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LEXICOGRAMMATICAL PROPERTIES OF ENGLISH ACADEMIC GENRE

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INTRODUCTION

Relevance of the research. Academic texts are an integral part of the work of any scholar. However, even a specialist who has excellent knowledge of the material will not always be able to create an academic text accessible to the general public. The creation of academic texts may turn out to be inadequate due to misunderstanding of the meaning of the text and scholarly and technical terminology used by the author, which will cause a significant distortion of the meaning of the analyzed materials. In order to create a competent scholarly academic text, it is necessary to know the main features of the scholarly style in general.

The scholarly style is characterized by the logical construction of sentences, semantic accuracy, informative saturation, objectivity in the presentation of materials, and hidden emotionality. Terminological vocabulary and complex grammatical constructions help to realize all the features of the scholarly style in practice (Томахів 2015: 155). Thus, the creation of a scholarly text involves the use of standardized linguistic patterns. A scholarly text of academic genre does not tolerate ambiguity of meaning and distortion of the concepts and terms used. Therefore, the creation of a scholarly academic text requires, first of all, clarity in the presentation with maximum full compliance of the created text with the latest achievements of modern science. Such harmony can be achieved only by a professional who, along with knowledge in the field of scholarly text, also has high stylistic literacy (op.cit.p. 8).

The object of the research is lexico-grammatical peculiarities of scholarly academic genre in English.

The subject of the study is a pragmalinguistic approach to the functioning of the academic genre in modern English scholarly discourse.

The purpose of the work is to study the regularities of the functioning of academic genre in modern English scholarly discourse.

The purpose pursued in the work involves a solving of the **following tasks**:

1. To define a scholarly discourse as an object of linguistic research;

2. To highlight the genre typology of modern English scholarly discourse;

3. To consider traditional forms of modern English academic genre;

4. To characterize lexical features of modern English academic discourse;

5. To single out grammatical features of modern English academic genre;

6. To investigate pragmatic patterns of functioning of the present-day academic genre in English.

Research methods. The set goals and tasks, as well as the specifics of the material determined the use of a complex of methods and techniques: descriptive and analytical; morpheme-word analysis; methods of componential analysis and graded definition of lexical meanings; analysis of dictionary definitions; method of translational transformations.

The practical value of the research is determined by the possibility of using the most important provisions, conclusions and illustrative materials in the courses of English lexicology, general linguistics, theoretical grammar, scholarly discourse, stylistics, option courses on terminology.

Research structure. The work consists of the introduction, two chapters, conclusions to each chapter, general conclusions, resume, and references.

CHAPTER ONE. THEORETICAL BACKGROUND OF THE STUDY OF THE ENGLISH SCHOLARLY ACADEMIC GENRE

1.1. Scholarly discourse as an object of linguistic study

Scholarly discourse is a somewhat clichéd type of communication between scholars who may not know each other personally, but are forced to interact according to the norms of society, which can be defined as a scholarly community (Trippe 2018: 49). Among the features characterizing scholarly discourse, the following are distinguished:

- the correlation between the level of preparation of the audience and the level of preparation of the author of the text;

- apparently, this provision is correct only for the core of scholarly discourse;

- in the situation of peripheral communication with individuals not related to scholarly community, it is hardly possible to talk about approximately the same level of preparedness of the communicators.

Following Trippe (2018), Kiyak considers the goal of scholarly discourse to be the process of producing new knowledge about a subject or phenomenon, which receives a verbal form and is regulated by the communicative canons of scholarly communication - the logic of the presentation, the proof of the truth or falsity of certain propositions, the limit abstractness of the subject of discourse. The proof of the truth of one's point of view in the process of cognition is the main task of the author of scholarly discourse, according to the researcher (Кияк 2008: 78).

O. Kovtun (Ковтун 2009: 85-87) also pays attention to the scholarly discourse, defining it as a type of linguistic action in which the scholarly sphere is realized as a socially relevant task. The "carrier" of scholarly discourse becomes the scholarly community, which is characterized by:

- equality of social status of its members;
- stability of the level of basic scholarly training;

- formal unity of the level of education of community members;

- advantages of a possible interdisciplinary exchange of knowledge and its episodic implementation in practice;

- contribution of scientists of one field to other fields of science (Ковтун 2009: 85-87).

At the same time, the scholarly community as a group of communicators is characterized by:

- common communicative goals of the participants;

- existence of a single common language of science;

- further development of professional languages according to the same principles;

- the use of the same conventional types of the text for the publication of the results of scholarly research (Карабан 2004: 173).

Therefore, a scholarly communication as an action is regulated by the rules and traditions established in the relevant institutions of the society at this stage of its development. Pragmalinguistic factors characterizing the situation of scholarly communication are: status-role and **situationally related** characteristics of its participants, conditions, organization and methods of communication **which** determine the originality of the scholarly style.

Sarmento (2012: 4) characterizes the state of research of text types/genres in the field of scholarly communication as a "big white spot", listing some genre varieties of scholarly literature, such as monograph, textbook, reference manual, industry dictionary, commentary, biography, bibliography, etc. Currently, the study of genres of scholarly discourse is a productive direction of the research**. In** this connection, it is necessary to mention the works of such scientists as G. N. Muhammadjon (2021: 68), A. R. Meetham and R. A. Hudson (1969: 73).

The Scholarly style can be realized in large and small genres of scholarly literature: L. Tomilenko (Томіленко 2015: 14) includes a monograph, dissertation, encyclopedia, dictionary, reference book, textbooks, and study guides as large

ones, while the group of small genres includes an article, abstract, theses, overview, review, and chronicle.

According to the degree of generalization of scholarly material, *primary* (aimed at the primary presentation of the results of scholarly research) and *secondary* scholarly works are distinguished, which aim to inform the reader about the final results of the research obtained in the course of understanding and processing of primary texts.

From the point of view of composition, scholarly texts can be divided into works with a rigidly fixed structure (patterns, standards, etc.) and "free", "open" structure (articles, monographs, theses, etc.). There are also transitional forms with a regulated, but not as rigid, structure (abstract) as, for example, in the case of a patent.

In addition to the above-mentioned possibilities of classification, special attention should also be paid to the field approach to the genre structure of the scholarly style implemented in the works of R. Statsiuk (Стацюк 2016: 92). Within the framework of this approach, the scholarly style finds three zones: nuclear, peripheral and border.

Genres such as articles, monographs, dissertations, and theses are the core of genres – it is precisely these genres that are recognized as leading: they convey new scholarly knowledge, and in them the main features of the scholarly style are most clearly visible. Genres in which the stylistic features of the language of science are less pronounced, relegated to the periphery, include: abstract, review, handbooks, lecture course, etc. The largest heterogeneous, border zone is formed by genres that combine features of different styles: for example, in a patent, the features of a scholarly style are combined with the characteristics of an official business style.

F. Tsytkina offers another classification of genres (in the author's opinion – types) of scholarly texts, based on the selection of dominant text functions, according to which the following are distinguished:

- academic (scholarly and theoretical) texts created for the verbalization of new knowledge and realization of research goals (dissertation, monograph, article, theses);

- scholarly and informative texts (abstract, summary);

- scholarly and critical texts (review, feedback, review);

- popular scholarly texts, the purpose of which is the mass distribution of selected results of scholarly knowledge (popular scholarly article);

- scholarly and educational texts pursuing didactic goals (textbook, study guide, methodical recommendations, course of lectures) (Циткіна 2003: 62).

Defining a scholarly text (multimedia presentation, theses, etc.) as a "communicative genre", B. Kopechka specifies this concept. Thus, the "communicative genre" refers to a socially established and formalized course of communication that facilitates the solution of communicative tasks to the participants of communication. On the one hand, communicative genres offer communication participants some kind of universal schemes of actions, on the other hand, a clear structure given by communicative genres organizes communicative actions performed by participants (Kopechka 2017: 204).

The structure of a scholarly text may vary depending on the field of science in which the text is created, as well as depending on the traditions that have developed in a specific scholarly community. Variation often has a linguistic and cultural character.

However, it is possible to identify a conditionally general structure for a prototype text regardless of the scholarly discipline. Describing the universal model of a scholarly text, T. Skopiuk notes the complexity and hierarchical organization of the information structure of scholarly texts, highlighting the following levels:

1. Semantic structure – representation of linguistic, cognitive, cultural and social components in the form of subordination of topics and subtopics. The semantic structure is nothing but the global semantic macrostructure of the text. Macrostructures make it possible to reduce the complex and extensive meaning of

the structure of the text to a simpler and more abstract meaning: the specific content of an individual article receives a generalized semantic description in the categories: "problem-solution", "general-private", etc.

2. Grammatical structure, which organizes the general content of the text and expresses the cognitive elements of the macrostructure by means of language (Скопюк 1997: 11).

The macrostructure of a scholarly text traditionally consists of six parts, each of which has its own specific meaning:

- the main idea of the text is succinctly expressed in the title;

- the abstract introduces the reader to the content of the text;

- the introduction includes a justification of the goals and tasks facing the author of the scholarly text, the object and research methods; the introduction also provides introductory information and briefly presents the history of the research question;

- the main part is characterized by the clarity and completeness of the presentation; it reflects the research process, its relevance and novelty;

- the conclusion sums up the results of the research: the results are summarized, the scope of their potential application and prospects for further work are indicated, the theoretical and practical significance of the research is assessed;

- a list of references is provided at the end of the scholarly text (Скопюк 1997: 14).

Some authors conduct a more detailed breakdown of the compositional structure of a scholarly report. Thus, N. Piletska singles out a compositional-pragmatic segment as a textual unit of the organization of a scholarly text - a component of the semantic level of the text, which is expressed on the surface level and determined by the cognitive and communicative actions of the author (Пілецька 2008: 181).

The following main compositional and pragmatic segments are included in the universal model of a scholarly text: description of the topic / subject of research; problem history; setting research goals and objectives; formulation of the

problem; proposition a hypothesis; discussion, description of the experiment; conclusions; scholarly forecast. The compositional-pragmatic segment, as a rule, has a typical content and is introduced into the text using standardized means, which makes it easier for the recipient to perceive the scholarly message (Пілецька 2008: 181).

Knowledge of the universal macrostructure and typical compositional and pragmatic segments of a scholarly text allow a participant in communication not only to successfully separate and process information contained in other scholarly texts, but also to independently create texts that meet the communicative expectations of recipients.

In the context of discourse parameters, it is possible to diagnose the discursive mechanisms of solving the problem of scholarly discourse, in particular, to answer the question of whether linguistic means are really used in the discourse, which contribute to the solution of the key problem. Scholarly discourse is a science-specific way of organizing language activity, which includes special linguistic components (tropes and figures of speech, speech acts, terminology, semantics and pragmatics of language, syntax) (Пілецька 2008: 181).

A typical composition of reasoning is as follows: a thesis, a system of arguments, a conclusion. In scholarly works that have a polemical orientation, an antithesis is often introduced - an opinion opposite to the thesis (which conditionally belongs to the opponent), which the author refutes in the process of reasoning. In addition to arguments, following Martynyak (Мартиняк 2008: 101), counter-arguments are used in reasoning. Propositions that justify the antithesis Scholarly discourse are characterized by the functioning of theses due to the variability of the tasks of participants in scholarly communication. Theses are a short record of the content of a scholarly work in the form of basic, succinctly formulated propositions in which something is proven or disproved (Муравська 2014: 94). The structure of such text formations involves the presence of a preamble (contains an introduction to the problem, justification of relevance,

description of the research subject), main theses (united by a common idea reflected in the title), and a final thesis (contains the main conclusion).

To localize meaning on a generalized description of reality in scholarly discourse, panoramic texts are called, in which coverage of certain issues is presented in a concise and generalized form. Such a text is built on the material of several works or their parts, united by one theme or concept, and demonstrates different points of view on this problem, compares, evaluates them and reflects the opinion of the researcher. The language parameter of the scholarly (linguistic) discourse, the selection of its stylistically significant elements is specified by the special register of communication for scholarly communication, which determines the abstract-generalized character, objectivity, accuracy, logic and impersonality of the presentation as well as the accuracy of scholarly language means, semantic accuracy, and unambiguity while preserving the richness of the content. In scholarly presentations, this is achieved, first of all, by using words with an abstract (detached) meaning: phenomenon, competence, process, ontogenesis, category, disposition, integration, functional subcategorization, strategy, intersubjectivity, definition, category, etc. (Петренко 2013: 418).

Comprehensibility and certainty in scholarly discourse is achieved by using terms that act as carriers and custodians of certain information in the field of scholarly communication, which ensure unambiguous perception and understanding by communicators. The relationship of special names in the term system of a certain science, in particular, in linguistics, reflects the nature of the cognitive activity of the participants of communication, contributes to the understanding of the presented scholarly concepts.

The terminological vocabulary is a large array of words used in the analyzed material: system, matrix, transliteration, agents, uzus, metatext, discourse, derivative, verboids, denotation, mental lexicon, prototype, intraregisters, bilingualism, linguistic competence, linguistic personality, precedent texts, metalinguistic and metacommunicative types of replicas, modality, etc.

Abstractness and generalization as stylistic features of scholarly discourse/text are objectified with the help of various linguistic means (Петренко 2013: 418).

In written scholarly communication, as a rule, the concentric position is the end of the sentence. The reason for this type is changes in the stylistic marker of the linguistic unit and language, first of all, interference (in our case, sound interference);

A number of works are devoted to the analysis of the main properties, characteristics and formation of the term in domestic and foreign linguistics.

The use of a nominal predicate is typical for scholarly discourse, since a sentence with a nominal compound predicate is one of the most common forms of inferences, definitions, formulations and theses, which determines their frequency in the scholarly language, where the formulation of laws, postulates and assumptions, the definition of concepts and phenomena are an integral part of the content.

Linguistic portrait is an important characteristic of not only individual, but also professional qualities of a person;

Understanding the peculiarities of the language situation is a necessary condition for the development of language education strategies. Scholarly texts are characterized by a wide use of complex sentences, and compound sentences are the most common. Sentences with subordinating causes are used to determine cause-and-effect relationships between phenomena:

In order to define the semantic role of instrumentality, let us turn to several definitions of the instrument and the instrumental case. That is why the evaluation category and the concept of "linguistic personality" should be considered from anthropocentric positions in their inextricable connection, etc.

To identify essential features of the objects described in the scholarly text, complex sentences with subordinate signifiers are used, for example:

Communicative consciousness is a set of communicative knowledge and communicative mechanisms that provide the entire complex of human communicative activity, etc.

Complex subordinate clauses with a subordinate clause are used to express a generalization, describe some regularities, or indicate a source of information:

Compound sentences with subordinate clauses are frequent in the scholarly style, for example:

If we consider language as a component of the consciousness of people who think and communicate, then it becomes possible to understand not only the content of the language model, but also its reproductive form, etc.

Thus, the scholarly text acts as an expression and reflection of the scholarly style - a special way of cognitive and communicative-linguistic actions of the subject, which is decisive in the process of text formation of the task of communicating new knowledge about the validity and proving the truth of this knowledge.

The processes of text creation in scholarly language reflect the regularities of the cognitive process. The content of a scholarly text is revealed with the help of a variety of linguistic means, among which conceptual (emotionally neutral) ones that perform representative and denotative functions prevail, which indicates the subordination of the characteristic linguistic features of scholarly (linguistic) discourse to its basic goals.

1.2. Genre typology of modern English scholarly discourse

The main characteristics of scholarly discourse are logical sequence (the presence of semantic links between blocks of text), the authors' desire for an accurate (restriction on the use of metaphors, comparisons and other linguistic means) and concise presentation, unambiguous understanding and clarity. Often scholarly texts are full of terminology, which is quite normal and justified.

Some of the most important and frequently used genres of scholarly discourse should be singled out and their features should be noted.

Report – a public detailed message-monologue on a given topic, consisting of: an introductory part (the problem is highlighted and the attention of the

audience is attracted); the main part (it provides analytical coverage of the problem); conclusions (summary of the above and conclusion on the report). The report uses clichés of the scholarly style of speech, introductory words and phrases that attract the attention of the audience.

An article is a scholarly work of a small size with a set scholarly problem, which the author reveals in it. The article has components (introduction, goals and objectives, methods, main part, results, discussion, conclusion, thanks, list of references), it uses clichés of the scholarly style of speech, words only in their direct meaning, many introductory words.

Presentation – a document designed to visually represent something (project, product, service, organization, etc.), acts as an accompaniment to a speech. A characteristic feature of the presentation is interactivity. Abstract as a genre of scholarly style

An abstract (author's summary) is a source of information of a compressed volume (1/10 of the article), independent of the article, including a description of the main topic, the object of study, the goals of the work and the results. In other words, this is an introduction, a preamble, after reading which you can get an idea of the entire article. Therefore, it depends on how competently the abstract is composed, whether the reader of the article or the journal will get acquainted with the rest of the text. The abstract reflects the scholarly novelty of the publication, showing how this article differs from similar ones in content, thereby attracting the attention of a potential reader.

At the present stage, the terminological vocabulary plays an important role in the communicative process, as it is a source of obtaining information, a means of assimilating scholarly knowledge, and a driving force of scholarly and technological progress.

The term translated from Latin is a border. This concept began to form in ancient times, and in the Middle Ages it was already interpreted as "definition", "designation" (Панько, Кочан, Мацюк 1994: 51).

Ukrainian scientists T. Panko, I. Kochan, H. Matsyuk investigated the genesis of this concept and believe that Ukrainian linguistics owes the spread of the name "term" to H. Konyskyi, who in the 18th century created a peculiar theory of the term: he defined its dual nature and characterized its properties (Панько, Кочан, Мацюк 1994: 51).

The beginning of the 20th century brought ambiguity to the definition of "term": foreign linguists, on the one hand, compared it with mathematical signs and symbols, on the other – with commonly used words and jargon. In the Ukrainian theoretical developments of that time, "term" is defined as a word with a certain meaning and fixed meaning, and its main features are also formulated (Білозерська, Вознесенко, Радецька 2010: 26).

In modern linguistics, scientists present "term" as "a word or phrase that expresses a clearly defined concept from a certain field of science, technology, art, social and political life, etc." (Томіленко 2015: 91).

Ukrainian researcher E. Krotevych believes that the term expresses a clearly defined concept from any field of science, technology, art and differs from an ordinary word or phrase by the precision of semantic boundaries (Кротевич 1990: 18).

Researcher N. Piletska claims that a term is a special word or phrase that expresses and forms professional concepts and is used in the process of learning and learning scholarly, professional and technical objects and the relationships between them (Пілецька 2008: 178).

O. Lysenko qualifies the term as a word or compound denoting the concept of a special sphere of communication in a specific field of knowledge and emphasizes the dynamic consideration of the term as a functional, textual phenomenon that materializes in discourse and constitutes a "verbalized concept that gives cognitive direction to terminological research" (Лисенко 1999: 19). The term should be characterized by systematicity, the presence of a classification definition, brevity, correspondence to the concept being denoted, ambiguity, convention, and high informativeness.

Therefore, all scientists emphasize the specificity of the terms, their unequivocalness and the correlation with the concepts of a certain field of knowledge. Concepts have linguistic expression and cannot exist without it. Thus, we can talk about the dual nature of the term: on the one hand, it names a concept, on the other, it provides a connection between it and the logos.

M. Bondarchuk believes that the term has a threefold basis - objective knowledge, logical understanding and linguistic expression and emphasizes the fundamental difference of the term from general vocabulary (Бондарчук 2000: 27).

Summarizing different views on the nature of the term, it is possible to distinguish its following properties: 1) ambiguity, 2) precision of semantic boundaries, 3) stylistic neutrality, 4) clear interpretation, 5) correlation with the concepts of a certain field of knowledge, 6) systematicity, 7) lack of connection connection with the context, 8) lack of synonyms (within a certain terminology).

The last feature seems doubtful, because due to the rapid development of the lexical structure of the language, it is impossible to avoid synonymy. Many scientists consider synonymy as a property of the term system at the stage of its formation. But studies prove that synonymy is characteristic of different terminological systems at any stage of its development.

The Great Interpretive Dictionary of Ukrainian provides the following definition of the term: "Term (from Latin terminus - boundary) - a word or compound denoting the concept of a special sphere of communication in science, production, technology, art, in a specific field of knowledge or human activity" (Великий тлумачний словник 2001: 835).

The term is considered in its relation to the system of terms, its place in terminology, because the term exists only insofar as it is an element of this system. Thus, terminology is a set of units of a special nomination of some field of activity, which is isomorphic to the system of its concepts and serves its communicative needs (Кочан 2004: 11).

Terminology is understood as a set of terms used in one or another field of scholarly knowledge or professional activity to denote one's professional concepts (Кочерган 1996: 56), while a term system is considered as a systematically organized set of terms of the same type (Кочерган 1996: 59). Note that in the given definitions, at least one discrepancy between the given terms is actually noted, namely the accentuation of the sign of the systematicity of the term system. However, the terminology cannot be considered unsystematic if only because its units are means of designating the concepts of a certain field of scholarly or professional knowledge or activity, which have a systematic nature, are separated from others and become independent according to certain criteria. I note that currently there are at least two approaches to understanding the concepts of "terminology" and "terminological system" in terminology. These concepts are distinguished according to the criteria of consciousness – spontaneity, order – disorder, system – unsystematic according to the first (Томахів 2015: 155).

In this regard, M. Kochergan notes that during the formation of conceptual systems, the factor of consciousness is important for this process, while term systems are formed spontaneously (Кочерган 1996: 59). Emphasizing the fundamental differences between the analyzed terms, the terminologist also notes that "terminology is formed together with the relevant field of knowledge and the system of its terms in stages and does not act as a closed system; one speaks of a term system only when the conceptual system of the corresponding subject field has already been formed, and its terminology has passed the stages of ordering, normalization, and lexicographic processing" (Кочерган 1996: 62). According to the scientist, a conceptual system is "the result of conscious intervention of scientists in a conceptual organism that spontaneously formed in a specific field of knowledge or professional activity" (Кочерган 1996: 63). As a result of the processes of ordering, standardization and systematization of terminology, its shortcomings are eliminated and a conceptual system emerges - an ordered set of concepts with fixed connections between them, reflecting the connections between concepts. Terminology is a fragment of the "scholarly worldview", which is

characterized by such features as orderliness, relative completeness and accuracy in the designation of scholarly, technical, professional terms of a specific subject. Since the conceptual system is consciously constructed from linguistic units in the process of forming definitions of a specific field of theory, knowledge or activity, the content structure of the conceptual system depends on the structure of this field of knowledge or activity and on the theory that describes it.

T. Panko, I. Kochan, G. Matsyuk understand the term system as an ordered collection of concepts that adequately expresses the system of concepts of a special sphere of human activity, between which there is a mandatory and inseparable connection (Панько, Кочан, Мацюк 1994: 98). Between the conceptual system as a logical category and the conceptual system as a linguistic unit, there is an adequacy ratio, in which the conceptual system can be both richer and poorer in terms of the number of units and types than the conceptual system. connection F. Tsytkina considers the term system as a system of terms based on the classification of the conceptual system of a certain already formed field of knowledge (Циткіна 2003: 70). Therefore, in contrast to terminology, the concept of terminology is a complex established system, the elements of which are lexical units (words and phrases) of a certain special purpose language, the structure of which corresponds to the structure of the system of the concept of special knowledge or the field of activity, and the function is to serve its symbolic (linguistic) model.

O. Lysenko believes that it is possible to talk about a term system as a formed system of terminological units only if the following three requirements are met: the term system must be based on a system of scholarly (technical) concepts of a specialty or a field served by its subdivisions; Named symbols or terms must be distinguished using classification schemes. Terms belonging to the same conceptual system should reflect the commonality of termed concepts and their specificity (Лисенко 1999: 65).

In the research work of N. Rizvanly, it is said about the presence of microterminological systems as one of the main features of the formed terminological system (Різванли 2022: 16). Even when terminological systems are

relatively open, it is important to consider the feature of constancy: this feature allows us to talk about semantic evolution within the system. But the main feature of each term system, which follows from the name itself, is the systematicity of its set of terms.

The theoretical foundations of the system approach in linguistic research are also described in detail in the works of O. Kovtun, which outlines the general features of the system as a whole: the division of the system into constituent elements (hierarchy); the presence of connections between elements that ensure the integrity of the system (organization); the regularity of the connection between its elements (Ковтун 2009: 93). In his scholarly work, O. Martyniak singles out such features of term systems as: the presence of nested constructions; synonymy; independence from system concepts; integrity and completeness of the conceptual system (Мартиняк 2008: 102). Some scientists also talk about the presence of terminological conceptual fields in the term system, which indicates the systematicity of the term system (Дячук 2009, с. 54).

The wide and intensive development of scholarly discourse has led to the formation of numerous genres within it, such as: article, monograph, patent description, abstract, abstract, documentation, reference book, specification, instruction, advertising. Each genre has its own individual stylistic features, but they do not violate the unity of the scholarly style, inheriting its common features and features.

1.3. English academic genre in scholarly papers

Any study of the peculiarities of the language of scholarly communication involves the analysis of general linguistic characteristics of texts in this field. However, the specificity of scholarly texts is determined not only by compositional and structural features, but also by language features (lexical and grammatical). The scholarly sphere imposes certain restrictions on the use of language, thus

forming a special type of it - a scholarly style, which inspires the choice of linguistic means used by the authors of scholarly publications (Кочан 2004: 81).

Speaking about the English-language scholarly genre, following Kochan (Кочан 2004: 74), we mean the communicative-pragmatic structure of an English-language scholarly text, or in other words, the content-semantic structure of a scholarly work, which is a complex unity consisting of two types of content:

1) communicative-informational and

2) pragmatic in nature

The English-language scholarly genre correlates with the structure of scholarly knowledge explained in the text, reflects the stages of a scholar's cognitive activity and realizes the relationship between the subject of knowledge and the object of knowledge. This type of content reflects both the main stages of the cognitive process (problematic situation, problem, idea, hypothesis, evidence, conclusions), and accompanying communicative and cognitive actions of an individual nature, or meanings. The specified type of content captures the relationship of the subject of knowledge to the object of knowledge, and the pragmatic content represents the relationship between the subject of knowledge (the author) and the subject of communication (the reader), thus realizing the influential potential of the scholarly text.

Each of the named types of content is created with the help of special text components: the communicative and informational content of the scholarly text is formulated in the form of communicative blocks, and the pragmatic content is represented by a system of pragmatic instructions. The combination of the mentioned text components forms the communicative and pragmatic structure of the scholarly text (Кочан 2004: 70).

The division of the content of a scholarly work into **communicative** and **informative** and actually **pragmatic** is dictated by the goals of the analysis, since in real communication the content of the text is monolithic. The variation of these semantic components creates text variants of the communicative-pragmatic

structure of a scholarly text, forms its stylistic and genre specificity, and realizes the general pragmatic orientation of this text.

Let us consider the pragmalinguistic features of an English-language scholarly text using the example of its use of interjections and phrases. Interjections and phrases are the main means of pragmatic argumentation in English-language scholarly texts (Білозерська, Вознесенко, Радецька 2010: 26).

In our study, we will consider the following types of insert elements:

1) text interpolation indicators that contribute to strengthening, as well as emotional and expressive selection of "parts of the text". They can mean:

a) sequence, order of judgment: *first, second, to start with, by the end*: *First of all let us glance at syntactical implications and intonation implications;* These are metatextual inclusions;

b) the meaning of juxtaposition / contrast: *however, still, though, instead, on the other hand, by*: *Hundreds of millions of Indians, however, use five articulation differences for such sounds;*

c) making a clarification to the above: *meanwhile, moreover, again, by the way, in addition to: Again, in a rational vocabulary words similar in form would have allied meanings;*

d) disclosure, explanation of previous information: *for example, for instance, in particular: Such a sentence, for instance, as The sun rises in the east and sets in the west conveys a perfectly definite and distinct meaning, and requires no further context;*

e) generalization, summation: *ultimately, eventually, finally, as a result: As a result of such analysis the sentence as spoken by a New Yorker or an Aberdonian can be symbolized in phonetic script;*

2) authorizing interjections are presented as means of expressing the author's "I" or qualification of the source of information, usually at the level of utterance: *as it happens, as it turned out*; *according to: Verbal rhythm in speech and verse depends, according to this view, on the fulfilment or disappointment of such kinaesthetic expectancies;*

3) persuasive proxy indicators that can be characterized by problematic or categorical validity. It should be noted that the authors of English-language scholarly texts more often use inserted elements that implement the semantics of confidence (*of course, surely, certainly, clearly, obviously, sure*), than those that convey the meaning of uncertainty (*maybe, perhaps, probably, arguably, apparently, presumably*, etc.) at the sentence and text level: *It will, perhaps, be most convenient to begin with that aspect of the dictionary which makes it the reverse of the grammar;*

4) emotional and evaluative intertextual indicators in English-language scholarly texts demonstrate different degrees of authorial evaluation: *Consequently, when we inquire what a certain utterance is about, our question refers not merely to the nouns in the sentence, but is concerned with the signification of the sentence as a whole;*

5) phatic interjections used by authors of English-language scholarly texts are considered as "discursive markers" (*well, then, OK, here*): *In what manner, then, does the method which I am advocating differ from that of the orthodox grammarian?*

1.4. Channels of mass-media scholarly communication

The language of scholarly and technical literature is part of the national language, develops within it and according to its rules. The success of the translation of the vocabulary depends, first of all, on the knowledge of the field to which it relates, understanding the meaning of the terms in English and knowledge of the terminology of the relevant field in the native language. The term should provide a clear indication of specific subjects, processes, phenomena and be unambiguously interpreted by representatives of a certain field in different countries.

The main channels of mediated scholarly communication are not only specialized scholarly journals, but also other scholarly publications - collections of

scholarly works, monographs, brochures, dissertation abstracts, theses of scholarly conference reports, conference materials in electronic or printed form, which contain authors' works of scientists: publications of the results or course of theoretical or experimental research (Білозерська, Вознесенко, Радецька 2010: 26).

The topics of scholarly publications are virtually unlimited - they can reflect any issues of any field of science: theories, laws, hypotheses, individual discoveries, description of specific experience, genesis of science or scholarly direction, discussion on controversial issues, criticism of any provisions and etc. Research methods, stories of the most important discoveries, new phenomena, patterns of development of nature and society can be described here, and known facts are highlighted from new positions.

Scholarly publications and scholarly periodicals are a tool and a result of scholarly activity that allow deep and comprehensive research and solving of a wide variety of scholarly problems that are important for the development of science, but are not subject to their immediate inclusion in the social context.

In addition, along with scholarly research publications, there is a group of scholarly publications, the main purpose of which is to provide society with the content of works of the past - scholarly work. These are the so-called source studies publications.

If a research publication is intended for scholarly work and contains theoretical or experimental data (information), then a source-based publication of classical works, documents, archival materials, etc. is distinguished by the special thoroughness of the preparation of the text for publication and the extensive scholarly and reference apparatus (Білозерська, Вознесенко, Радецька 2010: 26).

Scholarly publications, publications in scholarly journals, scholarly periodicals – which is what is primarily meant when it comes to "scholarly journalism", are not intended for a mass readership. This determines the well-known closed nature of scholarly communications, which allows for testing the acquired knowledge in the circle of the scholarly community before it is widely

used in society. Authors and readers of scholarly publications are scientists (including from related fields). This audience factor determines the language of scholarly texts – it is a complex specialized language of formulations and formulas, terms, schemes, diagrams.

Note that for the presentation of scholarly material in scholarly journals, genres that we also meet in journalism are often used: abstract, review, article. Scholarly journals are produced on the same technical basis as various printed mass media, and in some cases have a similar editorial structure. However, the specificity of the audience, language and style of presentation, as well as the functional orientation of scholarly texts do not allow to classify them as the same type of works as journalism materials (Різванли 2022: 16).

Based on the specifics of the subject area and the designated range of tasks of journalists when creating popular science materials, it can be concluded that the main function they are aimed at is an educational function.

We define the educational function of journalism as its special duty in the mass media system. This obligation consists in providing the mass audience with journalistic texts, in which new and not mastered by the audience for one reason or another products of specialized types of creativity – science, culture and art, containing socially significant knowledge, norms and values, find their mark, and their analysis is given from the point of view of compliance with humanistic trends of social development.

The educational function of journalism is carried out by combining such activities as information, popularization, propaganda, and criticism as means. Depending on the actualization of one or another type of activity, the degree and nature of the implementation of the educational function changes. Accordingly, the social role of journalism in the education of the readership also changes (Різванли 2022: 16).

The role of journalists specializing in the coverage of scholarly topics, who observe what is happening in the field of science, is not and should not be limited only to informing, notifying the audience about the appearance of new products in

this field or the activities of scientists. The main role of a journalist (and a scientist, if he is the author of material in the mass media) in creating enlightening popular science texts is the role of a popularizer.

In this case, it is popularization that is the main tool for enlightenment in popular science mass media and the realization of the educational function of journalism.

The concept of "popularization" denotes an activity aimed at transforming a complex, difficult-to-understand work into such a reflection of it, with the help of which it becomes clear, comprehensible, amenable to mastering. This is necessary, first of all, in cases when the audience does not know the language of the field of creativity to which the work belongs, or the language of science, for example. In a certain sense, popularization is similar to the activity of a translator: it forms a bridge between the languages of specialized types of spiritual creativity and the language of a mass audience, between scientists and the general reader.

Popular scholarly texts can contain an understanding of the events of science from the point of view of adequacy to humanistic trends of social development. For the reader, this becomes an incentive for a conscious choice of knowledge, norms and values, which ultimately has a positive effect on the state of mass consciousness – one of the most important links in the mechanism of self-regulation of society (Білозерська, Вознесенко, Радецька 2010: 26).

There are also the following aspects of the studied subject area, the coverage of which in the mass media is determined not only by the need to bring to a wide audience the products of science as a specialized area of spiritual production, but also by the importance of science as a social institution:

• The public role of science as a social institution and a special sphere of spiritual production.

By timely informing the audience about the appearance of the products of scholarly activity, clarifying, analyzing and evaluating the phenomena of science, introducing readers to the specifics of the process of scholarly activity, the journalist has the opportunity to draw the attention of the audience to the place and

role of science in society, the social consequences of scholarly activity, to promote the development of a scholarly worldview society and the growth of its cultural level.

• Socio-economic platform of science.

Acting as spiritual creativity, science at the same time is a field of activity that has a powerful organizational, socio-economic structure. For a journalist, this means the inevitability of consideration of such problems as funding, material and technical conditions of scholarly activity, organization of the scholarly process, promotion and implementation of scholarly products, ensuring the safety of the effects of scholarly activity. Here, the journalist naturally goes beyond the scope of scholarly popularization, acting as an analyst who investigates reality and suggests ways to improve it (Білозерська, Вознесенко, Радецька 2010: 26).

But often texts devoted to scholarly topics are multifunctional: they not only explain to the reader the essence of scholarly phenomena (educational function), but also analyze their social consequences.

We should also note that media publications about science contribute to the establishment of interaction between the scholarly community and society, shape public opinion about certain scholarly projects, and perform a number of other important communicative tasks.

Popular scholarly publications, thus, inform the mass audience about the products of science and their creators, contribute to the assimilation and discussion of the facts and phenomena of science, while covering a wide range of topics within the framework of this subject area. However, due to the fact that journalists adapt scholarly information for adequate perception by readers, in popular science materials the essence of scholarly discoveries is not presented in such detail and depth as in scholarly texts. As we can see, the general subject area, the sphere of reflection of reality – science, is covered in different ways in scholarly and popular science texts: different angles, thematic aspects and ways of presenting the material.

The main differences between scholarly-academic and popular science genre are considered in table 1.1.

Main differences between scholarly-academic and popular science genre

Genre Typological features	Scholarly-academic genre	Popular science genre
Communications system	Special scholarly communications	Mass communications
Audience	Mostly special: scientists, employees of scholarly research institutions, employees of higher schools	Mass audience, a wide circle of readers
Authorship	Representatives of the scholarly community: scientists, graduate students, students	Journalists, writers, scientists (in the status of popularizers of science)
Display subject	Scholarly research in various fields of science and their results, problems of organizing scholarly activity	Products of scholarly activity - scholarly knowledge, the scope of their use, as well as the relationship between science and society, science and man, etc.
Main purpose	Organization of communications in a scholarly environment, approbation of developed	Implementation of the educational function of journalism

	knowledge	
Types of publications	Scholarly journals, scholarly portals and blogs on the Internet, monographs, collections of scholarly works, newsletters, abstracts of dissertations, preprints, abstracts of scholarly conference reports / messages, conference materials (congress, symposium)	Popular science magazines, almanacs, newspapers, online media, newsletters of information agencies, as well as social and political publications with universal themes, which systematically publish popular science materials
Output frequency	The frequency of publication varies: once a year, once every six months, quarterly, monthly, weekly, as well as depending on the conduct of scholarly events – congresses, symposia, conferences.	The publication frequency of specialized popular science publications varies: there are publications that are published once or twice a year, there are quarterly and monthly publications, and even almanacs that are published at arbitrary times. The periodicity of publication of popular scholarly materials in the socio-political press is determined by the concept and model of the publication.
Sphere of distribution	International scholarly community; scholarly	A mass audience structured by interests.

	communities of regions, separate research institutions	
Language / style	Specialized scholarly language, scholarly style	General literary language, popular science, journalistic style
Genres	Monograph, dissertation abstract, dissertation, abstract, theses of reports, announcement, abstract, interview, review, scholarly article	Announcement, abstract, note, report, interview, review, review, popular science article, essay.
The main social role	A means of optimizing the activities of the scholarly community.	A means of public enlightenment

A table was edited by the author

As a result, we can conclude that the concepts of "scholarly-academic genre" and "popular scholarly genre" have objective differences, which are determined by different functional responsibilities of these types of activities, different tasks when creating materials and approaches to the subject matter reflected in them region, as well as linguistic features of the texts.

Conclusions to Chapter One

1. A scholarly genre acts as an expression and reflection of a scholarly style – a special way of the subject's cognitive and communicative-linguistic actions, which is decisive in the process of genre formation of the task of communicating new knowledge about the validity and proving the truth of this knowledge.

2. The processes of genre creation in scholarly language reflect the regularities of the cognitive process. The content of a scholarly genre is revealed

with the help of a variety of linguistic means, among which conceptual (emotionally neutral) ones that perform representative and denotative functions prevail, which indicates the subordination of the characteristic linguistic features of scholarly (linguistic) discourse to its basic goals.

3. We can conclude that the concepts of "scholarly-academic genre" and "popular scholarly genre" have objective differences, which are determined by different functional responsibilities of these types of activities, different tasks when creating materials and approaches to the subject matter reflected in their region, as well as linguistic features of the genres.

4. The main channels of mediated scholarly communication are not only specialized scholarly journals, but also other scholarly publications - collections of scholarly works, monographs, brochures, dissertation abstracts, theses of scholarly conference reports, conference materials in electronic or printed form, which contain authors' works of scientists: publications of the results or course of theoretical or experimental research.

5. Scholarly publications and scholarly periodicals are a tool and a result of scholarly activity that allow deep and comprehensive research and solving of a wide variety of scholarly problems that are important for the development of science, but are not subject to their immediate inclusion in the social congenre.

6. Development trends in the scholarly field change very rapidly and require constant study and in-depth analysis. This situation is caused by several factors. The first is the rapid development of science itself. Another factor is a change in approaches to the presentation of research materials. Compared to previous decades, the genres of scholarly and academic publications have become much simpler and more accessible to the average reader (materials have become shorter, sentences are more concise, the amount of professionalism in the genres has decreased). This leads to the appearance of such a little-studied phenomenon as a universal genre, that is, a genre aimed at both the average reader and the professional scientist.

CHAPTER TWO. PRAGMATIC FEATURES OF THE FUNCTIONALITY OF ENGLISH ACADEMIC GENRE IN MODERN ENGLISH

2.1. Lexical dominants of the English-language scholarly and academic genre

In the course of the study, we analyzed 40 English-language texts in scholarly academic genre.

Let us consider the features of the lexical organization of the analyzed scholarly academic English texts

Science is one of the main areas in which the dominant position of the English language in the world is realized. As is known, English has long been the international language of science. It is used during international conferences and seminars, scholarly researches of authors from different countries are published in it. All this indicates that for full-fledged scholarly communication it is necessary to study the features of the English scholarly genre. The general characteristics of the scholarly genre are its informative saturation, logical construction, hidden emotionality, generalized abstract nature of presentation, semantic accuracy and objectivity, as well as clarity and understandability arising from these features. The above features determine the choice of language tools.

The scholarly genre in both English and Ukrainian has a specific lexical composition that distinguishes it from other functional styles. Scholarly prose is distinguished by the use of a large number of words with abstract semantics. In English linguistic texts, these are words such as: *paradigm, points, effects of speech*. Abstract vocabulary follows from the goals and objectives of scholarly communication, namely, the description and generalization of the facts of reality, which makes it necessary to search for words that express the most common features of the objects and phenomena under study. This tendency in some texts of the scholarly genre leads to the replacement of words with the corresponding

abstract formulas, symbols, special signs, which, unlike words, do not tend to acquire additional meanings (Голик 2016: 46).

The style of scholarly genre in English is characterized by the excessive use of book words, which are rare even in modern fiction. Book words are "long, polysyllabic borrowed words, sometimes not fully assimilated, often having simpler and shorter synonyms in a neutral style" (Голик 2016: 46). Incomplete grammatical assimilation is expressed, for example, in the preservation of the plural form adopted in the language from which the given word is borrowed. The following examples show Latin scholarly borrowings in English: *automaton – L automata, phenomenon – L phenomena*. Book words occupy a significant part of the lexical composition of English linguistic articles and are international for most languages: *affix, affricate, alienation, allophone, anticipation, aorist, area, apocope, enclitic, proclitic, emphasis*.

Another characteristic feature of the scholarly genre is the formation of neologisms. Neologisms are understood as "any new vocabulary and phraseological units that have appeared in the language at this stage of its development and denote new concepts that have arisen as a result of the development of science and technology, new living conditions, socio-political changes" (Маслова 2012: 41). New concepts that appear as a result of research lead to the formation of new words for their designation, therefore, it is scholarly prose that is most conducive to the creation of neologisms. So, in the texts of linguistic articles, they include the following vocabulary, not recorded in English dictionaries: *portmanteau word, pragmalinguistics, prepalatal, presupposition, quantifier, recessive stress, redundancy, reduplication*.

According to available statistics (Дячук 2009: 55), an English-language scholarly article contains, on average, 9–10% of terms, which indicates a high terminological frequency.

By origin, all terms can be divided into native and borrowed (Clyne 1987: 221). With the help of comparative and quantitative methods, we found out that borrowed terms of Latin and Greek origin prevail in English-language articles:

predicate, predicate calculus, prefix, pronoun, stem, stimulus, etc. It should be noted that the achievements of these ancient civilizations historically served as the basis for the development of science and culture of European peoples, so words from Latin and Greek are often found in texts of this kind.

Taking into account the subject matter of the concepts called terms and, accordingly, their belonging to a particular field of knowledge, we can divide all linguistic terms of the articles we analyzed into the following groups:

a) lexicology: *word, lexeme, lexical meaning, direct meaning, figurative meaning, polysemy*;

b) grammar: *morpheme, word root, suffix, gender, number, sentence, phrase*;

c) phonetics: *sound, phoneme, vowel, consonant, sonor*;

d) sociolinguistics: *jargon, slang, sociolect*;

e) psycholinguistics: *ontogeny of speech, speech cognition, Sapir-Whorf hypothesis, structuralism, language material, theory of speech activity*;

f) pragmatics: *linguistic sign, semiosis, translatability, sign system.language switch, phonology, bilingual, crosslanguage effect, target language, speech act*.

In addition, the texts of the articles contain empirical (prefrontal cortex, pronunciation, psychotropic medication) and theoretical (lexicon, concept, magnetization) terms. The former include words denoting sensually perceived and measured objects and their properties, while the latter denote abstract objects that are inaccessible to direct observation (classification according to the degree of abstraction of concepts) (Ковтун 2009: 59).

Finally, depending on the structure, we can distinguish:

− Simple terms: *sound, stem, sentence*;

− Complex terms: *semi-affix, semi-prefix, semi-vowel*;

− Terms-phrases: *sound symbolism, speech community, static consonant*;

− Abbreviated terms: *PhU – phraseological units, IC – Immediate constituents, UC – ultimate constituents* etc.

Thus, we can conclude that saturation with special terms and terminological phrases is a characteristic feature of scholarly articles.

Most of the vocabulary of scholarly literature is made up of commonly used, stylistically neutral words (Коптілов 2003: 77). Since one of the main characteristics of a scholarly text is semantic accuracy, neutrality and logical presentation. The use of ambiguous and emotionally colored words is highly undesirable. For example:

(1) *In recent decades, noteworthy methods of analysis have been developed by sociolinguistics, which studies speech activity* (Clyne 1987: 218).

Here we see that the purpose of the authors of the article is to present the facts, in this case, the results of the research work, so they select neutral vocabulary and use words in their direct meaning.

Because of this feature, the texts of the scholarly genre are characterized by dry wording and unambiguous vocabulary. However, it should be noted that in almost all scholarly articles (36 out of 40) that we have analyzed, there are such phrases as: *"The first and most influential one is...", "One interesting difference worth noting is that... ", "This study is significant on...", "Interestingly..."* They carry an evaluative value and help to emphasize the logical importance of a particular phenomenon or aspect.

The so-called intellectual expressiveness of a scholarly text is achieved through the use of high-quality adjectives and introductory modal words that actualize the course of reasoning.

The genre of scholarly publication implies a formal style of presentation. For this reason, many authors prefer long, polysyllabic lexemes, often with simpler, shorter synonyms in a neutral style. The use of such lexemes affects the perception of the text by readers, helps the text and the author to sound more formal, objective and accurate.

Adhering to this provision, based on the analysis of the material, we have identified a number of formal verbs with a common meaning, which are often used in English-language scholarly articles to denote:

− *obtaining ("obtain", "determine", "establish" instead of "get");*
− *repetitions ("replicate", "re-create", "pattern" instead of "copy");*

– research ("investigate", "analyze", "examine" instead of "study").

As is known, inventions and discoveries made as a result of research lead to the formation of new words for their designation. It is for this reason that scholarly prose is most conducive to the creation of neologisms (Day 1979: 77)

However, when analyzing the articles, we did not find fundamentally new terms. Perhaps, when introducing a new concept into science, scientists use other genres of scholarly style, for example, monographs, reports, and other research papers.

Based on the analysis of scholarly articles, we can conclude that, most often, the authors present their own interpretation of a concept or borrow special vocabulary from another scholarly field:

And yet, the very close attention to the processes of speaking and understanding, to the study of the child's speech, the processes of logogenesis in normal and pathological conditions, associations and speech errors, the specifics of colloquial speech and sign speech of the deaf, to non-verbal semiotics - the study of the communicative meaning of facial expressions, gesture, posture , intonation, etc. – all this testifies to the viability of psycholinguistics as a project (Ilchenko 2013: 97).

The foregoing allows us to conclude that the authors of scholarly articles mainly use not lexical, but semantic neologisms. In other words, they use lexemes that have existed in the language for a long time, but interpret them in their own way, giving the terms new shades of meanings or concretizing one or another concept.

Scholarly genre differs from other functional styles by the presence of a large number of words with abstract semantics. Since science operates with concepts and categories, and scholarly thinking is based on inferences and reasoning, when writing articles, it is important to observe the characteristic features of the scholarly genre – abstraction and generalization of presentation.

In articles on psycholinguistics, we found such abstract concepts as *behavior, reproducibility, laterality, sensory modality, discrepancy, mortality,*

reflex, perspective, percentage. They do not have specific images, but express the most general, abstract features of the studied objects and phenomena.

To determine the level of clichédness, we compared the vocabulary of the "Abstract" section of 40 English-language scholarly articles on psycholinguistics. The most commonly used set phrases and the frequency of their use are presented in Table 2.1.

Table 2.1

Set phrases used in annotations

Cliche	Frequency of use
These/our results suggest/show/indicate that...	23
In this article/paper/study...	19
However...remain(s) unclear/unknown	15
We have found that...	12
Previous studies have shown/suggested that...	10
In addition,...	10
We show/propose here that...	9
This study aimed...	9
...was associated with	8
Further studies are required to...	8

The section "Abstract", as part of a scholarly article, is characterized by a clear sequence of presentation. Based on the analysis of 40 articles, it can be noted that most of the abstracts have a similar structure.

First, the scope of the study is indicated, the problem is put forward and the little knowledge of the issue is mentioned. The following is a brief description of the course of the stud*y: We investigated /analyzed / provided / suggested / interpreted...*, and the results achieved are listed. The above set phrases help to

trace the logic of the study and structure the speech, both in the annotation to the work and throughout the article (Ard 1985: 17).

Using the example of the article "The role of functionality in the body model for selfattribution from the journal "Psycholinguistic Research", we will consider the use of clichés in English scholarly genre texts. This article uses about 22 clichéd expressions. The most frequently used are: "O*n the other hand"* (5 repetitions), "*In addition*" (4 repetitions), "*Studies have shown...*" (3 repetitions), "*For instance*" (3 repetitions).

After analyzing the rest of the articles and summarizing the data obtained, we noticed that set expressions are used mainly for two purposes: highlighting important compositional parts of the text and expressing the significance or nature of the research, the author's point of view. In the first case, cliches help to follow the logic of presentation ("*On the one hand...", "On the other hand...", "The study aims...", "In addition...")*, in the second – build a statement according to the laws of scholarly style ("*The results have found...*", "*It is well-established that...*", "*As is known*" etc.). Thus, we can argue that the characteristic features of the scholarly style of speech – logicality and standardization - are achieved, among other things, through the widespread use of various set phrases.

Summing up the study, we can conclude that English-language scholarly articles are characterized by high terminological saturation (9–10% of the total number of words are terms and terminological combinations) and the predominance of neutral, unambiguous vocabulary. In addition, the authors of articles select formal synonyms and use abstract concepts in order to maintain the objectivity and restraint of the text.

In their articles, researchers can use semantic neologisms, interpreting this or that concept in their own way. Finally, mention should be made of the frequent use of a variety of clichés, which helps the authors to follow the laws of scholarly style and lead a coherent, logical narrative.

2.2. Grammatical features of the use of forms of the English-language scholarly and academic genre

Let us consider the grammatical features of the language of English scholarly academic genre. On the example of several articles, we will illustrate the presence of modality in the texts of the scholarly functional style.

So, in the first analyzed article Second language experience modulates neural specialization for first language lexical tones, modal verbs (can, may, might, should) and such modal constructions as "*This left-right distinction, however, may not apply...*", "*In fact, native speakers show...*", "*L1 attrition...is an unlikely cause*", "*This change, if it occurs, may also be...*"

The authors of the second article express their attitude to the study using phrases such as: "*In addition, deep syntactic structures, in his opinion, should be considered a reflection of the main real relations that exist in reality and are manifested in any human activity*"

The next analyzed article makes extensive use of such adverbs that give the utterance a touch of modality, such as "*likely*", "*significantly*", "*unlikely* ", "*possibly*".

Since the purpose of a scholarly article is not only an informative aspect, but also to convince readers of the reliability of the facts presented, modality is a lexical and grammatical representation of the author's attitude to the content of the research text being created, for example, non-categorical judgment (Day 1979: 15).

The need for a logical and consistent presentation of a large amount of material is expressed in the complex syntactic structure of scholarly articles. For this reason, most of the text is occupied by complex extended sentences with various types of coordinating and subordinating connections between them.

The following types of sentences are most often found in the text of scholarly articles:

− compound sentences with non-union connection

(2) The genetic forms of language must be sought in specific forms of human actions, in which external reality is reflected and the subjective image of the objective world is formed (...)(Rommeltwelt 1974: 55).

and allied connection:

(3) The sentence structure is dynamic and guides the sentence formation process. Syntactic structures and their transformations have become core concepts of generative grammar. And deep structures are "building blocks", they include nuclear sentences and a list of various transformations that these nuclear sentences must undergo before they appear on the surface of speech texts (Rommeltwelt 1974: 113);

- complex sentences with additional clauses:

(4) The structure of the sentence to a certain extent depends on the holistic communication and the place of the given sentence in it. The initial structure of the generative process is, according to the author, a proposition understood in the spirit of the logic of relations (Rommeltwelt 1974: 89).;

- attributive clauses:

(5) If we proceed from the thesis that deep structures are universal in their categorical content, and surface structures are idiosyncratic and that the generative process proceeds in the direction from universal structures to idiosyncratic ones, then we have to admit that the basal structures lying in the deep sphere do not yet contain the fullness of information. , necessary for the appearance of surface structures, and that such additional information is carried with them by subsequent formations (Rommeltwelt 1974: 77).

- and adverbial clauses:

(6) The prosody of speech messages, manifested in the form of gestalts, thus demonstrates a peculiar coloring of the mental representations of a certain ethnic group, which predetermines the difficulty of mastering the rhythmic-prosodic organization of foreign speech by a bilingual (Rommeltwelt 1974: 101).

An analysis of simple sentences in a scholarly article shows that about 70% of them are complicated by homogeneous members, introductory constructions and participial phrases. For example:

(7) The level of semantic representations or semantic notation that turns thought into speech is deeper than grammatical structures" (Rommeltwelt 1974: 119).;

(8) "Analyzing various models of speech generation, it must be taken into account that only lexical and syntactic means often cannot convey the whole gamut of moods reflected in the utterance" (Rommeltwelt 1974: 118).

Thus, we can argue that scholarly articles are distinguished by the complexity of their syntax. Infinitive and gerund phrases, as well as other constructions, make it possible to connect a large amount of material, but often make it difficult to understand the text.

The emphasized logic of scholarly speech is manifested in the use of special linking words: conjunctions, allied words, adverbs (furthermore, in addition, otherwise, also, in connection with), as well as whole constructions. Thus, the elements of the logical coherence of the text, found during the analysis of scholarly articles, can be divided into 4 groups:

1. Absolute relationship (exact repetition of the term in the second of two independent sentences following one another): "*From this we can conclude that already in the preverbal period, rhythmic and prosodic characteristics of speech are laid, which subsequently do not overlap with the lexical and grammatical units of the language, but, on the contrary, are the basis of formed phrases....*" *(Rommeltwelt 1974: 97).;*

2. Synonymous relationship (the content of terms that are close in meaning is reflected in the same context): "*An intonational contour, having connotative shades, can completely change the meaning of a sentence with the same lexical and grammatical content*" *(Rommeltwelt 1974: 351).;*

3. Substitutive relationship has to investigate the emergence of the new degrees and structures of the predecessors of the system: "*It is important to*

emphasize that one of the first words of the child are words that are distortions of the words of adults, but retain their phonetic and rhythmic patterns" (Rommeltwelt 1974: 118).;

4. Parallel relationship (a judgment has one subject and different predicates): "*The lexical units that the child chooses to imitate are among the most informative aspects of speech activity*" (Day 1979: 88).

A scholarly text is a logical text in which statements are closely related to each other, therefore, various types of connections in sentences, as well as linking words and stable constructions, are often found in texts of this genre.

Reduced forms of the verb (*"Let's","We'd", "It's", "They've")* and various abbreviations *("isn't", "weren't", "don't", "won't") are used* mainly to the colloquial style of speech. The scholarly functional style presupposes the predominance of the written form of communication. Consequently, the characteristic features of the works of the scholarly genre are thoughtfulness, preparedness of speech and, accordingly, the thoroughness of its design.

Thus, we can argue that reduced forms of the verb and abbreviations of negative particles are out of place in the formal texts of scholarly discourse. For this reason, in all the articles that we have analyzed, the full rather than short forms are used. "*At the other extreme are idioms that have a special phraseological meaning that is not related to the meaning of their components*" (Rommeltwelt 1974: 79)..

In connection with the tendency to save language resources in the English scholarly genre, the widespread use of attributive constructions should be noted. They play one of the most important roles in the English language system, displaying the qualities, features and properties of objects and establishing the parameters by which we distinguish things from a class.

Basically, in scholarly articles attribute groups consisting of 2–3 words are found like *"storage system", "working memory constraints"*. However, sometimes authors may use more complex designs, such as "*semi-fixed phraseological combination*".

The use of various abbreviations is also a means of language compression: *SWH – Sapir-Whorf hypothesis, CS – compound sentence, CCS – compound-complex sentence, SS – simple sentence, IC – independent clause, DS – dependent clause.*

Due to the fact that many complex terms containing three or more elements are often repeated and do not have synonyms, the authors of articles use abbreviations to save space and make the text easier to read.

In the process of analyzing the research material, we confirmed the hypothesis that the active voice prevails in the scholarly text ("*We observed...*", *"The results show...", "Previous research suggests...")*. With the help of a quantitative method, it can be determined that, on average, a scholarly article contains about 35% of passive constructions and 65% of active ones.

The use of the passive voice is associated with such stylistic dominants as objectivity and neutrality. This is a statement of fact; the subject of the action is not mentioned in the sentence, since it does not carry semantic significance:

(9) *An important condition for the selection and generalization of the differential features of phonemes is the pronunciation of words, the pronunciation of words and phrases with the desired intonation, the repetition and imitation of the same segment with a similar speech melody (Rommeltwelt 1974: 83)..*

On the contrary, when the authors of the article talk about the work done and the results achieved, they prefer to use the active voice. For example:

(10) *"We examined the hypothesis that encoding Chinese characters through stroke-by-stroke animation produces orthographic learning that is different from conventional static displays." (Rommeltwelt 1974: 45).*

Thus, alternating active and passive constructions in the text, the authors of the articles place a logical stress on one or another part of the statement in order to emphasize its significance.

One of the most noticeable features of English scholarly academic texts at the morphological level is the tendency to nominate. This reflects the objectivity and neutral nature of scholarly articles.

In addition, the predominance of nominal rather than verbal constructions in the scholarly genre makes it possible to generalize more (the stylistic dominant is abstract generalization). Thus, the sentence

(11) "First, what is the influence of two different character encodings – dynamic and static – on the establishment of robust orthographic representations?"

has the verb construction *"How do two different character encodings influence the establishment of robust orthographic representations?" (Rommeltwelt 1974: 54).*

In addition, in this case, the author of the article asks a rhetorical question to focus the reader's attention on a certain aspect of the article. The nominative construction seems to be more suitable for this purpose.

Let us illustrate another property of the nominative construction with the help of the sentence:

(12) *"In the learning task, segments started 200 ms before the onset of the first static display of a character on each trial." (Rommeltwelt 1974: 97).*

Here, the authors of the article used *display* as a noun rather than a verb, thereby avoiding the need to name details, such as the participants in the experiment.

Nominative sentences can be non-common or common. Non-common nominative sentences consist only of the main member, which is most often the noun. Such sentences are used mainly in artistic style texts to give figurativeness to the statement.

Common nominative sentences, consisting of the main term and the definition related to it, are found in scholarly articles, mainly in the form of captions to illustrations and paragraph titles. Consequently, the use of nominative sentences in texts of the English scholarly style is extremely limited.

The desire to make the description as objective as possible, to focus the addressee's attention on the described phenomenon, without emphasizing the author, leads to a generalization of the presentation, which is achieved by the

widespread use of impersonal sentences, passive voice constructions and other means. The performer of the action is hidden behind the impersonal *"they", "one", "we",* which means some indefinite group of persons (Clyne 1987: 217).

Since there is a tradition in academic circles to write about yourself in the third person and in the plural when publishing the results of the work, in the text of a scholarly article you can often find such phrases as "*We developed...", "We defined...", " Our results suggest."* Not surprisingly, the pronoun "I" was not used in any of the articles we analyzed. Probably, such articles do not pass the selection criteria for international journals, as they do not meet the requirements of the scholarly style.

In addition, the use of impersonal phrases is in line with the trend towards language economy: "It still remains to be explored, however, whether implicit prosodic phrasing constrained by the optimal length of temporal integration units modulates expectations regarding the status of embedded clauses." In this example, we see that the author avoids repeating a polysyllabic term by using the formal subject "It".

The results of our analysis allow us to conclude that in the text of scholarly articles, researchers mainly operate with the forms of the present tense: Present Simple or Present Perfect (in cases where it is necessary to emphasize the completed nature of the action). For example

(13) *"The reported normal hippocampal volumes differ by up to 2.5-fold depending on the definitions of the boundary", "Some efforts have been made to create such a growth percentile chart based on MRI and DTI" (Rommeltwelt 1974: 93).*

The past tense form Past Simple used when describing the work done (experiment, research, calculation), if the work served as the basis for certain conclusions.

Since the scholarly style serves to convey cognitive information, the numerous language tools used in scholarly texts ensure their objectivity. The need to convey reliable information at the level of the text is expressed in its

atemporality. So, in articles of a mathematical orientation, the absolute present tense (Present Simple) prevails:

(14) *The article is devoted to the investigation of the language system prosodic level formation in the process of speech perception, production and comprehension* (Rommeltwelt 1974: 393).

(15) *Analysis of the characteristics of children's speech, on the one hand, shows the process of language acquisition, in which the prosodic design and rhythmic organization of speech are formed before the lexical and grammatical content of speech structures, on the other hand, it helps to understand the language, the speech activity of an adult* (Rommeltwelt 1974: 400).

The desire for objectivity leads to an impersonal manner of presenting the material and, as a result, the absence of the author's "I" with its direct grammatical expression of the first person. As a subject, as a rule, a noun from the thematic circle of a given field of knowledge or a means of secondary nomination (adverbs, demonstrative and personal pronouns) indicating such a noun is used. Hence the widespread use of impersonal constructions, i.e. the predominance of infinitive, participial and gerundial constructions.

In the English scholarly style, it is customary to avoid the use of personal pronouns of the 1st and 2nd person singular (*I, me, you, your*). However, the use of personal pronouns of the 1st person plural (*we, our)* is widespread, which shows the author's modesty and belonging to the scholarly community.

Impersonal constructions with "one" are also widely used: One can suppose that for some… One can assume that the sets Ai are disjoint.

Since in the scholarly literature the focus is on specific facts, the personality of the author is relegated to the background, so passive constructions predominate in the English scholarly text:

(16) *Studies of children's speech in ontogenesis, carried out by specialists, have shown that various types of vocalizations that arise during the first six months of a baby's life represent a simulation of the essential aspects of adult speech: intonation, rhythm, and sound composition* (Rommeltwelt 1974: 37).

(17) *It was found that the child is most likely to imitate those elements of an adult's speech that have just begun to appear in his spontaneous speech and are in the process of memorization* (Rommeltwelt 1974: 43).

(18) *The lexical units that the child chooses to imitate are among the most informative aspects of speech activity* (Rommeltwelt 1974: 95).

To achieve a logical presentation of the material, such syntactic techniques are used as simple sentences with complicating constructions - introductory words and phrases (according to, however, on the one hand, etc.). Compound sentences with conjunctions indicating a connection between sentences are quite common (because, despite the fact that, therefore, while, etc.).

At the syntactic level, the scholarly text also characterizes the completeness of the sentence, or, in other words, the absence of an ellipsis. Sentences are often complicated by infinitives and participles:

(19) *From this we can conclude that already in the preverbal period, rhythmic and prosodic characteristics of speech are laid, which subsequently do not overlap with the lexical and grammatical units of the language, but, on the contrary, are the basis of formed phrases* (Rommeltwelt 1974: 41).

(20) *In the language of neurolinguistics, neurodynamic ensembles of neurons form a network of rhythmic-prosodic structures that turn into storage of long-term memory before the complex process of mastering the lexico-grammatical structures of the language begins* (Rommeltwelt 1974: 82).

Such style-forming factors of a scholarly genre as consistency and connectedness are closely related to the consistency of presentation. Thus, English-language linguistic articles on semantics contain a large number of formal and semantic cohesion tools. You can even talk about the redundancy of these funds. A significant part of them are conjunctions and adverbs that perform the functions of connecting elements of speech, such as: *according to, also, again, instead of, in consequence of, as a result, in connection with, thanks to, by means of, however, now, thus, alternatively, on the other hand, etc.*

Having considered the grammatical features of scholarly articles, we can conclude that the texts of this genre are characterized by formality and standard forms, which are expressed in a limited choice of tenses, the use of full forms of words, a tendency to nominativeness and the use of impersonal constructions.

It is impossible not to mention the predominance of the active voice over the passive voice and the widespread use of attributive groups that make it easier for readers to understand the text. At the same time, the complex syntax of scholarly articles and large sentences lead to the use of various elements of logical coherence. Finally, scholarly articles are characterized by modality, a special category that expresses the author's attitude to the text.

2.3. Pragmatic patterns of functioning of the scholarly-academic genre in modern English

Undoubtedly, the most striking feature of scholarly texts at the lexical level is the use of scholarly terminology. Terms are defined as "words and phrases denoting specific objects and concepts that are used by specialists in a certain field of science or technology" (Clyne 1987: 213). The features of a term are its accuracy, objectivity, and monosemanticity, i.e. context independent. English-language medical articles show dense terminological richness: hyperoxia, obesity, overweight, diabetes, endometrium, esophagus, gallbladder, insulin, hyperinsulinemia, insulin resistance, nasopharyngeal cancer.

In scholarly and research developments, the following are distinguished: scholarly directions, problems, topics. The scholarly direction is the field of scholarly research of the scholarly team aimed at solving certain significant fundamental or applied problems. The structural units of the direction are complex problems, topics, questions. A complex problem includes several problems.

A problem is understood as a complex scholarly task, which covers a significant field of research and has promising significance. Solving the problem poses a general task - to make a discovery, to open a new direction in research, to develop a new approach to solving the problem.

The problem consists of several topics. A topic is a scholarly task covering a certain part of a scholarly study. It is based on numerous research questions. Scholarly questions are smaller scholarly tasks included in the collective topic of scholarly research. The results of problem solving have not only theoretical, but also practical significance (Clyne 1987: 212).

The choice of the topic is preceded by a thorough familiarization with domestic and foreign sources of information on the chosen field of scholarly research. Setting (choosing) a topic is a complex, responsible task and includes several stages.

The first stage is formulation of the problem. On the basis of the analysis of contradictions of the researched direction, the main question (problem) and, in general terms, the expected result are formulated.

The second stage contains the development of the structure of the problem. Topics, subtopics, and questions are highlighted. The approximate boundaries of the research are outlined for each topic.

At the third stage, the relevance of the problem at the current stage of the development of science is determined. For this, several objections are put forward to each topic and, based on the analysis by the method of research approach, objections are excluded in favor of the reality of a certain topic. After that, the structure of the problem is finally formed and topics, subtopics, questions are marked with a conditional code (Ільченко 2002: 18).

When justifying problems, they are collectively discussed at meetings of academic councils, departments in the form of a public defense, at which opponents speak and a final decision is made. After substantiating the problem and determining its structure, the scientist, dissertation student (or team) independently chooses the research topic. There is an opinion that choosing a topic is sometimes more difficult than conducting the research itself. A number of requirements are put forward to the chosen topic.

First, the topic must be relevant, that is, important one that requires a solution at this time. This requirement is one of the main ones. There are no criteria for determining the degree of relevance.

Secondly, the topic should solve a new scholarly task. This means that the theme in such a production has never been developed and is not being developed now, that is, it is not duplicated. All that is already known cannot be the subject of scholarly research.

Third, the topic should be meaningful. For scholarly research, this requirement is the element that determines the prestige of domestic science and forms the foundation for applied research (Swales 1991: 93).

Fourth, the topic should correspond to the profile of the scholarly team. Each scholarly team has its own profile, qualification, competence. Such specialization gives positive results and raises the theoretical level of research. Criticism, discussions, discussion of problems and topics are of great importance in collective scholarly research. In the course of the discussion, new, not yet resolved topical tasks of varying complexity, importance, and volume are revealed.

It is important when formulating the topic that the researcher creates an assumption, that is, a working hypothesis that substantiates the probable reason for the existence of the observed facts. A hypothesis is characterized by the fact that it proposes provisions with a new content that goes beyond existing knowledge, puts forward new ideas that are of a probable nature. This is precisely the essence and value of a hypothesis as a form of development of science (Yahontova 2002: 77).

The working hypothesis is the main methodological tool that organizes the research process and defines its logic. To decide whether to accept or reject a hypothesis, it must be compared with alternative hypotheses. This is due to the fact that the hypothesis is characterized by the presence of ambiguity, due to which one cannot be completely sure of its truth.

The main task of the hypothesis is to reveal those objective connections and relationships that are decisive for the phenomenon under study. When considering a hypothesis, every researcher wants it to turn out to be true. But the hypothesis

does not always stand the test. In this case, a new one has to be proposed. Therefore, the main requirements for a hypothesis should be as follows: the possibility of its verification, certain predictability, logical consistency. The possibility of testing a hypothesis is a logical requirement, compliance with which gives the right to propose it. If a hypothesis cannot be tested, it will never lead to true knowledge. Predictability is, in fact, directly the content of the hypothesis being tested, and logical consistency means that the hypothesis does not contradict the accumulated facts.

Since the scholarly style serves to convey cognitive information, the numerous language tools used in scholarly texts ensure their objectivity. The need to convey reliable information at the level of the text is expressed in its atemporality. So, in English-language linguistic articles, the absolute present tense (Present Simple), which is the so-called praesens generalis, prevails.

(21) *The Japanese language community in his works was endowed with a high degree of ritual communication, in particular, a preference for maintaining the harmony of human relations, the originality of verbal communication* (Rommeltwelt 1974: 108).

(22) *The propensity for ritual communication makes, in some cases, the speech behavior of a member of the Japanese language community situationally predictable* (Rommeltwelt 1974: 117).

The desire for objectivity leads to an impersonal manner of presenting the material and, as a result, the absence of the author's "I" with its direct grammatical expression of the first person. As a subject, as a rule, a noun from the thematic circle of a given field of knowledge or a means of secondary nomination (personal and demonstrative pronouns, adverbs) indicating such a noun is used. Hence the widespread use of impersonal constructions, i.e. the predominance of infinitive, participial and gerundial revolutions.

(23) *His contribution to psycholinguistics lies in the development of promising and deep scientific concepts and the nature of the phenomena of language and speech, the dialectical unity of the processes of thinking and speech,*

the patterns of speech formation and language acquisition in the course of ontogenesis (Rommeltwelt 1974: 103).

(24) *European psycholinguistics allows a completely different functional relationship between the grammar and semantics of the generation and perception of the generation and perception of a sentence, different from the Chomsky model* (Rommeltwelt 1974: 75).

(25) *European scientists support the approach to psycholinguistics from the standpoint of the "psychological reality" of linguistic units and structures, i.e. ideas of complete or partial isomorphism of "cognitive" or psycholinguistic structures and linguistic structures* (Rommeltwelt 1974: 83).

(26) *The second "cognitive revolution" is characterized by a shift from focusing on the word and sentence to text and discourse* (Rommeltwelt 1974: 172).

(27) *The fundamental significance of this transition is connected with the world science's awareness of the role of interpersonal sign interactions in mental processes* (Rommeltwelt 1974: 85).

Impersonal constructions with *"one"* are also widely used: At the moment, there is no evidence that NPs, once close to the cell membrane, are taken up individually, and one may doubt the technical ability to capture this event.

Since in the scholarly literature the focus is on specific facts, the personality of the author is relegated to the background, so passive constructions predominate in the English scholarly text.

(28) *The discursive approach interprets activity as cognitive if the person who implements it uses symbols directed outside him and subject to certain standards that determine the correctness or incorrectness of these symbols* (Rommeltwelt 1974: 195).

(29) *She presented the linguistic category as a structure on which the relationship between the center and the periphery is set* (Rommeltwelt 1974: 213).

The genre-forming factors of scholarly literature are the need for intelligibility and logical sequence of presentation of complex material, great traditionality, therefore the syntactic structure should be harmonious, complete

and, if possible, stereotyped. In this regard, a characteristic feature of linguistic articles in English is a complex syntax, the implementation of which is common sentences with various types of coordinating and subordinating connections between them.

(30) *Typical representatives of the language category are concentrated in the center, as you move away from the center, the typicality of objects decreases* (Rommeltwelt 1974: 245).

(31) *The main conclusion of his theory is that in the human speech mechanism there is a link that carries out a meaningful assessment of linguistic information, regardless of the analysis of the linguistic structure of the sentence* (Rommeltwelt 1974: 274).

However, in recent times there has been a trend towards simplification in the English scholarly genre. Thus, simple sentences make up on average over 50% of the total number of sentences in a scholarly text (Фесенко 2007: 283). While complex sentences still prevail in Ukrainian scholarly prose.

To achieve a logical presentation of the material, such syntactic techniques are used as simple sentences with complicating constructions - introductory words and phrases (however, on the one hand, according to, etc.). Compound sentences with conjunctions indicating a connection between sentences are quite common (because, therefore, while, despite the fact that, etc.).

At the syntactic level, the scholarly text also characterizes the completeness of the sentence, or, in other words, the absence of an ellipsis. Sentences are often complicated by infinitives and participles: Individuals who are already overweight or obese are advised to avoid additional weight gain, and to lose weight through balancing caloric intake with physical activity, choosing foods low in calories, and avoiding large portion sizes (Bell 1998: 153).

In the English scholarly genre in contrast to the corresponding Ukrainian style, there is a tendency to save language resources. The wide use of attributive constructions also serves as a means of linguistic compression. In most cases, this is a binomial (rarely a trinomial), in which both of its components (core and

dependent) are connected using a syntactic (attributive) subordinating relationship (Clyne 1987: 213). It should be noted that any noun before another noun performs an attributive function, therefore, forms a prepositive attributive construction.

The widespread use of nouns in the common case as prepositive attributes is considered one of the specific characteristics of the English language and is most common in the scholarly genre. In the texts of linguistic articles, attributive constructions also perform a term-forming function. Here are examples of such terms: cell *surface receptors – cell surface receptors; tumor necrosis factor – tumor necrosis factor; body mass index – body mass index.*

The main channels of mediated scholarly communication are not only specialized scholarly journals, but also other scholarly publications - collections of scholarly works, monographs, brochures, dissertation abstracts, theses of scholarly conference reports, conference materials in electronic or printed form, which contain authors' works of scientists: publications of the results or course of theoretical or experimental research (Clyne 1987: 235).

The topics of scholarly publications are virtually unlimited – they can reflect any issues of any field of science: theories, laws, hypotheses, individual discoveries, description of specific experience, genesis of science or scholarly direction, discussion on controversial issues, criticism of any provisions and etc. Research methods, stories of the most important discoveries, new phenomena, patterns of development of nature and society can be described here, and known facts are highlighted from new positions.

Scholarly publications and scholarly periodicals are a tool and a result of scholarly activity that allow deep and comprehensive research and solving of a wide variety of scholarly problems that are important for the development of science, but are not subject to their immediate inclusion in the social context.

In addition, along with scholarly research publications, there is a group of scholarly publications, the main purpose of which is to provide society with the content of works of the past-scholarly work. These are the so-called source studies publications.

If a research publication is intended for scholarly work and contains theoretical or experimental data (information), then a source-based publication of classical works, documents, archival materials, etc. is distinguished by the special thoroughness of the preparation of the text for publication and the extensive scholarly and reference apparatus.

Scholarly publications, publications in scholarly journals, scholarly periodicals – which is what is primarily meant when it comes to "scholarly journalism", are not intended for a mass readership. This determines the well-known closed nature of scholarly communications, which allows for testing the acquired knowledge in the circle of the scholarly community before it is widely used in society. Authors and readers of scholarly publications are scientists (including from related fields). This audience factor determines the language of scholarly texts – it is a complex specialized language of formulations and formulas, terms, schemes, diagrams.

Note that for the presentation of scholarly material in scholarly journals, genres that we also meet in journalism are often used: abstract, review, article. Scholarly journals are produced on the same technical basis as various printed mass media, and in some cases have a similar editorial structure. However, the specificity of the audience, language and style of presentation, as well as the functional orientation of scholarly texts do not allow to classify them as the same type of works as journalism materials (Day 1979: 19).

Based on the specifics of the subject area and the designated range of tasks of journalists when creating popular science materials, it can be concluded that the main function they are aimed at is an educational function.

We define the educational function of journalism as its special duty in the mass media system. This obligation consists in providing the mass audience with journalistic texts, in which new and not mastered by the audience for one reason or another products of specialized types of creativity - science, culture and art, containing socially significant knowledge, norms and values, find their mark, and

their analysis is given from the point of view of compliance with humanistic trends of social development.

The educational function of journalism is carried out by combining such activities as information, popularization, propaganda, and criticism as means. Depending on the actualization of one or another type of activity, the degree and nature of the implementation of the educational function changes. Accordingly, the social role of journalism in the education of the readership also changes (Clyne 1987: 224).

The role of journalists specializing in the coverage of scholarly topics, who observe what is happening in the field of science, is not and should not be limited only to informing, notifying the audience about the appearance of new products in this field or the activities of scientists. The main role of a journalist (and a scientist, if he is the author of material in the mass media) in creating enlightening popular science texts is the role of a popularizer.

In this case, it is popularization that is the main tool for enlightenment in popular science mass media and the realization of the educational function of journalism.

The concept of "popularization" denotes an activity aimed at transforming a complex, difficult-to-understand work into such a reflection of it, with the help of which it becomes clear, comprehensible, amenable to mastering. This is necessary, first of all, in cases when the audience does not know the language of the field of creativity to which the work belongs, or the language of science, for example. In a certain sense, popularization is similar to the activity of a translator: it forms a bridge between the languages of specialized types of spiritual creativity and the language of a mass audience, between scientists and the general reader.

Popular scholarly texts can contain an understanding of the events of science from the point of view of adequacy to humanistic trends of social development. For the reader, this becomes an incentive for a conscious choice of knowledge, norms and values, which ultimately has a positive effect on the state of mass

consciousness – one of the most important links in the mechanism of self-regulation of society (Clyne 1987: 226).

There are also the following aspects of the studied subject area, the coverage of which in the mass media is determined not only by the need to bring to a wide audience the products of science as a specialized area of spiritual production, but also by the importance of science as a social institution:

• The public role of science as a social institution and a special sphere of spiritual production.

By timely informing the audience about the appearance of the products of scholarly activity, clarifying, analyzing and evaluating the phenomena of science, introducing readers to the specifics of the process of scholarly activity, the journalist has the opportunity to draw attention of the audience to the place and role of science in society, the social consequences of scholarly activity, to promote the development of a scholarly worldview society and the growth of its cultural level.

• Socio-economic platform of science.

Acting as spiritual creativity, science at the same time is a field of activity that has a powerful organizational, socio-economic structure. For a journalist, this means the inevitability of consideration of such problems as funding, material and technical conditions of scholarly activity, organization of the scholarly process, promotion and implementation of scholarly products, ensuring the safety of the effects of scholarly activity. Here, the journalist naturally goes beyond the scope of scholarly popularization, acting as an analyst who investigates reality and suggests ways to improve it (Clyne 1987: 219).

But often texts devoted to scholarly topics are multifunctional: they not only explain to the reader the essence of scholarly phenomena (educational function), but also analyze their social consequences.

We should also note that media publications about science contribute to the establishment of interaction between the scholarly community and society, shape

public opinion about certain scholarly projects, and perform a number of other important communicative tasks.

Popular scholarly publications, thus, inform the mass audience about the products of science and their creators, contribute to the assimilation and discussion of the facts and phenomena of science, while covering a wide range of topics within the framework of this subject area. However, due to the fact that journalists adapt scholarly information for adequate perception by readers, in popular science materials the essence of scholarly discoveries is not presented in such detail and depth as in scholarly texts. As we can see, the general subject area, the sphere of reflection of reality – science, is covered in different ways in scholarly and popular science texts: different angles, thematic aspects and ways of presenting the material.

Thus, the scholarly functional style in English has a number of linguistic and stylistic features, most of which are also characteristic of the corresponding Ukrainian style. However, English scholarly texts are more likely to strive for conciseness and simplification of presentation.

Conclusions to Chapter Two

In the course of the study, 40 scholarly and academic English-language texts were analyzed.

Summing up the study, we can conclude that English-language scholarly articles are characterized by high terminological saturation (9–10% of the total number of words are terms and terminological combinations) and the predominance of neutral, unambiguous vocabulary. In addition, the authors of articles select formal synonyms and use abstract concepts in order to maintain the objectivity and restraint of the text.

In their articles, researchers can use semantic neologisms, interpreting this or that concept in their own way. Finally, mention should be made of the frequent use

of a variety of clichés, which helps the authors to follow the laws of scholarly style and lead a coherent, logical narrative.

Having considered the grammatical features of the texts of the scholarly and academic genre, we can conclude that the texts of this genre are characterized by formality and standard use, which are expressed in a limited choice of tenses, the use of full forms of words, a tendency to nominativeness and the use of impersonal constructions.

It is impossible not to mention the predominance of the active voice over the passive voice and the widespread use of attributive groups that make it easier for readers to understand the text. At the same time, the complex syntax of scholarly articles and large sentences lead to the use of various elements of logical coherence. Finally, scholarly articles are characterized by modality, a special category that expresses the author's attitude to the text.

GENERAL CONCLUSIONS

A scholarly text acts as an expression and reflection of a scholarly genre – a special way of the subject's cognitive and communicative-linguistic actions, which is decisive in the process of text formation of the task of communicating new knowledge about the validity and proving the truth of this knowledge.

The processes of text creation in scholarly language reflect the regularities of the cognitive process. The content of a scholarly text is revealed with the help of a variety of linguistic means, among which conceptual (emotionally neutral) ones that perform representative and denotative functions prevail, which indicates the subordination of the characteristic linguistic features of scholarly (linguistic) discourse to its basic goals.

The main channels of mediated scholarly communication are not only specialized scholarly journals, but also other scholarly publications - collections of scholarly works, monographs, brochures, dissertation abstracts, theses of scholarly conference reports, conference materials in electronic or printed form, which contain authors' works of scientists: publications of the results or course of theoretical or experimental research.

The topics of scholarly publications are virtually unlimited - they can reflect any issues of any field of science: theories, laws, hypotheses, individual discoveries, description of specific experience, genesis of science or scholarly direction, discussion on controversial issues, criticism of any provisions and etc. Research methods, stories of the most important discoveries, new phenomena, patterns of development of nature and society can be described here, and known facts are highlighted from new positions.

Scholarly publications and scholarly periodicals are a tool and a result of scholarly activity that allow deep and comprehensive research and solving of a wide variety of scholarly problems that are important for the development of science, but are not subject to their immediate inclusion in the social context.

Development trends in the scholarly field change very rapidly and require constant study and in-depth analysis. This situation is caused by several factors. The first is the rapid development of science itself. Another factor is a change in approaches to the presentation of research materials. Compared to previous decades, the texts of scholarly academic publications have become much simpler and more accessible to the average reader (materials have become shorter, sentences are more concise, the amount of professionalism in the texts has decreased). This led to the appearance of such a little-studied phenomenon as a universal text, that is, a text aimed at both the average reader and the professional scientist.

Summing up, it is worth mentioning that in the course of the study 40 scholarly and academic English-language texts were analyzed. We can conclude that English-language scholarly articles are characterized by high terminological saturation (9–10% of the total number of words are terms and terminological combinations) and the predominance of neutral, unambiguous vocabulary. In addition, the authors of articles select formal synonyms and use abstract concepts in order to maintain the objectivity and restraint of the text.

In their articles, researchers use semantic neologisms, interpreting this or that concept in their own way. Finally, mention should be made of the frequent use of a variety of clichés, which helps the authors to follow the laws of scholarly style and lead a coherent, logical narrative.

Having considered the grammatical features of the texts of the scholarly and academic genre, we can conclude that the texts of this genre are characterized by formality and standardization, which are expressed in a limited choice of tenses, the use of full forms of words, a tendency to nominativeness and the use of impersonal constructions.

It is worth mentioning the predominance of the active voice over the passive voice and the widespread use of attributive groups that make it easier for readers to understand the text. At the same time, the complex syntax of scholarly articles and long sentences lead to the use of various elements of logical coherence. Finally,

scholarly articles are characterized by modality, a special category that expresses the author's attitude to the text and scholarly discourse on the whole.

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РЕЗЮМЕ

Робота присвячена аналізу особливостей функціонування академічного жанру в сучасній англійській мові.

Основними каналами опосередкованої наукової комунікації є не лише спеціалізовані наукові журнали, а й інші наукові видання – збірники наукових праць, монографії, брошури, автореферати дисертацій, тези доповідей наукових конференцій, матеріали конференцій в електронному чи друкованому вигляді, які містять авторські відомості. праці науковців: публікації результатів або перебігу теоретичних чи експериментальних досліджень. Наукові видання та наукові періодичні видання є інструментом і результатом наукової діяльності, що дозволяє глибоко та всебічно досліджувати та вирішувати найрізноманітніші наукові проблеми, важливі для розвитку науки.

Англомовні наукові статті характеризуються високою термінологічною насиченістю (9–10 % від загальної кількості слів становлять терміни та термінологічні сполучення) та переважанням нейтральної, однозначної лексики. Крім того, автори статей добирають формальні синоніми та використовують абстрактні поняття, щоб зберегти об'єктивність і стриманість тексту. У своїх статтях дослідники використовують семантичні неологізми, по-своєму трактуючи те чи інше поняття. Нарешті, слід згадати про часте використання різноманітних кліше, що допомагає авторам дотримуватися законів наукового стилю та вести зв'язну, логічну оповідь.

Розглянувши граматичні особливості текстів науково-навчального жанру, можна зробити висновок, що для текстів цього жанру характерні офіційність і стандартизованість, які виражаються в обмеженому виборі часів, вживанні повних форм слів, схильність до номінативності та вживання безособових конструкцій. Нарешті, для наукових статей характерна модальність – особлива категорія, яка виражає ставлення автора до тексту та наукового дискурсу в цілому.

Ключові слова: дискурс, стиль, науковий стиль, наукова комунікація, академічний жанр