

STYLISTIC AND SPEECH MISTAKES IN THE PROCESS OF TEACHING ACADEMIC WRITING AT NON-LINGUISTIC UNIVERSITY

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The works of domestic and foreign scientists are devoted to the development of academic communicative skills [2], [3], [4], [7]. Noting the growing need of younger generation in academic communication the majority of authors agree on the importance of timely correction of stylistic and speech mistakes in order to achieve the main goal of communication – mutual understanding.

The aim of this article is to review the most common mistakes in academic communication and the ways to eliminate them.

The study of academic style at the non-linguistic university is carried out in the following courses: "Foreign language", "Russian language" and "Rhetoric". The information about the academic style is presented at two levels: theoretical and practical. At the first level there is an acquaintance with the characteristics of the style which include the task of writing to report reliable facts or phenomena or to state causation. At the second level there is a certain practice of academic communicative skills development. The following characteristics of the academic are practiced: abstraction and generalization, strict logic and abstract academic style, terminological and objectivity and [2, p. 408].

It should be noted that academic communication in high school takes most of the extracurricular time, expressed in the form of discussions at the conferences. In this regard there is a contradiction between the students' need to master academic communicative skills and absence of educational programs for higher education in non-linguistic specialties aimed at the academic communicative competence development.

The current situation stresses the demands to work on mistakes correction. For the purpose of timely work on mistakes correction in academic communication it is necessary to have an idea about the types of mistakes existed.

For further consideration the classification of mistakes in academic communication is provided. Thus we will take into account the classification by M.P. Senkevich, M.N. Kozhyna and A.N. Vasilyeva [5], [2], [1].

M.P. Senkevich speaks about stylistic and speech mistakes in academic communication [5, p. 259]. This classification includes mistakes on the following levels:

- word level;
- phrase level;
- sentence level.

The group of logical mistakes is added to this classification.

The further analysis will be given to each group of mistakes.

Mistakes at the word level are associated with the wrong word choice depending on the context. The phrase level can be broken by style differences. The phrases that consist of unnecessary words are called alogisms. They illustrate incompetent academic speech.

Invalid sentence level is connected with wrong word order and with the use of words unnecessary for the thought expression. The presence of several logical stresses in a single phrase also makes it difficult to understand the academic meaning.

The level of complex syntactic unit suffers from the wrong sentence beginning. Mistakes made at this level lead to misstatement of scientific information, breaking the logic of sentence and obstacles the understanding of the general meaning. It often occurs that the author jumps from one thought to another without representing the proper development of the first one then returning to it again. These “jumps” make it difficult to understand the basic idea of the academic meaning.

Logical mistakes are associated with the following:

- incorrect narrative beginning;
- breaking causality.

It should be noted that stylistic and speech mistakes are more often made in

academic communication. The presence of these mistakes prevents the understanding not only the basic idea of the academic work, but also complicates further discussion of academic problems [6].

After M.N. Kozhina we find it very important to pay special attention to stylistic norms of speech and stylistic mistakes in the process of teaching language. The question these mistakes elimination is one of the most pressing one in the methodology of teaching languages [2, p. 158].

Thus, stylistic mistakes in the context of this research we mean breaking the unity of style, discrepancy of the chosen forms, words and constructions to the given academic style, as well as communicative tasks of academic communication.

Stylistic mistakes are divided into the following subgroups:

- stylistic shortcomings expressed in a weak knowledge of foreign language resources;
- stylistic mistakes associated with insufficient level of stylistic flair;
- mistakes involving the violation of accepted norms of a functional style.

The problem of correcting and preventing stylistic mistakes should be the primary task of the teacher. Mastering the skills of stylistic differentiation requires a focused methodology of language teaching.

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The following research is concerned the mistakes classification made by A.N. Vasilyeva. She divided the mistakes into functional and stylistic ones [1, p. 16]. They are further subdivided into the following subgroups:

- mixing of oral and written forms of academic speech;
- misstatement of speech form to the nature of academic communication;
- misstatement of speech form to the nature of background knowledge of language ;
- misstatement of requirements to genre and stylistic variety of the academic speech.

Among the drawbacks of the academic papers Anna Nikolaevna stresses the following:

- content aspect revealing factual mistakes and falsification of new information;
- compositional and speech aspect implying the sequence of material presentation and disproportion of academic paper parts;
- content and speech aspect providing logic of statements;
- stylistics and speech aspect in the use of wrong style forms;
- style and communicative aspect aimed at the addressee and the communication itself.

The above classification of mistakes should be prevented in the process academic paper creation. Thus the analysis of academic paper should include the following techniques:

1. To look over the academic paper as a “stranger” and make sure that the new knowledge is given in a logical sequence.
2. To check the academic paper is aimed at the addressee.
3. To avoid the use of emotional and evaluative language means.
4. To achieve a balance between information richness of the paper and communicative sufficiency, having measured reasonable combination of new knowledge with already known one.

To sum up the given material we should point out that foreign academic communication has become more popular for the recent time. So a special attention should be given to the process of its competences building.

The need of students in academic researches highlights the problem of academic papers creation. Preventing mistakes in this becomes one of the main tasks of the modern high school teacher. The considered classifications of stylistic and speech mistakes in academic communication allow to develop appropriate methods for their prevention.

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