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A. V. Sazhyna

**THE ARGUMENTATIVE STRATEGY AND TACTICS
OF ITS IMPLEMENTATION IN THE POLEMIC DISCOURSE
OF THE PRINT MASS MEDIA (IN ENGLISH AND RUSSIAN)**

The paper studies the specifics of one of the communicative strategies in the polemic discourse of the print media – the argumentative strategy. Since for the successful organization of the communicative process in the polemic discourse of the print media there is a need to involve a whole range of communicative strategies, the identification of the features of the mechanisms for their implementation, as well as the ways of their verbalization, seems to be relevant. The communicative

argumentative strategy, in turn, represented by a number of tactics, has specific features that have not yet been studied on the material of non-closely related languages in the polemic discourse of the print media.

The issues of effective communication, which have been in the focus of attention of linguists for more than a decade, encourage scientists to analyze various types of discourse, including the polemic discourse of the print media, whose purpose is to find a solution to an urgent problem. For this purpose, the addresser turns to various techniques. These techniques are a set of communicative tactics that serve to implement a specific communicative strategy. The study of such strategies and tactics, which are typical for the polemic discourse of the print media, is the key to understanding how effective the communication is in non-closely related languages. The results obtained have an important practical value, since they can be used in comparative studies of linguistic models of tactical and strategic organization of various types of discourse on the material of other languages.

The material for the study includes the examples from English-language and Russian-language problem articles devoted to urgent social, political, economic and other issues. The data is obtained from 30 problem articles from "The Guardian" and "SB. Belarus Today" with a total volume of 210 printed pages selected by random sampling over a period of three years beginning in 2019 and ending in 2021.

Despite the fact that "speech does indeed serve as a means of conveying messages, this transmission is not the ultimate purpose of communication" [1, p. 5–18], the main purpose of the sender of the message lies outside of speech activity and may be associated with a change in the attitude of the addressee to any object, a change in the connotative meaning of the object for the subject, the formation of a general emotional mood, the restructuring of the categorical structure of individual consciousness, with the introduction of new categories into it [2]. Therefore, gaining authority, persuading them to do something, to accept a point of view, to cooperate, etc. may be the purpose of the strategy [3]. At the same time, it is important for the organizer of communication to change and manage the activities and behavior of the interlocutor, i.e. in the course of communication, the addresser has a speech effect on the consciousness of the addressee, who is the object of the speech effect [4]. To implement successful speech influence, it is necessary to master communicative strategies and tactics. In this paper, attention is drawn to the study of one of the communicative (speech) strategies – the argumentative strategy.

Any communicative strategy includes a comprehensive planning of the process of influencing the addressee in the process of verbal communication, depending on the specific conditions of communication, personal characteristics of communication partners, their communication purposes, forecasting the results of communication, as well as the implementation of this plan. Since the mechanisms of planning and forecasting "mostly do not have indicators "on the surface of speech" and, therefore, are inaccessible for linguistic analysis" [3], we can say that the communicative strategy stands "behind the text, or above the text" and is a hypothetical category [5]. Accordingly, tactics can be subjected to analysis.

Communicative tactics are the practical tools of the speaker and express, in contrast to the strategy, individual communicative intentions of the addresser. A tactics is aimed at certain aspects of the model of the world of the addressee and his psyche (knowledge, assessments, desires). The essence of applying a specific tactics is to change the configuration of these parameters in the direction desired by the sender of the message, transform the image of a situation [3]. A tactics is a set of speech techniques for constructing a text that allow you to achieve your purposes in a specific communication situation at a certain stage of communication. At the same time, tactics, unlike strategies, can be identified through text analysis, since each tactic is updated with the help of a certain set of language tools. Tactics can change depending on the conditions of communication.

In the polemic discourse of the print media, the tactical and strategic set has not been sufficiently studied, especially in a comparative perspective, which makes it difficult to create a complete picture of the model of successful communication on the material of non-closely related languages and determines the relevance of this work.

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In the course of practical analysis, the following results were obtained.

In the problem articles in "The Guardian" there were 182 argumentative blocks while in "SB. Belarus Today" – 164 argumentative blocks. This fact allows us to conclude that English problem articles are more argumentation oriented. The blocks were identified with the use of the algorithm of the communicative-pragmatic method which let us find the boundaries of argumentative blocks formed by the thesis, the argument/counterargument and the consequence. Let's consider the examples:

'Any fair reckoning of what went wrong in Afghanistan, Iraq and the other nations swept up in the "war on terror" should include the disastrous performance of the media (the thesis). Cheerleading for the war in Afghanistan was almost universal, and dissent was treated as intolerable. After the Northern Alliance stormed into Kabul, torturing and castrating its prisoners, raping women and children, the Telegraph urged us to "just rejoice, rejoice", while the Sun ran a two-page editorial entitled "Shame of the traitors: wrong, wrong, wrong ... the fools who said Allies faced disaster". In the Guardian, Christopher Hitchens, a convert to US hegemony and war, marked the solemnity of the occasion with the words: "Well, ha ha ha, and yah, boo. It was ... obvious that defeat was impossible. The Taliban will soon be history." (the arguments)

The few journalists and public figures who dissented were added to the Telegraph's daily list of "Osama bin Laden's useful idiots", accused of being "anti-American" and "pro-terrorism", mocked, vilified and de-platformed almost everywhere' (the consequence) [6].

The author makes the thesis that the media deliberately support the enthusiastic approval of the actions of the authorities in Afghanistan and, on the other hand, subject all dissenters to harsh criticism. In support of his thesis, he provides arguments, where he lists the facts: the Telegraph urged us to "just rejoice, rejoice", while the Sun ran a two-page editorial entitled "Shame of the traitors: wrong, wrong, wrong … the fools who said Allies faced disaster". In the Guardian, Christopher Hitchens, a convert to US hegemony and war, marked the solemnity of the occasion with the words: "Well, ha ha ha, and yah, boo. It was … obvious that defeat was impossible. The Taliban will soon be history." Then he provides the consequences: the few journalists and public figures who dissented were added to the Telegraph's daily list of "Osama bin Laden's useful idiots", accused of being "anti-American" and "pro-terrorism", mocked, vilified and de-platformed almost everywhere'. As we have mentioned earlier, there were 182 such blocks in "The Guardian".

In analyzing "SB. Belarus Today" we followed the same algorithm and found 164 examples like the following one:

'The lies that fill in "independent" sites and social networks seem to be becoming dangerous (the thesis). Because it is no longer verified, comprehended, refuted. On the contrary, it is perceived as "everyone knows" (the arguments). And on its basis conclusions are made, actions arise, actions lead to crimes' (the consequence) [7].

The thesis that lies, spread through websites and social networks, become dangerous is supported by arguments that information is not verified, comprehended, refuted, but presented as known to everyone. Therefore, as a result of such presentation of information, actions arise that lead to unpleasant consequences.

The analysis of the argumentative blocks has shown that the tactic of reasoned assessment in the English-language polemic discourse is implemented through evaluative vocabulary in combination with an indication of a person and / or event directly related to the problem:

'Any fair reckoning of what went wrong in Afghanistan, Iraq and the other nations swept up in the "war on terror" should include the disastrous performance of the media. Cheerleading for the war in Afghanistan was almost universal, and dissent was treated as intolerable. After the Northern Alliance stormed into Kabul, torturing and castrating its prisoners, raping women and children, the Telegraph urged us to "just rejoice, rejoice", while the Sun ran a two-page editorial entitled "Shame of the traitors: wrong, wrong, wrong ... the fools who said Allies faced disaster". In the Guardian, Christopher Hitchens, a convert to US hegemony and war, marked the solemnity of the occasion with the words: "Well, ha ha ha, and yah, boo. It was ... obvious that defeat was impossible. The Taliban will soon be history." [6].

In this example, employing the tactic of reasoned assessment, the author seeks to convince readers that the media are trying to whitewash themselves in the eyes of readers against the failure of the operation to withdraw troops from Afghanistan. The assessment is accompanied by such emotive-evaluative lexics as *wrong, disastrous, intolerable, torturing, rejoice, disaster, solemnity* which create the necessary background for understanding the right position of the author. The addresser uses mainly the adjectives in creating the evaluative environment for his opinion.

In the Russian-language press, we find similar cases of employing the tactic of reasoned assessment, when the addresser convinces the addressee of the correctness of his point of view:

'The lies that fill in "independent" sites and social networks seem to be becoming dangerous. Because it is no longer verified, comprehended, refuted. On the contrary, it is perceived as "everyone knows". And on its basis conclusions are made, actions arise, actions lead to crimes.' [7].

The reasoned assessment in the Russian-language press is made with the help of nouns and adjectives: *lies, dangerous, verified, comprehended, refuted, tutbikes, foul-smelling*.

Further analysis of the material made it possible to find the cases of employing the tactic of contrastive analysis, where the addresser analyzes and compares the facts, events, results that led to the emergence of the problem, described in the problem article. Now we will study the examples from the Russian-language problem article:

'After all, even if you just start calling a spade, you will see a lot of things differently. The way it really is. Instead of "bringing the whole truth to people" – "paid work on a telegram channel broadcasting from abroad."

Instead of "walking around the city" – "illegal mass events." Instead of "help funds" – "foreign anonymous private e-wallets." Instead of "I went on strike" – "I recorded a video and got paid for it." Instead of "we are millions" – "we, ten percent of those who disagree." You can even negotiate with those who disagree. With insane people who have everything upside down in their heads – hardly. But how?' [8].

In the Russian-language example, we see the opposition of actions ("bringing the whole truth to people" – "paid work on a telegram channel broadcasting from abroad"; "walking around the city" – "illegal mass events"; "help funds" – "foreign anonymous private e-wallets"; "I went on strike" – "I recorded a video and got paid for it"; "we are millions" – "we, ten percent of those who disagree"), thanks to which the implementation of the argumentative strategy achieves its purposes: the contrastive analysis allows seeing the true essence of anti-government speeches. At the linguistic level, the tactic of contrastive analysis is implemented through the use of the conjunctive word *instead of* and verbs of motion, as well as numerals to demonstrate contrast.

Now we will study the examples from the English-language problem article:

'If prisoners are to be employed to work for private companies, then they should have workers' rights, be paid the same rate for the job as anyone else, and pay tax and national insurance. They must not be exploited as cheap labour to take on the roles for which companies do not want to raise wages. Public acceptance of such endeavours will depend on prisoners competing fairly with people in the community and not being used to undercut or undermine working conditions.

The barrier to expanding opportunities also lies with the extremely risk-averse attitude in the Prison Service. Currently, prisons are restricted as to how many people may apply for work in the community, but this could easily be expanded. Prisons would need to focus on getting people work-ready, which means providing practical things such as showers, breakfast, transport and encouragement. Companies would prosper, but so would the wider community, as we all know that having a job – along with having somewhere to live and someone to care for you – provides the best hope for successful reintegration after release.' [9]

As we see from the example, the English version also contrasts not objects, but actions: if prisoners are to be employed to work for private companies, then they should have workers' rights, be paid the same rate for the job as anyone else, and pay tax and national insurance; the barrier to expanding opportunities also lies with the extremely risk-averse attitude; prisons have a limited number of people who can apply for jobs in the community, but this could easily be expanded;

companies would prosper, but so would the wider community, as having a job, along with having somewhere to live and someone to care for you – provides the best hope for successful reintegration after release. The use of the conditional mood and the subjunctive mood stresses the contrast and allows the addressee make the necessary conclusions.

As the analysis has showed, the implementation of the tactic of contrastive analysis is very common in both linguistic variants of the polemic discourse. The differences lie in the linguistic representation of this tactic. In the Russian-language problem article the addresser uses mainly compound sentences with the subordinate comparative clause introduced by the conjunctive word *instead (of)*. In the English-language problem article, the addresser mostly uses the conditional mood or the subjunctive mood.

Further analysis of the tactic of implementing the argumentative strategy in the polemic discourse of the print media has showed that it employs the tactic of forecasting. It's worth saying that the forecasting of the development of the consequences of the existing problem is given, but the mention of the positions and intentions of the addresser is omitted. In terms of language, for English-language problem articles the use of the subjunctive mood is more frequent, while for Russian-language problem articles, categoricalness is inherent, expressed by verbs in the future tense:

'The success of companies such as Timpson has shown that the public supports the employment of people who have transgressed. It is the best way to make sure they live a law-abiding life and contribute to the common good. Bringing businesses into prisons would benefit prisoners, their families, and the prisons themselves. It would help prevent people from becoming victims in the future.' [9]

The addresser makes the forecasting that the success of different companies, which could employ prisoners, would give the latter the opportunity to live a law-abiding life and contribute to the common good, benefit prisoners, their families, and the prisons themselves. But the forecasting is not categorical but milder due to the use of the subjunctive mood.

In the Russian-language example due to the use of the Future Tenses the forecasting is more straightforward:

'Having betrayed the country themselves, they desperately need the same around them. Because their revolution from "colorful" has long become frankly dirty. And because no one likes traitors, which means that just about – and their owners will also turn away. By the way, the first non-motorists, despite all their today's promises, will leave precisely those people in white coats who fell for their luhta. Do you know why? Out of jealousy for the level.' [10].

Further analysis of the material has showed that the most common tactic for implementing the argumentative strategy is the tactic of illustration, with which the authors of problem articles provide facts. It is noteworthy that for the English-language polemic discourse, the verbalization of this tactic through textual references is most typical:

'There are two groups of prisoners who can come to the aid of business. The first and easiest to get working are the 3,000 men and women in England and Wales held in open prisons who have been assessed as low-risk and who are coming to the end of their sentence. Some are already employed outside through the "release on temporary license" (ROTL) system. The second group are the 40,000 men, and a handful of women, serving long sentences, many of whom will simply idle for years and years unless progress is made' [9].

As we see in the example, the most typical linguistic means of verbalization of textual references are numerals and quantitative pronouns, adjectives and nouns (two groups, 3,000 men and women, some, 40,000 men, a handful of women, many of whom), as well as place names (England and Wales).

For Russian-language publications the use of the citation is most characteristic:

'But people are not fools, our people – for sure. "Analyzing the open sources of traffic to the TUT.by resource, we see that they are experiencing a sharp drop in traffic," said the Minister of Information of the Republic of Belarus Igor Lutsky. "And it seems to me that the owners of the portal – this is not some

kind of requirement, it's just such a vision – they need to think about changing the editorial policy, perhaps changing the team."

It would not hurt. Because in recent years, the portal has become a skillful (and therefore even more dangerous) detractor of our history' [11].

The addresser uses the citation as a documentary argument to confirm the accuracy of the information. The citation is usually accompanied by the author's opinion to make the tactics of illustration more efficient (people are not fools; It would not hurt. Because in recent years, the portal has become a skillful (and therefore even more dangerous) detractor of our history…).

Speaking about the usage of different tactics of the argumentative strategy, the analysis has revealed the following fact: in English-language polemic discourse of the print media 41.7% of cases belongs to the tactic of illustration, the tactic of reasoned assessment is employed in 27.2%, the addresser employs the tactic of contrastive analysis in 19.1% of cases, 9.4% belongs to the tactic of forecasting, the rest 2.6% belongs to other tactic of implementing the argumentative strategy which are quite rare. In Russian-language polemic discourse of the print media the tactic of reasoned assessment is employed in 37.9%, the tactic of contrastive analysis – in 29.1% of cases, 21.6% of cases belongs to the tactic of illustration, 8.2% belongs to the tactic of forecasting, the rest 3.2% – to other tactics of implementing the argumentative strategy which are not common. Thus, we see that there is difference in the usage of the tactics in two language variants of the discourse under study which can be explained by the difference in language cultures.

At the language level the tactics are implemented in different ways, i.e. different language means are used in order to verbalize them to achieve the purpose of communication successfully.

Due to the identified sets of tactics based on the English-language and Russian-language polemic discourse of the print media, it is possible to develop possible communicative models of the polemic discussion, as well as study the language means of implementing the tactics of the communicative argumentative strategy in order to stimulate the response of the maximum number of addressees. The results obtained are also of interest for implementation in the educational process in higher educational institutions within the framework of courses for students of linguistic specialties and future translators, as well as journalists.

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THE METHODOLOGY OF USING ELECTRONIC LEARNING TOOLS IN TEACHING FOREIGN LANGUAGE GRAMMAR ON THE EXAMPLE OF STUDENTS OF THE SPECIALTY "SPORTS-PEDAGOGICAL ACTIVITY"

The article is devoted to the description of the methodology for the use of electronic learning tools (ELT) in teaching grammar of a foreign language. The presented methodology is applicable for higher educational institutions in specialties where a foreign language is not the main subject. It was revealed that the application of the methodology using ELT in foreign language lessons in the group of students of the specialty "Sports-Pedagogical Activity" had a positive effect on their level of motivation to study grammar, as well as on the overall level of mastering the material, which contributed to improving the efficiency of learning.

The inclusion of modern technologies in the educational process is the result of the so-called *digital transformation of education*, which brings a fundamental change in the implementation of the learning process itself. Modern teachers need to develop themselves together with the technology and adapt to the rhythm of the ever-changing world, which is why the modern learning process cannot be imagined without the use of information technologies.

One of the ways to include modern technologies in the process of teaching any subject, including foreign languages, is ***electronic learning tools*** or *e-learning tools (ELT)*, which include such learning tools as electronic testing systems, electronic simulators, information and reference systems, didactic computer games, multimedia resources, electronic teaching aids, mobile applications, etc. According to D. V. Nakhaeva, ELT have many undeniable advantages that not only positively affect the degree of knowledge acquisition by students, but also increase their cognitive activity and motivation to learn the subject [1, p. 197]. In addition, with the help of ELT, any teacher can successfully diversify and modernize the educational process, thus increasing the efficiency of teaching and learning. It is also important to use ELT to provide students with remote access to educational materials, which has recently become of particular relevance due to the speedy development of online classes system.

However, the use of modern information technologies, in particular electronic learning tools, is especially relevant when teaching foreign languages. The expediency of introducing ELT into the process of teaching a foreign language is confirmed by the following reasons: firstly, with the help of ELT such activities in a foreign language class as working with audio and video text can successfully be carried out, and therefore, the speech activity of students is activated and their speech competence develops; secondly, through the use of ELT, it is possible to expand students' knowledge about the country of the language studied, increase the amount of linguistic knowledge, which is carried out by