

Козлов В.В.

Научный руководитель: старший преподаватель кафедры иностранных языков Лебедев А.Р.
Муромский институт (филиал) федерального государственного бюджетного образовательного учреждения высшего образования «Владимирский государственный университет имени Александра Григорьевича и Николая Григорьевича Столетовых»
602264, г. Муром, Владимирская обл., ул. Орловская, 23
E-Mail: vladislav-kozlov-2004@mail.ru

Linguostylistic Features of English Publicistic Headlines: Definitions, Functions and Language Characteristics

In modern media, the headline has evolved from a mere label into a powerful linguistic mechanism that shapes reader perception and determines whether an article gets read. A headline is not simply a title but a “text name” [3] and the “first signal” that directs reader interpretation [5]. Foreign scholars define it as a stylistically charged entry point that can engage in intertextual play [7; 8]. The dual nature of the headline – existing both separately from and in close connection with the text – explains the diversity of approaches to its study.

Following existing classifications, English publicistic headlines can be classified into five main functions: nominative (naming the text), informative (conveying the essence), expressive-appellative (evoking emotions), advertising (attracting attention), and text-forming (organising the material) [2; 4; 6]. In popular press the advertising and expressive functions dominate, while in quality press the informative function is stronger [4]. Headlines can be classified by information completeness (full vs. “dotted”), by the number of aspects covered (single-aspect vs. complex), and by their correspondence to the text (honest vs. provocative) [2; 1; 6]. Provocative headlines create the “effect of deceived expectation”, forcing the reader to reinterpret the title retroactively [6].

On the lexical level, English headlines heavily rely on short, punchy “headline jargon” (ban, bid, claim, cut, hit, launch, probe, quit), which saves space and creates impact. Phraseologisms, clichés and allusions are frequent, often playfully modified to produce irony or cultural resonance [8]. Such intertextual references assume an educated reader and are particularly typical of British journalism [4].

Grammatically, headlines follow a “telegraphic style”: articles are omitted, the verb to be disappears in passive constructions (20,000 cars recalled), and auxiliary verbs are dropped (Russia preparing new sanctions) [5]. The present simple is used for past events (“dramatic present”: Queen Visits Hospital), while the infinitive marks future actions (PM to announce new measures) [9]. Syntactically, long strings of nouns (Moscow hostage crisis talks) create dense attributive chains that require additional cognitive effort to decode [1].

All these features – from headline jargon and ellipsis to special tense usage and nominal chains – are not random errors but deliberate stylistic choices serving one main goal: to make the article noticed and read. Understanding them is essential for adequate interpretation and high-quality translation of English media texts.

Литература

1. Лунькова Л.Н. Когнитивная стилистика: обработка и декодирование художественного текста: монография. – М.: Русайнс, 2016. – 90 с.
2. Чикина Е.Е. Интерпретация текста в аспекте языка и речи: учеб.-метод. разработка. – Владимир: Изд-во ВлГУ, 2013. – 52 с.
3. Николина Н.А. Филологический анализ текста: Учеб. пособие. – М.: Академия, 2003. – 256 с.
4. Афанасьева Н.Р., Сеньюшкина Т.В. Functional Styles: Учебно-методическое пособие. – Омск: Изд-во ОмГУ, 2005. – 80 с.
5. Виноградов В.В. О языке художественной прозы. – М.: Наука, 1980. – 360 с.
6. Артамонов В.Н. Функционально-стилистический анализ текста: Учебное пособие. – Ульяновск: УлГТУ, 2004. – 54 с.
7. Wright L., Hope J. Stylistics. A Practical Coursebook. – L., N.Y., 1996. – 183 p.
8. Simpson P. Stylistics. A resource book for students. – Nottingham, 2002. – 247 p.
9. Tallerman M. Understanding Syntax. – 3d ed. – Hodder Education, 2011. – 312 p.

Поливанова Шрага Ю.

Научный руководитель: ст. преподаватель кафедры иностранных языков Фролова О. А.
Муромский институт (филиал) федерального государственного бюджетного образовательного учреждения высшего образования «Владимирский государственный университет имени Александра Григорьевича и Николая Григорьевича Столетовых»
Россия, 602264, Владимирская область, г. Муром, ул. Орловская, д. 23.
E-mail: ypolivanova@internet.ru

Theoretical Aspects of Stylistic Analysis of English-Language Articles on Education

Irrespective of the character of the magazine and the divergence of subject matter – whether it is political, literary, popular-scientific or satirical, all the already mentioned features of publicistic style are to be found in any article [7; 2]. The character of the magazine as well as the subject chosen affects the choice and use of stylistic devices. Words of emotive meaning, for example, are few, if any, in popular scientific articles. Their exposition is more consistent and the system of connectives more expanded than, say, in a satirical article [6; 7]. Articles on education occupy a particularly interesting niche, as they oscillate between rigorous academic discourse and popular science writing, making them a rich object for stylistic investigation [1; 3].

A stylistic analysis of English-language educational journalism (drawn from sources such as The Times Education Supplement, The Guardian Education, or The Economist) reveals the following constant features, irrespective of the magazine's character:

- dual function: informative (conveying facts, policies, research outcomes) and persuasive (shaping public opinion, advocating reform) [1; 7];
- explicit evaluativeness: openly expressed approval or criticism (e.g., groundbreaking policy, flawed assessment system) [6];
- use of clichés and set phrases: standardised lexical units such as access to quality education, skills gap, lifelong learning, evidence-based practice [7];
- combination of abstract and concrete lexicon: abstract terms (accountability, outcomes, pedagogy) are interwoven with concrete examples and case studies [4; 6].

The theoretical step in stylistic analysis is the identification of these invariant dominants, which remain stable across different magazine types [7].

While general features persist, the specific character of the magazine and the chosen subject significantly affect the choice of stylistic devices [1]. For example, in popular-scientific educational articles (e.g., in Scientific American or New Scientist education sections), emotive lexis is rare or absent. The exposition is more consistent, logical, and objective. The system of connectives (logical linkers such as furthermore, consequently, in contrast) is more expanded and explicit [6]. Tropes and figures of speech are minimised. In satirical or highly opinionated educational articles (e.g., in The Onion or satirical columns of The Guardian), emotive and evaluative devices are abundant. Irony, hyperbole, sarcasm, and metaphor become dominant [7]. The logical framework may be deliberately loosened or parodied.

We would also like to note that educational topics impose unique stylistic constraints [3; 5]. For example, educational articles necessarily include pedagogical and policy terminology (formative assessment, inclusive classroom, scaffolding). The stylistic choice lies in whether these terms are explained (popular-scientific) or used without gloss (elite publication) [1; 6]. Even in opinion pieces, educational writing often maintains a veneer of rationality, as the topic is socially sensitive. Therefore, overt emotional devices are often replaced by implied evaluation (e.g., rhetorical questions, contrastive pairs) [7]. Educational journalism frequently borrows from scientific style (citations, statistics) and from belles-lettres style (anecdotes, metaphors) – the balance between these determines the stylistic register [4; 7].

The theoretical analysis demonstrates that a rigorous stylistic investigation of English-language educational articles must proceed from the invariant features of the publicistic style to the variable selection of stylistic devices conditioned by the magazine's character and subject matter [7]. Popular-scientific educational texts favour logical connectives and suppress emotive lexis, while satirical texts exploit irony and hyperbole. However, in all cases, the dual function - information plus

persuasion - remains the defining constant [1; 7]. These theoretical premises provide a reliable foundation for further empirical and comparative stylistic research [3; 5].

Литература

1. Афанасьева Н. Р., Сенюшкина Т. В. Functional Styles: Учебно-методическое пособие. – Омск: Изд-во ОмГУ, 2005. – 80 с. С. 33 - 37.
2. Лунькова Л. Н. Когнитивная стилистика: обработка и декодирование художественного текста: монография. – М.: Русайнс, 2016. – 90 с. С. 66 - 71.
3. Николина Н. А. Филологический анализ текста: Учеб. пособие для студ. высш. пед. учеб. заведений. – М.: Издательский центр «Академия», 2003. – 256 с. С. 13 - 15.
4. Antrushina G. B., Afanasyeva O. V., Morozova N. N. English Lexicology. – 3rd ed. – М.: Drofa, 2001. – 288 p. P. 144-145.
5. Galperin I. R. Stylistics. – 3rd ed. – М.: Vysšaja Škola, 1981. – 334 p. P. 120 -121.
6. Simpson P. Stylistics. A Resource Book for Students. – Nottingham: Routledge, 2002. – 247 p. P. 240 – 242.
7. Tallerman M. Understanding Syntax. – 3rd ed. – London: Hodder Education, 2011. – 312 p. P. 155 – 160.