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SPEECH GENRES: MAIN TYPES AND THEIR CHARACTERISTICS

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Our research aims at analysis of different speech genres, their main characteristics, i.e. communicative, grammatical and stylistical. The main tasks of this research are to identify features of different speech genres, to study main characteristics of each speech genre and to investigate the use of various speech genres in character speech.

The problem of speech genres is popular and controversial in the modern linguistics. "Speech genre" is a notion which was introduced by M.M. Bakhtin (1986) and among Ukrainian linguist was widely studied by F.S. Batselych (2007). Speech genre is complex synthesis of messages, which are combined by a communicative aim and sense, and characterized by a definite participants' behavior in concrete situations. Each language has its own communicative genres, the mastering of which cannot be achieved without a knowledge of them.

Classification of speech genre is another issue which is widely studied among linguists nowadays. The most famous criteria, according to which the speech genres are classified is the form invented by T.V. Shmeleva (1995). This model refers to the following genre-forming features: a communicative aim; an image of the addresser (author); an image of the addressee; dictum: a factor of the communicative past and communicative future and a formal organization or realization of the speech genre. Communicative aim is the most important feature, which lies into the foundation of the speech typology. According to the aim there are four main groups of communicative genres: informative, estimative, imperative (or prescriptive) and ritual (or ethical).

Informative dialogues are widely used in literature. They aim at receiving and transferring the information. The structure of such a dialogue can contain a request, confirmation or contradiction, expressing doubt as for the truthfulness of the information. The communicative aim here is receiving information and changing of thoughts. The concept of the addressee is characterized by answers on addresser's questions. The dictum is the situations which provoked or made an addresser begin a conversation. The communicative past is an initiative remark, and the communicative future is the following addressee's answers. The special informative speech genre is dialogue-absurdity. During this conversation speaker does not receive necessary information, so the communicative aim here is not achieved, under certain conditions. The concepts of addresser and addressee are different so are their communicative aims, communicative past, and future. The other examples of informative speech genres can be a conversation, gossip, statement of fact, request, confirmation, question-answer, etc. Prescriptive or imperative genres include a plea, an order, a prescription, a direction, a prohibition, a warning, a promise or refusal, advice, etc. The communicative aim is to motivate an addressee to perform a certain act. The addresser herewith is certain in the completion of the action (the concept of addresser) and sometimes has an impact on addressee. The communicative past is initiative and the future is predictable (either agreement or refusal). As for the dictum, so it is a situation that created a need for a certain order or request. Estimative communicative genres aim at expressing the assessment, attitude towards different phenomena. The examples might be a praise, a compliment or vice versa a blame or a censure. Each language has its own standards and norms of communication. These are speech patterns that speakers use while negotiation. All of these norms are the basis for ritual or ethical speech genres. They are greeting, expressing gratitude, apologizing, congratulations, leave-taking, etc. The communicative aim depends on the situation (dictum) and the communicative past, that created an environment for speaking.

Further investigations of stylistic and communicative aspects of the character speech can be conducted in the direction of comparative analysis of stylistic features of different speech genres, as well as defining their lexical and grammatical features.

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SECONDARY EDUCATION IN BUKOVINA DURING THE XIXTH CENTURY: THE PROCEDURE OF ADMISSION APPLICANTS TO THE GYMNASIA

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In the XIXth century gymnasia played a very important role in training pupils. These educational establishments in Chernivtsi gave a good level of knowledge for studying at universities in Vienna and Chernivtsi. During 1774 – 1918 Bukovina region was under the rule of Austro-Hungarian Empire. According to that the system of education in Bukovina was influenced by the foreign government.

The procedure of admission applicants for studying in Chernivtsi gymnasia was the same as in Austro-Hungarian Empire.

Academic year started in September that's why a selection of pupils to the first class began on August 26 and lasted till August 31. Applicants could be registered during a week. They had to bring several documents (among which were a birth certificate, a report card for the last year of studying at the primary school). After that parents or applicants' representatives had to pay a registration tax which was 2 – 10 crownes. Before entering the gymnasia applicants were required to pass entrance exam, which determined their level of cultural and educational development. The results of this examination played the main role in a decision of admission to the gymnasia. Thus, applicants who handed