

новые формы сотрудничества : Восьмая Междунар. конф. "Крым 2001", Судак, 9–17 июня 2001. – М., 2001. –Т. 2. – С. 561–564.

3. Картузов К. М. Реформування бібліотечної статистики як механізм модернізації системи державного управління бібліотечною справою в Україні / К. М. Картузов // Наукові праці. Державне управління. Держ. гуманітар. ун-т ім. П. Могили. –К., 2013. – Т. 214; Вип. 202. – С. 51–54.

4. Маслянюк Л. П. Проблеми і технології продукування інформаційних ресурсів / Л.П. Маслянюк, П. М. Лісов // Сучасні тенденції розвитку інформаційних технологій: матеріали Всеукр. наук.-практ. конф., 11–13 грудня 2006 р., м. Луганськ / [редкол.: С.Я. Харченко та ін.]. – Луганськ, 2007. – С. 184–189.

5. Соколов В. Теоретичні засади аналізу методів вивчення бібліотечного фонду / В.Соколов // Вісник Книжкової палати. - К., 2014. – № 5. – С.1-6.

6. Яковлева Ю.В. Селективний моніторинг використання бібліотечних фондів/ Ю.В.Яковлева // Реєстрація, зберігання та обробка даних. – К., 2002. – Т. 4. – № 1. – С. 89-97.

References

1. Grigoryev Yu.V. (1973), *Teoreticheskiye osnovy formirovaniya biblioteknykh fondov: ucheb. Posobiye po kursu "Bibliotekovedeniye"* [Theoretical foundations of the formation of library collections: a textbook on the course "Library Sciens"], Moscow, 88 s.

2. Grikhanov Yu.A. (2001), *Metamorphism of the library and structural reorganization of library collections [Metamorfizm biblioteki i strukturnaya reorganizatsiya biblioteknykh fondov]*, *Biblioteki i assotsiatsii v menayushchemsya mire: novye tehnologii i novye formy sotrudnichestva*, V.2, Moscow, pp. 561-564.

3. Kartuzov K.M. (2013), *Reforming library statistics as a mechanism for modernizing the system of public administration in library business in Ukraine [Reformuvannya biblioteknoyi statystyky yak mechanism modernizatsiyi systemy derzhavnoho upravlinnya bilioteknoyu spravoyu v Ukraini]*, *Naukovi pratsi. Derzhavne upravlinnya*, V.214, Ed. 202, Kyiv, pp.51-54.

4. Maslyanko L.P., Lissov P.M. (2007), *Problems and technology of information resources production [Problemy i tekhnologiyi produkuvannya informatsiynykh resursiv]*, *Suchasni tendentsiyi rozvitku informatsiynykh tekhnologiy*, *Lugansk*, pp.184-189.

5. Sokolov V. (2014), *Theoretical foundations of the analysis of methods of studying the library fund [Teoretychni zasady analizu metodiv vyvchennya biblioteknoho fondu]*, *Visnyk Knyzhkovoyi palaty*, №5, Kyiv, pp.1-6.

6. Yakovleva Yu. V. (2002), *Selective monitoring of the use of library funds [Selectyvnyy monitorynh vykorystannya biblioteknykh fondiv]*, *Reyestratsiya, zberihannya ta obrobka danykh*, №1, V.4, Kyiv, pp.89-97.

УДК 81`38`367:811.111]=111

SYNTACTIC STYLISTIC DEVICES AND EXPRESSIVE MEANS OF THE ENGLISH LANGUAGE

Lypchanko-Kovachyk Oksana, Radyk Victoriia

СТИЛІСТИЧНІ СИНТАКСИЧНІ ПРИЙОМИ ТА ВИРАЖАЛЬНІ ЗАСОБИ АНГЛІЙСЬКОЇ МОВИ

Липчанко-Ковачик О. В., Радик В.

The article throws light upon the peculiarities of using of stylistic syntax in English language. The difference between the stylistic devices and expressive means and their peculiarities

in the English sentence are analysed in the present article. There are examples of thinking of scholars linguists .

Keywords: *ellipses, repetition, anaphora, epiphora, asyndeton, tautology, polysyndeton, enumeration, inversion, detachment, aposiopesis, anadiplosis.*

У статті розглянуто особливості використання експресивного синтаксису в англійській мові, проаналізовано різницю між стилістичними прийомами та виражальними засобами англійської мови. Наведено приклади роздумів вчених-лінгвістів. Синтаксичні виразні засоби та засоби доступні у всіх сферах життя людини. Іноді вони відіграють важливу роль у спілкуванні. Не менш важливим є питання про належне використання стилістичних засобів у спілкуванні.

Ключові слова: *еліпсис, повторення, анафора, епіфора, асиндетон, тавтологія, полісиндетон, перерахування, інверсія, вставні слова, апозиопозис, анадиплозис.*

Syntactic expressive means and devices are available in every spheres of human being. Sometimes they play an important role in communication. Equally momentous is the question of stylistic devices' appropriate using in communication.

The urgency of this topic is that in modern conditions, as a result of economic and technical development, English became the international language of communication. More and more people are interested in learning the language and getting acquainted with English literature.

The purpose of the article is to draw attention to the peculiarities of use and functioning of syntactic stylistic devices and means of English.

In stylistics are plenty of terms that often can be used as synonyms, but there is a slight difference between them. There is also some difference between such terms like “stylistic devices” and “expressive means”.

Stylistic devices are purposeful combination of expressive and figurative means of different language levels (phonetic, graphic, grammatical, lexical and textual) with a dynamic change of their functions: amplification, displacement or generalization [1, p. 10].

Syntactic stylistic device is a conscious literary use of some parts of the language (including expressive means), in which the most significant features, such as the structural and semantic language form are generalized and thus represent a generative model. Most syntactic stylistic devices can be considered as aimed at further magnifying of emotional or logical emphasis that contain appropriate expressive means.

Expressive means are set of morphological, syntactical, word-building forms of language, which may be used for emotive enhancement of speech and logical accentuation. Expressive means are part of speech. They are fixed in dictionaries, grammar manuals, textbooks and are used in ready-made form [1, p. 10].

All syntactic stylistic devices of English can be divided into three groups:

1. Syntactic stylistic devices based on the reduction of sentence model by deliberately omission of some elements in the sentence. To this group belong ellipsis, aposiopesis and asyndeton [5, p. 139].

Ellipsis is an omission from syntactic structure one or more words which can be understood to reader or listener from the context. Elliptical sentences are often used in informal speech. Such sentences can be used in fiction in order to create a certain stylistic effect.

Aposiopesis or brake-in-the-narrative is a pause in a speech when the thought is not finished. It can be caused by inability or unwilling of speaker to talk.

Asyndeton is an omission of conjunctions in order to make speech dynamic and expressive.

2. Syntactic stylistic devices based on the extension of sentence model by adding some elements or they deliberate repetition. This group includes syntactic tautology, repetition, enumeration, chiasmus and polysyndeton [5, p. 152].

Syntactic tautology is excessive repetition of words or phrases in order to make an accent on a certain part of the sentence.

Repetition is using one word or phrase for emphasizing particular part of the sentence. There are some types of repetition:

Anaphora is a type of repetition that used on the beginning of every sentence.

Epiphora is repetitions which are used at the end of the sentence.

Repetition is deliberate using of the same words or phrases in one sentence or utterance.

Framing is a repetition of words or phrases in the beginning and at the end of the sentence.

Anadiplosis is a repetition of one phrase or word at the end of one sentence and in the beginning of the next.

Chained repetition is a combination of anadiplosis.

Parallelism is a repetition in a close sequence of constructions which are formed by analogical syntactic models. As an inversion parallelism can be full or partial. Full parallelism may be observed when the first syntactic model looks like the second one. Partial parallelism is present when beginning and ending of several neighboring sentences is structurally similar.

Chiasmus or reversed parallelism is a situation when the next sentence or part of it used in reversed order.

Enumeration is a repetition of homogeneous parts of sentence aimed at underlining the whole utterance.

Polysyndeton is a repetition of conjunctions in close sequence in order to unite sentence, its parts and words in a one more rhythmical utterance.

3. Syntactic stylistic devices based on the change of grammatically fixed word-order in sentence or deliberate separating some parts of sentence. Into this group belong such figures like inversion, detachment, parcellation, and rhetoric questions [5, p. 158].

Inversion is a changing of fixed word order in English sentence. There are two kinds of inversion. Inversion which caused changes in grammatical meaning of syntactic structure, such kind of inversion is called grammatical inversion. To grammatical inversion belong exclamatory and interrogative sentences. Inversion which emerges because of adding into the sentence emotionally colored words or phrases. Such inversion is called stylistic inversion.

Inversion also can be of two types, full inversion, which consists of primary parts of the sentence and partial, which influences on secondary parts of the sentence.

Detachment is a separation of secondary parts of the sentence in order to emphasize on them. Detachment should be considered as a special kind of inversion, when some parts of sentence are syntactically separated from the others. For example, "There was a nice girl there, I liked her name, Linda" [4, p. 82].

Parcellation or parceling is an intentional splitting of a phrase into smaller part by full stop. Stylistically parcellation is used to emphasize on the separated phrase. For example, "Then the pain began. Slow. Deliberate. Methodical. And professional" [4, p. 76].

Rhetoric questions are negative or affirmative statements, not actually questions. They do not need an answer because it is obvious.

Using of stylistic devices and expressive means often can be perceived as a kind of linguistic deviation. According to French linguist Joseph Vandries, artistic style is always a reaction against common language it is an argot, literary argot that has various forms [3, p. 251]. Famous English scientist Alexander Ben said that figures of speech are some deviations in usual way of communication in order to amplify impression [2, p. 8].

References

1. Babelyuk O. A. (2011), Stylistic means and devices through the prism of linguistic synergetics, *Bulletin of the Kiev National Linguistic University*. Series: Philology, T. 14, No. 1, pp. 7-17.
2. Ben A. (1886), *The Stylistics and Theory of Oral and Written Speech*, K. Soldatenkova, M., 293 s.

3. Vandries J. (2004), *Language. Linguistic introduction to history*, M.: Editorial URSS, 410 s.
4. Efimov L., Yasinetska O. (2004), *Stylistics of English language and discursive analysis. Educational and methodical manual*, Vinnitsa: NOVA KNYHA, 240 s.
5. Morokhovskiy A., Vorobyova O., Likhosherst N., Timoshenko Z. (1984), *Stylistics of the English language*, Kiev: The head publishing house of the publishing association "Vishcha shkola", 241 s.

УДК 373.3.016:51:001.895

ВИКОРИСТАННЯ ІННОВАЦІЙНИХ ТЕХНОЛОГІЙ У ПРОЦЕСІ ВИКЛАДАННЯ МАТЕМАТИКИ В ПОЧАТКОВІЙ ШКОЛІ

Ліба О.М., Щербан Г. В.

THE USE OF INNOVATIVE TECHNOLOGIES IN THE PROCESS OF TEACHING MATHEMATICS IN THE PRIMARY SCHOOL

Liba Oksana, Shcherban Hanna

У статті розкриваються педагогічні особливості використання інноваційних технологій у процесі викладання початкового курсу математики. Розглядаються методичні прийоми застосування технології Daily3 у процесі формування обчислювальних навичок додавання і віднімання двоцифрових чисел з переходом через розряд, а саме: математика самостійно, математика разом, математика письмово.

Ключові слова: педагогічні технології, новітні технології, технологія Daily3, математика самостійно, математика разом, математика письмово.

Candidate of Pedagogical Sciences, Senior Teacher of the Department of Theory and Methodology of Primary Education of Mukachevo State University

Senior Teacher of the Department of Pedagogy of Preschool and Primary Education, Honored Worker of Education of Ukraine, Mukachevo State University

Reforming the school education in Ukraine, in particular its primary level, is characterized by intensive development of innovative processes. An essential feature of this trend in the primary education is the need to find new learning technologies.

In today's information society, highly developed technologies require a new thinking system. The school should form at students not only the ability to work with any information but also to think unconventionally, flexibly, and variably.

Reforms taking place in the content of education and upbringing are realized through the developed of state standards, the concept of education of children and young people, the profiling and individualization of the educational process. The implementation of the outline can be carried out in various ways: 1) using the problematic method of teaching, partly a search method of presentation of the material, heuristic discussions, research method; 2) through the use of interactive learning and education technologies; 3) through the constant stimulation of cognitive interest, which is carried out through the content of the material.

Fundamentally new ideas and provisions require the reorientation of this methodological work to find and develop qualitative forms, methods and means of teaching mathematics in general and in primary classes in particular.

Pedagogical technology Daily 3 is a structure that helps to implement in practice a person-oriented model of education and the foundations of partnership pedagogy. It is used to teach children to be independent while studying mathematics so that the teacher has the opportunity to work with students individually and in small groups.