graphic – characteristics of the system of graphic signs, phonetic – analysis phonetic system of language, lexical – involves the integration of lexical level units, grammatical – helps establish the functions of parts of speech and syntactic units.

We consider the necessary to use linguistic analysis at all stages of working with the text, as while operating texts we are simply obliged to constantly analyze them. To carry out linguistic analysis, students must be philologically competent in general (thorough knowledge of the Ukrainian/English language and literature, psycholinguistics, cognatology, linguistic and cultural studies, etc.), because such work requires high professional training, since linguistic analysis is primarily the prerogative and duty of specialists. A future philologist who does not know how to analyze the text will not be able to read deeply enough and to understand it, to see the richness and complexity of the text, to thoroughly understand the author's position, to teach pupils to analyse it.

Conclusions. Linguistic analysis should be based on the principles of cognitive linguistics, which implies interpretation of educational language units as concepts of special signals. Thus, linguistic analysis is explained through understanding of the general scientific concept "analysis" as dismemberment of the whole into its components, but also it preserves integrity, which makes it possible to feel the subordination of all speech units to the general tone text. We consider linguistic analysis as a language learning method, as it provides an understanding of language functions units in speech, develops logical thinking, activates the assimilation and understanding of language facts and phenomena; as a result of its application, students acquire a certain amount of knowledge, skills and

abilities, understand the content of the analyzed material. This method also helps thoroughly learn the entire language system, understand more deeply the relationships between words in a sentence and in a text, to promote the development of students' thinking and speech, which means to shape their actively language personality.

We see the perspective of our further research in the interpretation of methodological aspects of linguistic analysis from the point of view of the implementation of modern linguistic paradigms. Many other questions arise in the process of developing materials for linguistic analysis. Which texts to choose? Should separate parts of the materials have a sequence, and what exactly? Most of these questions can only be resolved based on contextual conditions.

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