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Preparing potential teachers of the English and Korean languages (on the example of tropes and figures of speech in beauty blogs)

Irina Larionova*

Sarsen Amanzholov East Kazakhstan University
070020, 34 30 Gvardeiskoi Divisii Str., Ust-Kamenogorsk, Republic of Kazakhstan

Gulnar Kapysheva

Sarsen Amanzholov East Kazakhstan University
070020, 34 30 Gvardeiskoi Divisii Str., Ust-Kamenogorsk, Republic of Kazakhstan

Svetlana Fedossova

Sarsen Amanzholov East Kazakhstan University
070020, 34 30 Gvardeiskoi Divisii Str., Ust-Kamenogorsk, Republic of Kazakhstan

Yelena Chzhan

Sarsen Amanzholov East Kazakhstan University
070020, 34 30 Gvardeiskoi Divisii Str., Ust-Kamenogorsk, Republic of Kazakhstan

Karlygash Barbossynova

Sarsen Amanzholov East Kazakhstan University
070020, 34 30 Gvardeiskoi Divisii Str., Ust-Kamenogorsk, Republic of Kazakhstan

Abstract

Relevance. The training program for foreign language teachers is represented by a number of disciplines, among which “Linguistic analysis of text” occupies a special place. This question is relevant, since more and more attention is paid to studying video blogs’ language and various means of its creation. In this work authors have attempted to consider ways of preparing potential teachers to analyse specific features use of tropes and figures of speech in video beauty blogs’ language.

Purpose. The aims of the research are: to develop foreign language teacher’s skills; to classify and define tropes and figures of speech as a significant component of video-blogs’ language; to describe specifics of tropes and figures of speech use in video-blogs’ language on the example of beauty blogs.

Methodology. Various research methods were used: descriptive-analytical method, method of comparison, observation and modelling method, transformation techniques, linguistic experiment and quantitative assessment. The main research method is the method of linguistic observation and description of specific linguistic facts in order to obtain generalized data. The material for the research was video content of beauty video-blogs.

Results. The results show how students, using example from video beauty blogs, analysed possibilities of tropes and figures of speech, highlighted the features of beauty blog’s speech design, compared frequency tropes and figures of speech use, considered corresponding examples.

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*Corresponding author



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Conclusions. Its practical significance for a foreign language teacher's professional activity lies in understanding the world of texts and transferring this knowledge to their pupils.

Keywords: professional training; video-blog, tropes and figures; speech design; foreign language.

Introduction

University program for training potential foreign language teachers gives a special place to work on visual and expressive means of artistic speech. Thus, in the process of professional training, study of phonetics and orthoepy involves familiarity with sound writing, vocabulary and phraseology – with figurative meaning of the word as the basis for creating various artistic tropes: comparisons, epithets, personifications, metaphors, metonyms. Means of speech expressiveness, individual author's stylistic features suggest focusing attention as a kind of outcome of study of different aspects of the text. Tropes used in the text, figures of speech, various stylistically coloured units, individual author's preferences and findings create so called the flavour of the text. Study of speech parts gives a potential foreign language teacher the opportunity to expand and consolidate knowledge and skills related to visual and expressive means. When studying animate and inanimate nouns, it becomes possible to observe the use of personifications in a literary text; while studying adjectives – for the use of adjectives as epithets; when studying adverbs, it is possible to demonstrate the potential of adverbs-epithets and adverbial comparisons. Particular attention is paid to stylistic figures, which are based on a syntactic unit. Potential foreign language teachers get acquainted with such figures of speech as rhetorical exclamation, rhetorical question, syntactic parallelism, inversion, etc. Researchers N. Frascini & J. Park [1], E.T. Ibáñez *et al.* [2] in their works studied the issues of methodological practices in the preparation of future teachers of foreign languages. However, the authors did not consider speech features and their use in beauty blogging.

The core of teacher education should not only be oriented in terms of content to secondary school programs and textbooks, but also include fundamental knowledge on which the methodology is based. Such continuity is considered as a necessary condition for moving from basic comprehensive knowledge about the text and ability to carry out its comprehensive analysis at the university to introducing this knowledge and skills in an adapted form into the practice of school education. The purpose of this paper is to determine the content of complex analytical work with a text that is significant for foreign languages teachers' professional training, which has methodological prospects in high school. That is why, J.L. Estrada-Chichón *et al.* [3], L. Shafirova *et al.* [4] in their works considered the mechanisms for the formation of a future teacher of a foreign language, taking into account grammar, culture and social interaction within the framework of the educational paradigm. But it is worth paying attention to the fact that the authors have not fully disclosed the language tropes and figures of speech in English and Korean.

Analytical work with text presupposes possession of elements of a comparative analysis of speech expressiveness means, since expressive colouring,

associative representations, which are caused by figurative means, awaken schoolchildren's active thought, help to master the content of speech more easily. Figurative and expressive means of speech include tropes and figures.

It is these terms that O. Meyer *et al.* [5], C.C. Rodríguez *et al.* [6] study in their research, while emphasizing the importance of a multiple literacy approach to content and language integrated learning for compiling and analyzing student speech corpora. Nevertheless, the authors did not disclose the tools for preparing potential teachers of English and Korean as part of beauty blogs. In this paper, the authors of the study will consider step-by-step training of future English and Korean teachers on some elements of comparative analysis of speech expressiveness means in video blogs using example of tropes and figures of speech in beauty blogs. The experimental work involved 4th year students (32 people) studying by the educational program 6B01703 Foreign language: Two foreign languages (English and Korean languages).

Materials and Methods

In the linguistic disciplines for the educational program 6B01703 Foreign Language: Two Foreign Languages, the applied aspect of textual science is emphasized: as a result of mastering this course, students-future teachers of the English and Korean languages should develop competences and skills, important for professional activity, to carry out complex text analysis. Such an analysis is impossible without theoretical basis. Consequently, within the work, the authors of the research organized the study of text characteristics in the experimental groups with the stages of its complex analysis, which allowed future teachers to consistently form both theoretical knowledge about the text and gain practical skills for implementation of this knowledge. Thus, at the first stage of the work, the authors of the study formed in future teachers of the English and Korean languages' ability to classify and define tropes and figures of speech as a significant component of video-blogs' language, using the example of beauty blogs. The subject of analysis at this stage of training was tropes and expressive means, which act as the main means of enhancing the expressiveness of the video-blogs' language.

At this stage, the students were divided into two groups, the task of the first group was to find the definition of the concept of "tropes", and their classification, proposed by various linguists. The second group was to find the definition of "figures of speech" and their classification. Also, the students were to make the list of references they used while preparing their material (both domestic and foreign authors). Students worked with various sources – Wiki, Internet sources, paper books, electronic textbooks, etc. At the end of the work, the groups presented the results of their research in front of the whole class, after which, as a result of a joint discussion, all the presented material was analysed and presented in the form of an essay.

At the second stage, the authors of the study formed in future teacher's skills to determine the dynamics of tropes, figures of speech and expressive means use in video-blogs' language. At this stage, students worked with video beauty blogs in Korean and English. The students were asked to provide a brief overview of tropes, figures of speech, expressive means, and demonstrate their examples, borrowed from beauty video-blogs. The first group worked with stylistic devices, such as hyperboles, meiosis (understatement), metaphors, personification, paraphrase. The second groups worked with expressive means – repetition, instrumentation, syntactic parallelism, anaphora, climax, epiphora, simile, zeugma, specifying synonyms, oxymoron. Thus, the students presented a brief overview of tropes and figures of speech, and illustrated them with some examples, borrowed from video beauty blog tutorials on makeup and creating various looks.

At the third stage, the authors formed in the future teacher's skills of to identify the specifics of video-blogs' language, which is made more expressive with tropes and figures of speech. The students were tasked with analysing peculiarities of using tropes and figures of speech in beauty blogs' language (on the example of tutorials on makeup and creating various looks). At this stage, the students' work was organized in the form of a joint project "Language of beauty blogs". Students worked in mini-groups of three people in each (there were four mini-groups in total), the task of each mini-group was to analyse two beauty blog videos in English and Korean, and answer the questions posed. The authors of the study formulated the tasks for each mini-group in the form of the following questions:

1. What is a video-blog? What is a video tutorial? Generally, who are the authors of beauty blogs? What titles do usually beauty bloggers use to attract their spectators' attention?

2. Who are beauty bloggers' audience? What is specific for beauty bloggers' virtual discourse?

3. Generally, how do beauty bloggers improve communicative properties of their blogs?

4. How can bloggers attract their audience's attention to their sponsor – cosmetic and pharmaceutical companies? How do beauty-bloggers draw parallels between "right and wrong" using tropes and figures of speech?

At the fourth stage, the authors of the study formed in future teacher's skills to analyse and describe specifics of tropes and figures of speech use in video-blogs' language on the example of beauty blogs. The students' task was to analyse the found examples of tropes and figures of speech and single out the most common and the least common ones, and to substantiate (explain) their conclusions.

Results

The relevance of studying of modern video-blogging language is determined by insufficient study of this issue, despite researchers' growing interest in video blogging in general and in blogs' speech content in particular [7]. This area is actively developing, video blogging borrows speech design not only from television journalism, but also from other screen arts, for this reason, video blogging language will constantly need to be studied and analysed [8]. Active infotainment of video blogging determines its specificity

as a video content format that combines the main functions of television and the Internet space [9].

The most attractive platform for bloggers is YouTube [10]. On YouTube, each channel has its own niche. Videos can be of various genres and topics, including beauty and fashion. Video blogs belong to one of the most common types, so-called "beauty-blog", i.e., a video blog about beauty, makeup, personal care, provide opinions about the latest products in the field of beauty and cosmetic. Video blogs under study are mostly tutorials on makeup and creating various looks and belongs to Korean and American entrepreneurs. The genre is training, educational video. It has many types, the most popular of which are tutorials [11]. A tutorial is step-by-step explanation of a process, an instruction on how to do something, a kind of educational blog [12]. It should be noted that in connection with blogosphere's dynamic development, the scope of educational blog's concept can be substantially supplemented [13]. The author of an educational blog can be not only a teacher, but also any person who has knowledge in a particular area and wants to share it. In this regard, not only a blog on education, schools and tutoring will be called educational, but any blog belonging to any professional, for example, a cosmetologist, and others [14]. Often such blogs' authors are young people who seek to tell about their own experience of acquiring knowledge or professional experience.

In the course of studying beauty bloggers' speech behaviour, the study confirmed the assumption about multifaceted variability of beauty bloggers' dialect on the whole. Beauty blogs and tutorials on makeup are quite extensive, include dozens of videos, and, as a method of virtual communication, reflect the real linguistic behaviour of a representative of a given social community, characterized by special indicators of all language levels. Thus, to draw attention to their beauty blogs, the authors use "clickable", "traffic-generating" titles and covers of video content. Such clickbait names reinforce and somewhat distort the meaning in order to grab the blog's addressees' attention. Bloggers use action verbs – "don't forget", "put on a tiny bit", also perceptual verbs due to the way video content is presented and perceived – "look".

Thus, with the help of incentive structures, authors focused the recipient's attention on the things they need. Since the audience of the video blog is predominantly youth and adolescents (teenage girls, young women), the language of communication has been chosen accordingly: bloggers' speech contains stylistically marked, emotionally coloured vocabulary, its non-verbal component corresponds to the verbal one: bloggers are mostly dressed in a youth style, use active gestures, etc. Additional contact with the audience is achieved through imperative structures: "don't eat too much!", as well as using the simile (comparison), for example: "I hope you have enjoyed the tutorial as much as I've enjoyed making it – 제가 즐겁게 만든 만큼 이 영상도 즐겁게 봐주셨으면 좋겠습니다" [15]. This helps to create a more trusting image of bloggers and the channel as a whole, which has positive effect on communication with subscribers, spectators and statistics, adding views, likes, comments.

Tropes and figures of speech are an integral part of beauty-bloggers' speech behaviour, and are designed to serve a wide variety of purposes. The conversational style in the blogs is evidenced, for example, by irony: "For those of us who aren't blessed with X-ray vision – *완벽한 비전이없는 사람들을 위해*" [16]. Hyperbole – is a technique consisting in deliberate exaggeration of any qualitative properties, phenomena, processes in order to create a vivid and impressive image, for example, "Go crazy with your mascara – *마스카라에 미치다*" [17], "You look awesome – *너 멋져 보인다*" [16]. Meiosis (understatement) – is a stylistic device opposite to hyperbole. It means understating, weakening the real qualities and properties of an object, for example, "A tiny nose – *작은 코*" [18]. Metaphor – is a figure of speech, where the essence of some phenomena or objects is revealed through others based on their similarity or contrast, for example, "Prime your eyes – *눈에 초잠*" [19], "Fan out the colour – *색을 어둡게 하다, 덜 밝게 하다*" [20], "Coat your lashes – *마스카라로 속눈썹을 가리코*" [21].

Personification – is a technique where human qualities are given to an object that is not alive, for example, "Show the inner corners' love with yellow – *보여주다, 눈에 사랑을 보여주다*" [22]. Paraphrase – is a technique that describes a subject of speech instead of using its name, or indirectly reflects a thought, and often has a poetic or humorous connotation, for example, "Stick those falsies on" [23]. Expressive means (or means of expressiveness) – are so-called verbal figures and figures of thought, divided into paths and amplifications. Figures of speech are turns of speech, clearly expressing the speaker's emotional state. Expressive means include:

- figures of identity (simile);
- figures of inequality (climax, tautology);
- figures of contrast (oxymoron, antithesis).

Repetition – is one of the widespread means of expression, which is used in all types of speech. These are repetitions of the same member of a sentence, phrase or whole sentence immediately following each other. For example, "You are almost plastic, almost!" [18]. In stylistic phonetics, which studies the ways of using speech sound texture as a means of increasing its expressiveness. There are also phonetic means that are designed for the auditory perception of speech or for creating auditory images that cause a certain emotional effect in the listener. One of the most famous means of stylistic phonetics is "instrumentation". Instrumentation is selection of a word that has a sound form enhancing expressive content of a given segment of speech, for example, "Line your waterline" [18].

Anaphora – is a stylistic figure of speech which implies repetition of initial consonances, parts of words, phrases and syntactic structures, for example, "No shimmer, no gloss" [24]. Simile – is a stylistic comparison, which is formed using phrases "like" (how) or "as such as", when similarity or difference is established between two objects or people, for example, "To look like a raccoon – *너구리가 실패한 메이크업, 너무 강렬한 어두운 그림자 인 것 같아 눈 아래*" [25], "A perfect first date

look – *첫 데이트처럼 보여*" [26]. Climax – is a figure of speech which assumes arranging words or expressions in a certain order, namely, by decrease or increase in emotions, importance of words, their signs, for example, "Going..., going..., gone – *점차 사라져*" [27]. Zeugma – is a figure of speech where a word, that forms the same type of syntactic combinations with other words in a sentence, is used only in one of these combinations, while in others it is omitted, for example, "Cover your dark circles and other imperfections" [18].

Beauty bloggers are within the framework of a virtual discourse due to their video-blogs' genre specificity [28]. Their most subscribers understand and accept the model of speech communication that bloggers use, for example, in epithets: "stray hair", "with a light hand" (*가벼운 손으로 즉, 약간, 약간*), "layered hair" (*겹머리, 겹머리, 사다리*), "tangle-free hair" (*엇김 없음, 빗질, 풀림*), "the skin appears less dull" (*어두운의 의미에서 지루*), "this will make you appear awake" (*awake 신선한, 활기찬의 의미로 사용*) [29]. In addition, in order to consolidate the audience around them, bloggers often use inclusive pronouns "we" and "you". In this case, the pronoun "we" turns into an ideology of unity. To improve the communicative properties of video clips, authors use "dialogization" technique, not only in the main text, but also in the title, using question-and-answer way of presentation, and elliptical constructions, for example: "Got old business cards? Use them!" [15].

Significant number of expressive means is used in direct advertising of beauty bloggers' sponsors – cosmetic and pharmaceutical companies. Authors show the viewers that they themselves constantly use these products, actively implementing the allusion: "Spirit gum and face tape are safe to use on the face – *우리는 메이크업에 사용되는 잘 알려진 화장품 접착제 브랜드에 대해 이야기하고 있습니다*", "Buy it at CVS – *제약회사 CVS 주식회사*" [30]. In some cases, speech communication is presented in the use of stylistic figures, for example, antonomasia: "Anything pink is "Barbie" enough – *핑크색 액세서리는 바비처럼 보이기에 충분합니다*" [18]. Here, the allusion technique is universal, when authors refer to an object of a universal, large-scale nature. Authors can mention Mattel factory's famous brand (it is the largest toy manufacturer in the world), which does not require additional explanation in other languages. Also, in beauty tutorial videos, to preserve stylistic unity, various meiosis (understatement) can be used: "Add a tiny bit – *부스러기 추가, 핀치*", and also hyperbole: "Not a single hair out of place – *헤어 스타일에서 하나의 머리카락이 쓰러지지 않았습디다*" [31]. This use of subjective assessment techniques is characteristic of colloquial speech and gives it emotional colouring.

On the examples considered above the students concluded that video-blogs' language has a wide variety of means of conveying emotional attitude to what has been said. Based on the analysis of beauty-blogs, students could conclude that not all of the considered figures of speech are applied equally widely (Figure 1).

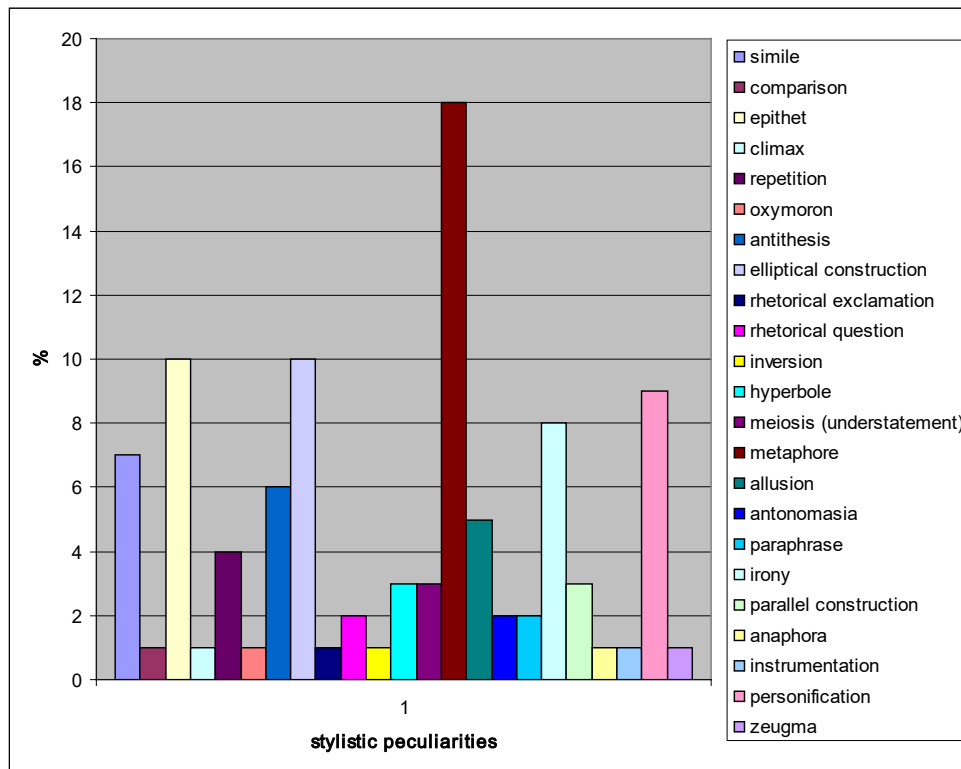


Figure 1. Stylistic features of video blogs' language (on the example of beauty blogs tutorials)

The most common are metaphor, epithet, personification, elliptical constructions, personification, irony and comparison. Climax, anaphora, instrumentation, rhetorical exclamation, inversion, zeugma and oxymoron are much less common. Analysing the results presented in Table 1, it can be seen that in the students managed to find about one hundred examples of tropes and figures of speech (in one video there could be several examples, therefore the number of examples found does not correspond to the number of videos analysed). The students singled out the seven most common tropes and figures of speech, then the most popular turned out to be metaphor (18 examples), epithet (10 examples), elliptical constructions (10 examples), personification (9 examples), irony (8 examples), simile (7 examples), antithesis (6 examples). Less frequent were allusion (5 examples), repetition (4 examples), parallel constructions, meiosis, hyperbole (3 examples each), antonomasia, rhetorical question, paraphrase (2 examples each). To the very rare ones the students attributed climax, anaphora, instrumentation, rhetorical exclamation, inversion, oxymoron, zeugma and comparison (1 example each). After analysing peculiarities of using these tropes and figures of speech, the students came to conclusion that in the videos studied, the proportion of metaphor is 18% of the total number, epithets and elliptical structures – 10% each, personification – 9%, irony – 8%. The smallest proportion is climax, anaphora, instrumentation, rhetorical exclamation, inversion, oxymoron, zeugma, comparison – only 1% of the total number of units studied.

Discussion

Today's dynamic and changing society requires initial and ongoing training of potential teachers of English and Korean, which involves acquiring professional skills and performing functions adapted to social needs. Thus,

according to T.M. Ellison & U. Reinöhl [32], they are immersed in a complex and unknown reality in which they face new concepts and problems, where the presence of certain formal language knowledge allows creating accessible content within the blog. These problems can cause changes in initial motivations, communication styles, attitudes and personality traits. For this reason, it is important that the training of potential teachers of English and Korean is action-driven and committed to the entire university community. The study of the mechanisms of speech and tropes that determine access to language is necessary to understand the complexity of the relationship between the wider social system and the consequences of the specific use of the language by the speakers of the society [32-35]. One of these mechanisms is video blogs, which become a fundamental element of the semantic, phonological and syntactic construction of personality, broadcasting a pseudo-reality that determines the educational function. From this point of view, beauty blogs act as a means of expression in structuring statements and standardizing what is understandable to both the subscriber and the viewer [36]. Therefore, it can be emphasized that the research hypotheses converge with the results of the work, causing the diversity of expressive language means in the analysis of the material.

The expressiveness of language in a video blog is a manifestation of the deepest subjectivity of the sender, where in inner speech the referential, appellative and expressive meaning of a communicative act begins and ends in the same sense [37-39]. Potential English and Korean language teachers practice these forms through the analysis of short dialogues in various video content niches. This medium provides an immersive environment for the open dissemination of information, challenging the hegemony of text and image as the primary language for would-be teachers [40]. The result of this approach is that

a range of interpretations of tropes and figures exist in individual speech acts, linking contextualized aspects of step-by-step explanation. Therefore, such a fragmented model in the text of the video blog creates various options for the use of tropes and figures of speech. Therefore, metaphorical expansion of speech possibilities is the key to interpreting English and Korean using conceptual frameworks. It highlights the systematic weakening of the paths, causing the frequency and diversity of figures of speech for the productive assimilation of speech and language accessibility in general. Accordingly, when analysing the data, it is noted that beauty bloggers most often use a metaphor that fits perfectly into the text to give expressive functions to speech that is understandable to consumers [41; 42].

F.J. Sanz Trigueros & C. Guillén Díaz [33] believe that the diverse nature of linguistic phenomena opens the door to the birth of new educational media practices that expand the speech narrative and communicative structure of the English and Korean languages, acquiring an obvious transmedia colour. Despite educational innovations, transmedia evolution and the growing attention of researchers to the elements of comparative analysis of the expressive possibilities of speech in recent years, there is a clear lack of development in the proper preparation of potential teachers. Taking into account the peculiarities of beauty video creation, semantic and lexico-grammatical linguistic interpretation arises when considering various linguistic and cultural factors in which speech functions and ideological justification develops. Thus, tropes and figures of speech are being regarded differently, since the former are linguistic figures that require double interpretation, as long as they use the association of ideas and the translation of meanings from one word to another, suggesting a double interpretation, and the latter are an implicit comparison, when the word is used in a different meaning [43-46]. If all figures of speech are intended to reinforce the utterance, the differences between them are demarcated along the expansion axis. They can be built with repetitions, stacks and additions, while fulfilling the function of developing professional skills and abilities. For a potential teacher, it is necessary to distinguish between the levels of linguistic analysis: linguistic (phonemic, morphemic, lexical) and discursive, which allow mastering speech as a sign system and a means of communication [47]. The relation of similarity underlying metaphor must be understood as a tension between identity and difference in a predicative operation set in motion by semantic innovation [48]. Thus, the results of the researchers coincide with the conclusions obtained in this work, causing the determining role of the functioning of tropes and figures of speech in the genre of educational and cognitive videos.

Researchers N. Pouscoulous & G. Dulcinati [34] note that when studying figures of speech, it is important for potential teachers of English and Korean to take into account tension measurements: intensity and length. The speaker, trying to revive or soften the meaning, performs four possible operations on the axis of extension: attachment or repetition with subsequent expansion of the statement; suppression with a natural contraction of the utterance; transposition of elements, that is, the exchange of positions in the statement; exchange of elements. In

turn, tropes represent a semantic irrelevance that creates a new relevance that cannot be seen as a simple semantic exchange [49]. They carry out the movement of semantic concentration, characteristic of metaphor, or the semantic expansion, characteristic of metonymy within beauty blogs. For this reason, figures of speech always have an argumentative dimension, since they serve as the basis of any relationship between speaker and listener [50; 51]. Comfortable from a pragmatic point of view, the authors argue that the exchange of words fixes the basis of context in the phenomenon of understanding. The context is elastic, it includes a set of events, estimates, relationships of different amplitudes that act synergistically to determine the values. Among other meanings of words inserted into sentences, contexts are an obvious aspect of the language component, which is preserved with minimal changes [52]. Such a process means that the training of potential language teachers should not take this as a fixed doctrine meant only for application, which is contrary to the ideal of an ever-evolving science. Research data focuses on the fact that linguistic phenomena and their semantic features in speech should be considered as an integral structure, taking into account the nature and context of the educational paradigm [53; 54].

Thus, after analysing the linguistic material of beauty blogs, the students determined that the most common speech phenomenon of bloggers was a metaphor that took on the function of visual comparison to establish the neutrality of the content and its accessibility. For this, the YouTube platform is used, which is the most attractive platform for Korean and American entrepreneurs who promote sequential makeup lessons and create various looks. In addition, it was found that the video uses rhetorical devices, which were sets of expression methods used to improve the expressive effect in the language aspect. In a comparative context, in order to use contrast, one must have a deep understanding of the essential contradiction of what is to be expressed. Two aspects of the same thing must be opposite to each other, otherwise they cannot be compared. For each rhetorical device, it is necessary to accurately understand their expressive functions and flexibility of use, which helps to effectively train potential teachers of English and Korean. Summarizing the results of the study, can conclude that such a process of analysing language materials helps to produce step-by-step training in conducting a holistic analysis of tropes and figures of speech to develop the professional skills of potential teachers.

Conclusions

This paper described step-by-step training for potential English and Korean teachers to conduct a comprehensive analysis of tropes and figures of speech in video-blogs to develop skills in them. The students' analysis of the language material presented in beauty blogs tutorials on makeup, showed them that tropes and figures were explored in different ways. Figures of speech, on the contrary, are quite frequent and varied. Schematically, this classification can be represented as follows: metaphor, metonymy, epithet, oxymoron, antonomasia can be attributed to tropes; asyndeton, polysyndeton, anadiplosis, anacoluthon – to figures of speech; allusion, hyperbole, irony, personification, comparison – to schemes.

Discussing the results of the study, the students came to the following conclusions: the results obtained indicate that among tropes and figures of speech, similar in function, beauty-bloggers often chooses the metaphor rather than the comparison, since the first is a hidden comparison and looks more advantageous than a visual comparison technique. The authors of these blogs are young and middle-aged entrepreneurs who seek to tell about their own experience of acquiring professional knowledge, and therefore count on maximum accessibility, neutrality of content that is understandable to every consumer – subscriber and viewer.

The results obtained indicate that among tropes and figures of speech, similar in function, beauty-bloggers often choose the metaphor rather than the comparison, since the first is a hidden comparison and looks more advantageous than a visual comparison technique. In addition, for video beauty blogs, which were created in the

genre of training, educational, video, jokes, jargon and hidden meaning are not too typical, because this genre belongs to the “tutorial” type – step-by-step explanation of a process, instructions on how to do something, a kind of “educational” blog.

The research does not exhaust the entire problematics of preparing potential teachers of English and Korean languages elements of a comparative analysis of speech expressive possibilities, but still contributes in the study of issues related to the use of expressive means in creating texts, as self-organizing phenomenon.

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Conflict of Interest

None.

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Підготовка майбутніх викладачів англійської та корейської мов (на прикладі тропів і фігур мови в б'юті-блогах)

Ірина Ларіонова

Східно-Казахстанський університет імені Сарсена Аманжолова
070020, вул. 30-ї Гвардійської дивізії, 34, м. Усть-Каменогорськ, Республіка Казахстан

Гульнар Капишева

Східно-Казахстанський університет імені Сарсена Аманжолова
070020, вул. 30-ї Гвардійської дивізії, 34, м. Усть-Каменогорськ, Республіка Казахстан

Світлана Федосова

Східно-Казахстанський університет імені Сарсена Аманжолова
070020, вул. 30-ї Гвардійської дивізії, 34, м. Усть-Каменогорськ, Республіка Казахстан

Олена Чжан

Східно-Казахстанський університет імені Сарсена Аманжолова
070020, вул. 30-ї Гвардійської дивізії, 34, м. Усть-Каменогорськ, Республіка Казахстан

Карлигаш Барбосинова

Східно-Казахстанський університет імені Сарсена Аманжолова
070020, вул. 30-ї Гвардійської дивізії, 34, м. Усть-Каменогорськ, Республіка Казахстан

Анотація

Актуальність. Програма підготовки вчителів іноземних мов представлена низкою дисциплін, серед яких особливе місце посідає «Лінгвістичний аналіз тексту». Це питання є актуальним, оскільки все більше уваги приділяється вивченню мови відеоблогів та різних засобів її створення. У цій роботі автори спробували розглянути шляхи підготовки майбутніх учителів до аналізу особливостей використання тропів і фігур мовлення у мові відеоблогів про красу.

Мета. Мета дослідження: розвинути навички викладача іноземної мови; класифікувати та визначити тропи та фігури мови як важливий компонент мови відеоблогів; описати специфіку використання тропів та фігур мови у мові відеоблогів на прикладі б'юті-блогів.

Методологія. Використано різні методи дослідження: описово-аналітичний метод, метод порівняння, метод спостереження та моделювання, методи трансформації, лінгвістичний експеримент та кількісне оцінювання. Основним методом дослідження є метод лінгвістичного спостереження та опису конкретних мовних фактів з метою отримання узагальнених даних. Матеріалом для дослідження слугував відеоконтент б'юті-відеоблогів.

Результати. Результати показують, як студенти на прикладі відео б'юті-блогів аналізували можливості тропів і фігур мови, виокремлювали особливості мовленнєвого оформлення б'юті-блогу, порівнювали частотність використання тропів і фігур мови, розглядали відповідні приклади.

Висновки. Його практичне значення для професійної діяльності вчителя іноземної мови полягає в розумінні світу текстів і передачі цих знань своїм учням.

Ключові слова: професійна підготовка; відеоблог, тропи та фігури; мовленнєвий дизайн; іноземна мова.