



**Chaikovska N.M.**

## **SPEECH GENRES: MAIN TYPES AND THEIR CHARACTERISTICS**

*Department of Foreign Languages  
Higher state educational establishment of Ukraine  
«Bukovinian State Medical University»*

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.

**Demianchuk O.S.**

## **SECONDARY EDUCATION IN BUKOVINA DURING THE XIX<sup>TH</sup> CENTURY: THE PROCEDURE OF ADMISSION APPLICANTS TO THE GYMNASIA**

*Department of Foreign Languages,  
Higher state educational establishment of Ukraine  
«Bukovinian State Medical University»*

In the XIX<sup>th</sup> 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



necessary documents for registration on time and passed successfully entrance exam were able to study at the gymnasium in Chernivtsi.

Pupils of different ages, nationalities (Germans, Ukrainians, Romanians, Poles, Hungarians, etc.), religions (Roman Catholics, Greek Catholics, Orthodox, Evangelists, etc.) and regions studied at these gymnasiums. As for the division into years of studying during the period of 1868 – 1887 we found out that the maximum number was eight. All most every year of studying corresponded to the class number, so each class was divided into two or three groups (A, B and C), except for the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup>. The pupils of each year of studying were clearly divided into classes. It means that top pupils were not singled out into one class, they were studying together with the lagging ones. During the 1877-1878 the largest number of pupils studied in the 6<sup>th</sup> class – 62, among them were more Germans and less Ukrainians.

The statistics shows obvious fact that studying at the gymnasium in Chernivtsi was hard. For example, at the beginning of 1877 – 1878 the total number of pupils was 716, where 609 pupils completed successfully their education. 107 pupils (it's about 15% of pupils) had been expelled from the Chernivtsi gymnasium because they couldn't manage the difficulties of studying. Pupils moved up to the next class only when they successfully passed examinations at the end of the academic year. After the graduation from the gymnasium pupils could apply into the universities, but not all had possibilities to study there.

According to this the educational system followed Austrian example and that's why had no positive consequences for Ukrainians.

**Kachan B.M., Grynychuk V.V.**  
**THE ASSOCIATIVE POTENTIAL RANGE OF GERMAN MEDICAL TERMS  
IN THE MEDIA DISCOURSE**

*Department of Foreign Languages  
Higher state educational establishment of Ukraine  
«Bukovinian State Medical University»*

A special interest in the question of conceptual metaphor within cognitive linguistics has been the most relevant and, at the same time, the most promising, that is why a lot of scientists have been dealing with metaphorization of concepts.

The cognitive metaphor is the one which is a mean of formatting new definitions. It allows to understand an abstract meaning within the concrete one, to verbalize non-subjective concepts through subjective ones, to form new meanings, building upon the existing ones, conquering the epistemological gap between the old and radically new knowledge. As Lebedieva S.V. says, there is a language between the world and a human being, which leads to the appearance of different types of similarities as a product of similarity and differences in the living experience. The observation of various kinds of discourse indicates of the living images availability, the content of which is transmitted through the cognitive metaphor.

The function of terms in various discourses raises the question of cognitive-metaphorical expression of terms, in particular medical ones, in media discourse, its connection with the cognitive thinking features and the processes of a language development. So, the aim of the study is the analysis of the associative potential of medical terms within the nominative units range, that indicates cancer diseases and physical processes, which are connected with those ones. To achieve the aim the following objectives are required: to characterize the concepts-correlations of medical terminology, to determine the associative potential of terminology units in the German media discourse.

The material of the study is German series «*Der Club der roten Bänder*», the theme of which is limited by the functional field of nominative units for indicating cancer pathology and physical processes, connected with it: *der Krebs, das Koma, das Sarkom, die Krankheit, die Krebserkrankung, die Biopsie, der Tumor* etc. The variability of the associative potential of the concepts is quite wide within the series: *das Koma - das menschliche Gemüte, der Krebs - der Killer, der Begleiter*. Individually-authored nominations of concepts prevail in dialogical speech that is why their influence on the associative perception of the viewer is noticeable. The depth of the medical term in the German sublanguage of oncology allows to operate various synonymous variants of the terminology unit, which extend the semantic field of the concept. One should indicate, that the material of the research were exactly the youth series, where the youth slang prevails, which in turn also expands the associative potential of medical vocabulary that is based on the particular social group experience.

The range of cognitive metaphors for indicating the categories of oncological diseases and physical states that are connected with it, in media discourse is wide as it plays an important role in creating a hero image and depends on the idea and skills of the authors. This range contains both the conventional and authoritarian concept-correlates which are caused by logical-associative links between the referent and the correlator and the relevance of the phenomenon being observed or a concept in public life which expands the experience and enriches the spectrum of associative perception. In this very material of the research the concepts of the correlate provide medical terms with a temporary or relatively constant associative shade which allows you to expand the semantic field of the terminology unit.