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LINGUO-STYLISTIC PECULIARITIES OF ENGLISH-LANGUAGE MEDIA DISCOURSE

Modern society is impossible to imagine without an advertising background, which is an important element of mass culture. It actively penetrates into the life of every person and is a powerful means of influencing the individual consciousness. In this regard, the discourse of modern English-language advertising presents not only information about certain goods and services, but also about social ideals, traditions, norms, stereotypes that have been formed in English-speaking society at the present stage of development.

Philologists are increasingly turning to the phenomenon of advertising, which is one of the most vivid reflections of human communication in modern society, which is being widely influenced by the media, where advertising plays a leading role. Scientists focus on those technologies that can convince consumers of the need to use certain services or buy the advertised product. It is necessary to take into account the fact that advertising is a "dynamic" phenomenon, it ages very quickly and becomes ineffective. Technologies of its influence are regularly replenished and replaced by more innovative ones, new means of persuasion are introduced, so at this stage of development advertising needs further research in terms of innovative lingual and paralingual means of manipulating human consciousness [4].

English-language media discourse is a semiotically complex product, a multimedia message that is a complex of semiotic codes, united by linguistic, paralingual and contextual-situational connections and has purposefulness and pragmatic guidance. The set of specially organized advertising messages can be presented as an advertising discourse [1, 5].

The strategic communicative goal of the addressee stimulates his communicative intention – a meaningful or intuitive intention of the addressee, which determines the choice of communicative strategy and tactics of its implementation. English-language media communication is a language-mediated interaction between the addressee and the addressee, where lexical content, stylistic devices, syntactic structures and paralingual means are clearly planned by the addressee and regulated by the algorithm of their combination and methods of presentation at the speech level [2].

At the phonographic level, such stylistic devices as assonance, alliteration, onomatopoeia, rhyme give rhythm and melody to the advertising message, promote the formation of positive associations and images, as well as create the effect of direct participation in the advertising communicative process.

English-language media discourse has a special syntactic structure, communicative and pragmatic characteristics that allow to qualify the advertising message as a closed speech acts. Depending on the communicative intention of the addressee, speech acts are divided into ascertaining, directive, expressive, quesitive, which at the syntactic level are actualized by different syntactic constructions. Typical structures of realization of ascertaining speech acts are usually nominative, elliptical constructions and sentences with homogeneous members. Directive speech acts are actualized with the help of imperative constructions, expressive – exclamatory sentences, which convey the emotional state of the addressee, while quesitive – with interrogative sentences in the traditional sense, but in advertising they perform not only the interrogative function, but also imperative.

Among the graphic means there are techniques of font variation, especially the method of capitalization, where the number of capital letters depends on the author's intentions to highlight the name of the model, company brand and key characteristics of the advertised product or service. In addition to font variation, the following graphic techniques are also distinguished: omission of certain letters, use of several identical letters to denote certain sounds, permutation of letters, deletion, use of money symbols, computer signs and punctuation variation (fixation or parenthesis).

Visual means are considered to be the color design of messages, pictorial elements – "visual paths". Visual means of influence can be self-sufficient to reveal the advertising plan, because they create a holistic image of a product or service. So-called "visual paths" such as metaphor and metonymy, are used because of their compactness and ability to be easily incorporated into advertising messages, and with the help of visual images alone can effectively convey a large amount of information without appropriate advertising tools.

English-language media discourse is a systematic set of specially organized texts, which are divided into informative, argumentative, suggestive and manipulative according to the type of speech influence [3].

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COGNITIVE FACTORS IN FOREIGN LANGUAGE ACQUISITION

New reality and crucial innovative changes in Ukraine and internationally expose the demand of the society in people with skills to communicate freely and communicatively in different foreign languages. Mastering a foreign language as a means of communication and interaction has always been a chief purpose of teaching EFL. Until recently, though, the process of teaching and learning was quite generalized and aimed at developing conventional aspects of skills without paying much attention to learners' needs.

Modern school requires new standards of teaching and the development of modern approaches to foreign language teaching which should be more about adoption / acquisition rather than drilling.

The aim of the article is to analyse different learning approaches of language acquisition based on cognitive factors and sharing practical experience of their application in the classroom.

Since learning a foreign language is a psychological process, an EFL teacher has to be aware of all the peculiarities of learners' cognition and stages which a student goes through while learning a language.

In modern methodology of foreign language teaching, efficiency of foreign language acquisition is regarded as integrity of the following components to be taken into consideration: learners' types, learners' age, their multiple intelligence style and a variety of EFL learning strategies.

Every student is unique in their cognition. The first step towards making L2 acquisition effective is to define student's learning style: visual, audio-lingual, kinesthetic, read/write.

Visual style of learning presupposes that a student likes textbooks with diagrams and pictures, enjoys videos, posters and slides, underlines information in different colours, fulfills charts, makes schemes, needs to see the teacher's body language and facial expression to fully understand the content of a lesson, takes detailed notes to absorb the information, interested in color and layout and design.